



**Introduction to the further training module
“Digitalization in the craft”
for specialist in vocational orientation**
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1. Explanation and aim of the further training module

The target group the module addresses and the requirements to participate in the qualification:

The Erasmus+ project "BOQua digital" follows up on the work of the previous project "BOQua", which was completed in 2018. As part of the follow-up project "BOQua digital", the five project partners from Germany, Slovenia, Spain, the United Kingdom/Scotland (UK) and Austria are developing a European qualification concept for career guidance professionals under the leadership of the University of Teacher Education Schwäbisch Gmünd. This qualification concept includes a **further training module for professionals in vocational guidance in the context of "Digitalization in the craft"**, which is being developed on the basis of case studies for which stakeholders from vocational guidance were interviewed within the framework of the project. The interviewed experts were asked how the world of work in general and in different occupational areas in particular have changed with regard to the developments around the buzzword digitalization. In the further course of the interviews, the experts from vocational orientation were asked about the associated demands on the competences of employed persons in the world of work. Taking this change into account, the interviewees were asked to describe the changed requirements from the perspective of career guidance practitioners, especially the changed framework conditions that young people in career guidance are confronted with. However, the focus of the interviews was primarily on the knowledge, skills and competences that are currently required of professionals in career guidance and will be required in the future, and this in the context of the digital transformation of the world of work and the various characteristics in the respective occupational areas.

Based on this survey, five independent qualification modules will be created within the framework of the project "BOQua digital":

In total, the following five modules will be elaborated:

- Qualification module Digitalization in the craft
- Qualification module Digitalised production occupations
- Qualification module Commercial occupations in the course of digitalization
- Qualification module Digitalization in nursing/health professions
- Qualification Module the Challenge of Digitalization for Training and Work

This module focuses on the topic of digitalization in the **skilled crafts sector** in the qualification of actors in vocational orientation.

Objectives of the training module:

The qualification module "Digitalization in the craft" is associated with a number of direct and indirect objectives. The **direct objectives** of the qualification module "Digitalization in the craft" can be counted as follows:

- Expanding and promoting knowledge about occupations, fields of activity, initial and continuing training, the labour market and career paths, among other things against the background of digitalization and the use of new technologies.

- Promoting the examination of changes in the world of work in different skilled crafts occupations and the respective occupation-specific working environment against the background of digitalization and the use of new technologies and the low attractiveness of skilled crafts occupations.
- Reflection on the changed requirements for knowledge, skills and competences for current and future skilled workers in the skilled crafts sector in the context of digitalization and the use of new technologies, among other things.
- Expansion and promotion of knowledge, skills and competences for activities in career guidance and counselling.
- Promote the use of different innovative and practical career guidance methods, measures and activities, using digital tools where appropriate.
- Encourage guidance seekers to self-guide in career guidance, including with the support of digital tools.
- Promote a high-quality career guidance process,
- Promoting practical experience and concrete insights into different professions by guidance staff, including through the use of digital tools and virtual exploration opportunities.

The **indirect objectives** in turn include...

- improving the quality of the career choice process for young people and other target groups of career guidance in view of the rapid digital change in the world of work, especially in skilled crafts, and
- the contribution to avoiding training dropouts by promoting helpful career guidance for young people.
- (Training) companies also ultimately benefit from a high-quality career choice process that is designed to help young people become aware of their strengths, interests and talents and make a career decision based on this.

Target group of the further training module and participation requirements:

The qualification module is aimed at the **target group of professionals** who are already active in the field of **career guidance and counselling** and also at people who would like to become active in career guidance and counselling. Due to this composition of the target group, it is important to ensure that the qualification module does not only address general aspects of career guidance without additional information content for those already working in career guidance but also does not presuppose a high level of prior knowledge and experience on the part of the participants.

Content of the module:

- Overview of occupations in the skilled crafts sector, the respective working environment and the technical, interdisciplinary and digital competences required for this.

- Training and further education, career paths and labour market development in the skilled crafts sector
- Realistic and practical insights into occupations in the skilled crafts, e.g. via videos, virtual explorations and company visits
- (Digital) change in the world of work in the skilled crafts sector: including reflection on and discussion of the question: How are occupations and activities in the crafts changing as a result of digitalization?
- Image and attractiveness of crafts occupations
- Gender-sensitive counselling process: reflection on the topic of "women in crafts occupations".
- Innovative methods, digital tools and approaches in the career guidance process

Work processes, knowledge, and skills covered by the module:

The following **work processes** of vocational guidance specialists are addressed and covered by the contents of the qualification module:

- Passing on experience and well-founded information on skilled crafts occupations, training and further training opportunities, career paths and the labour market.
- Supporting young people in the career guidance process: providing information on (further) career guidance measures/activities, opportunities for taster days, company internships, etc., tips on further information via digital tools (apps, websites, internet platforms, etc.)
- Stimulate motivation and reflection processes: Encourage young people to reflect on the changes around digitalization in the world of work, their own concept of life, their strengths, interests, talents, etc.
- Networking, cooperation with and insights into (craft) companies and practice
- Dealing with trends in the context of digitalization and changing demands on the labour market in craft professions

The **knowledge, competences** and **skills** are strengthened especially in the following areas:

Specialist knowledge

- Training and further training opportunities and career paths in the crafts
- Occupational profiles in the crafts sector
- Digital transformation of occupations in the crafts sector
- (Changing) requirements on the labour market
 - Knowledge, competences, skills in demand
 - Knowledge of the regional labour market (incl. contact with companies, qualification projects, etc.)
 - Changes in the world of work / the labour market

- Tools and resources in the field of career guidance (websites, apps, brochures, video portals, etc.)
- Legal framework (for taster days, internships, company visits, etc.)
- Know and be aware of factors influencing the individual career orientation process of young people (teachers, peer group, parents, etc.).

IT and new media competences

- IT competence for information: use of digital tools to obtain information
- Digital literacy: information procurement and assessment in the field of career guidance
- Instruction for self-guidance of clients with digital tools (apps, internet websites etc.)
- IT competence for online career guidance: technical use of tools for email and chat guidance

Communication competence

- Gender-sensitive career guidance
- Motivational interviewing

Didactic skills

- Knowledge and application of the possibilities of using various (modern) media and digital in the career guidance process (face-to-face)
- Knowledge and application of tools for online career guidance (chat, e-mail)
- Motivational competence

Organizational competence

- Time and project management
- networking
 - Gaining experience in and with companies as well as exchange with other career counsellors/actors in the field of career counselling/guidance

Social competence

- Openness to new ideas
- Personal initiative
- Reflectiveness
- Gender sensitivity

Willingness for further training

- Keeping up to date with career guidance methods, measures, activities and (digital) tools as well as occupations and their changes

2. Framework of the module

Time scale of the module:

The qualification module on occupations in the skilled crafts sector, which is aimed at people who are active in the field of career guidance or would like to be in the future, comprises a total of five training days plus a preparation and follow-up phase for a total of 40 hours in seminar room and online phases via distance learning. The actual distribution of the seminar room and online phases is largely flexible for the CET provider. Each training day imparts special competences, occupation-specific expertise and also offers participants a concrete insight into a wide range of occupations in the skilled crafts sector.

Framework conditions for the learning process that are used and why (for example training places):

The workshop is based on the understanding that theoretical knowledge transfer is optimally complemented by own experiences and practice. In this sense, the individual workshop days consist of theoretical input on methods, tools and resources of career orientation as well as on occupations and digitalization in the skilled crafts sector. The theory phase is preceded by an independent preparation phase with research, and this is later also supplemented with insights into practice. Videos about individual occupations in the crafts are shown and discussed together. In addition, company visits are made at digitally advanced craft companies in groups to give the participants a real insight into the world of work and occupations in the crafts; alternatively, these can also be carried out virtually. At the beginning of each presence workshop day, the group can reflect on the experience gained from the previous company visit. In addition, the participants of the qualification module are offered at the end of the workshop to complete a self-organised internship day in a digitally advanced craft enterprise of the participants' choice in order to gain individual experience and a deeper insight into the occupational area in addition to the experience in the group. Furthermore, two learning units via distance learning will also be offered, which will allow the participants more scheduling flexibility, as this will save them travelling time, especially as both dates will be kept rather short (4 and 1.5 hours respectively).

Choice of companies for company visits:

For the visits it should be selected craft companies that can be classified as digitally advanced. This means that at least some of the work processes and activities of these enterprises are carried out with the support of digital technologies. Ideally, these are craft companies whose activity profiles are strongly characterized by digital tasks. A company visit in a digitally advanced company can be designed in such a way that several craft are covered (e.g. a construction site, if safety regulations permit an excursion, etc.). From a didactic point of view, it is also advisable to choose a suitable company excursion/visit on those workshop days that focus on a specific practical topic ("women in the crafts", "digitalization in the craft") in the morning unit.

Necessary technical equipment:

The seminar room for the theoretical parts of the qualification measure "Digitalization in the craft" must be equipped with a laptop including a beamer. Modern digital tools and instruments as well as web platforms of vocational orientation are sometimes used to convey

some of the contents of the qualification module. Therefore, a powerful internet connection must also be guaranteed. Depending on the design of the group work, it may also make sense to provide one laptop or one PC per participant. For a virtual tour of the company, suitable software and if applicable virtual reality glasses must be provided for the participants. For the delivery of learning units in distance learning, participants need private access to laptops or PCs, a stable internet connection and access to the appropriate software for conducting the video meeting.

Number of participants per training unit:

Ideally, the number of participants should not be too large, both for face-to-face and distance learning units. Especially for the company visits - which can also take place in smaller craft enterprises - it is advisable to aim for a smaller group size of about 10 to 16 people for the training.

3. Recommended used materials for the training module

The following documents (especially guides, books and manuals) were used for the conception of the qualification module and are recommended as supporting documents for all those who are active in the field of vocational orientation or who would like to implement the qualification module.

When designing the qualification module including documents, care was taken to provide sufficient documents without a country-specific context to ensure that this qualification module can also be implemented in other countries. Nevertheless, it is advisable to take into account country specifics (legal framework conditions, professional profiles, etc.) when implementing the qualification modules and to use corresponding materials and documents as a supplement.

Documentation on methods, techniques and tools in career guidance and counselling

Documents (German):

- AMS/abif: Methoden- und Praxishandbücher des AMS/abif zu (zielgruppenorientierter) Bildungs- und Berufsberatung: <http://www.ams-forschungsnetzwerk.at/deutsch/publikationen/amshandb.asp?first=0&hb=1&sid=982675523>
- Beispiele:
 - Praxishandbuch: Methoden der allgemeinen Berufs- und Arbeitsmarktorientierung
 - Praxishandbuch: Methoden der Berufs- und Arbeitsmarktorientierung für Jugendliche
 - Methodenhandbuch für die Berufsorientierung an Schulen
- Brüggemann, Tim; Rahn, Silvia (2013): **Berufsorientierung: Ein Lehr- und Arbeitsbuch.** Waxmann Verlag.
- Götz, Rudolf; Haydn, Franziska; Tauber, Magdalena (2014): **Beratung: Ansätze – Formate – Prozess.** <http://erwachsenenbildung.at/themen/bildungsberatung/begriffsbestimmung/beratung.php>

- Hammer, Karsten; Ripper, Jürgen; Schenk, Thomas (2015): **Leitfaden Berufsorientierung: Praxishandbuch zur qualitätszentrierten Berufs- und Studienorientierung an Schulen.** Gütersloh: Bertelsmann Stiftung, Netzwerk Schulewirtschaft, MTO Psychologische Forschung und Beratung GmbH.
- Heiling, Anneliese (2010): **Beratung in Bildungszusammenhängen. Digitales Manual und Arbeitsunterlage.** Wien: Die Wiener Volkshochschulen GmbH Abteilung Pädagogik.

Documents on digitalization and the world of work or vocational orientation

- Bliem W., Bröckl A., Löffler R., Van den Nest E: Die Arbeits- und Berufswelt im Zeichen der Digitalisierung. Eine BerufsInfo-Broschüre des AMS mit Übungen. Hrsg.: AMS Österreich, Abt. Arbeitsmarktforschung und Berufsinformation, Wien, 2020
- Bliem W., Van den Nest E. et al.: Handbuch Selbstanleitung und aktuelle Medienkompetenz. Qualität in der Bildungs- und Berufsberatung für Jugendliche und aktuelle Medienkompetenz. Student Computer Art Society (Hrsg.). Sofia, 2016: http://www.qycguidance.org/images/pdfs/manual_de.pdf

Documents on youth and the labour market or career guidance

- Großegger, B.: Jugend & Arbeitswelt: Neustart nach der Pandemie. Bedürfnisse und Bedarfe der am Arbeitsmarkt nachrückenden Generation im Kontext von Talentmanagement und alternsgerechten Arbeitskarrieren, Wien 2021
- Gruppe Jugendforschung Pädagogische Hochschulen Österreich: Lebenswelten 2020 – Werthaltungen junger Menschen in Österreich. StudienVerlag Innsbruck, Innsbruck 2020: <https://jugendstudie.at/>
- Hurrelmann K., Köcher R., Sommer M.: Die McDonald's Ausbildungsstudie 2019. McDonald's Deutschland LLC, München 2019: https://karriere.mcdonalds.de/docroot/jobboerse-mcd-career-blossom/assets/documents/McD_Ausbildungsstudie_2019.pdf

Documents (English):

- Commonwealth of Learning (o.J.): **Counselling for Caregivers. Unit 8: Career and Vocational Guidance.** http://oasis.col.org/bitstream/handle/11599/395/CFC_Unit_8.pdf?sequence=11&isAllowed=y
- Lunenburg, Fred C. (2010): **Communication: The process, Barriers, And Improving Effectiveness.** In: Schooling. Volum1 / Nr. 1. <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf>
- National Centre For Supporting Vocational And Continuing Education (2013): **Methods, techniques and tools to diagnose competences.** Euroguidance. https://www.ess.gov.si/files/5433/methods_techniques_and_tools.pdf

Documents and videos on occupations in the skilled crafts

- Career information computer: www.bic.at
- BR alpha Videos on occupations in crafts (in long and short version):
<http://www.br.de/fernsehen/ard-alpha/sendungen/ich-machs/index.html>
- Berufe.TV - Film portal of the German Federal Employment Agency:
<https://web.arbeitsagentur.de/berufetv/>
- Occupational Dictionary of AMS: <https://www.berufslexikon.at/>
- Berufenet of the German Federal Employment Agency:
<https://berufenet.arbeitsagentur.de/berufenet/faces/index?path=null>
- Career videos of AMS: www.karrierevideos.at
- Video platform "Whatchado" on career information and career biographies in interview form: <https://www.whatchado.com/de/jobinfo> (Deutsch);
<https://www.whatchado.com/en/> (Englisch)
- Occupations-VR of the Austrian Federal Economic Chamber - Virtual career explorations: <https://www.berufe-vr.at/>

Handouts for company visits, internships and taster days (incl. checklist, information on the preparation and follow-up of company excursions for companies and teachers, feedback sheet, etc.)

- Guide for company visit:
http://www.bic.at/downloads/at/broschueren/betr_erk_web.pdf
- Guide for company visit (english): Plant Tour Guide:
<http://www.nam.org/Advocacy/Plant-Tour-Guide--Showcase-Your-Plant-and-Build-Relationships/>
- Company internships for teachers as a region-specific example of a practical form of career orientation for specialists in the field:
https://www.wko.at/site/bildungspolitik/WK_Wien_startet_Aktion_Betriebspraktika_fuer_Lehrer_.html

Info sheets (and presentations) on the topics:

- Innovative tools and measures in the field of career guidance
- Careers in the skilled crafts:
 - Practical insights into craft professions
 - The changing world of work - digitalization etc.
 - Gender-sensitive career guidance: Women in the skilled crafts sector
 - Legal and didactic framework conditions for company excursions, internships and taster days

The specially prepared documents that are used in the course of the qualification module are provided as exemplary teaching and learning material.

4. Didactic structure

Structure of the module:

An overview of the contents in the qualification module "Craft Professions" is shown in tabular form in the attached Table 1.

The rough concept in Table 2 shows which contents are taught on which workshop days, which objectives are associated with them, and which methods are used. The type of knowledge assessment/control, the required documents and the equipment of the seminar locations are also part of the rough concept. A detailed (time) schedule broken down by the individual seminar days can be found in Table 3.

Teaching and learning content (structure):

The module aims to provide participants with insightful and realistic insights into the world of occupations in the skilled crafts sector and the changes brought about by digitalization. In this sense, company visits should provide real insights into professions in the crafts and contribute to making the changes in crafts professions, the required technical, social and also digital competences for various professions in the skilled crafts sector tangible. Virtual company tours are an alternative to this, provided the necessary technical requirements are met. In addition to this, and in order to cover the range of occupations in the crafts and make them visible, videos of people who work in the skilled crafts and report on this occupation are also used. Suitable videos are now available in all countries, for examples from the German-speaking countries see Chapter 3.

With regard to digitalization in the skilled crafts sector, both theoretical and practice-oriented issues are addressed, such as the extent to which the professions in the skilled crafts sector are subject to change (e.g. through digitalization, etc.), what these changes mean for individual professions, which activities are pursued in individual professions and which professional, social and digital skills are required for the activities in these professions. The situation of women in the skilled crafts is also dealt with as learning content.

Apart from a qualification with regard to occupations in the skilled crafts sector and the digital transformation, people who are active in career guidance must also have other professional competences, which the qualification module also covers. These include techniques and methods in the guidance process or in conducting conversations, motivating communication, social competence / networking, didactics as well as media competence, including the use of digital tools and new media.

Competencies/skills/knowledge to be acquired during the training

Competencies / skills / know-how	Objectives - at the end of this module the learner will know / can do the following
Specialist knowledge	<ul style="list-style-type: none"> Learners know and are able to describe occupations in the crafts sector including working environment, job profiles, professional and social competences required by skilled workers to perform individual occupations.

	<ul style="list-style-type: none"> • Learners can relate their practical or hands-on experience of a wide range of occupations in the crafts sector to the vocational guidance and counselling context. • The learners can understand and characterize the changes in individual occupations (especially those caused by digitalization, etc.) and in the labour market and derive changing requirements for occupations in the skilled crafts sector. • The learners can reflect on the requirements for future skilled workers in the skilled crafts sector against the background of changes in the world of work and relate them to everyday counselling.
Competences in the area of (new) media	<ul style="list-style-type: none"> • Learners can assess the contribution that the targeted use of different (new) and digital media can make to the career guidance and counselling process. • Learners can cite new/digital media, websites, applications, etc. for obtaining information in the field of career guidance and can use them.
Communication competence	<ul style="list-style-type: none"> • Learners can describe quality characteristics of an effective and gender-sensitive counselling process and transfer them to their work context. • Learners can describe characteristics of effective and gender-sensitive communication (verbal/non-verbal, active listening) and apply them in their work context.
Didactic skills	Learners know innovative and practical measures, (digital) tools and methods of career guidance and can apply / implement them.
Organisational competence	<ul style="list-style-type: none"> • Learners can plan / develop measures in the framework of career guidance. • Learners can identify relevant actors in the field of career guidance or for the career guidance process of young people and use these contacts. • Learners can find out the (legal) framework conditions for certain measures in career guidance (e.g. company visits, taster days, etc.) and know where they can obtain information in this respect. They know where they can obtain information.
Social competence	The social competence (including the importance of openness to new things, gender sensitivity, reflection skills, etc.) of the learners is strengthened by the module.

5. Applied teaching and learning methods

Various teaching and learning methods are used in the qualification module "Digitalization in the craft". The advantages of the individual methods and the added value of each method for the participants are briefly described below.

Method 1: Action-oriented learning through concrete insights into practice

The action-oriented learning and concrete insights into the professional practice of skilled workers in the skilled crafts sector and digitalization developments is mainly done through company excursions (practical experience in the professional field) or through interactive learning (using videos, etc.).

The participants benefit from this method in many ways. The training participants

- ... directly experience the most important workflows/processes and their changes through digital technologies and processes in different crafts.

- ... gain insights into companies and operational processes and structures.

- ... get to know occupational profiles in more detail and also deal concretely with the respective physical and psychological stress factors of individual occupations.

- ... recognize what the necessary competences (soft and hard skills) are in individual occupations.

- ... develop an understanding of how digitalization affects and changes the craft sector in general and specific occupations in particular.

- ... build up contacts with the world of work or deepen or consolidate them.

All in all, this method promotes mutual understanding between actors in career guidance companies and thus also a helpful and experience-based career guidance.

For the teaching of theoretical basics (albeit with concrete practical relevance, e.g. in the areas of interviewing, legal bases for work placements/excursions, etc.), the method is used.

Method 2: Professional lecture

Condensed information relevant to the everyday professional life of professionals in career guidance is didactically prepared and presented with the help of suitable media (presentation (e.g. PowerPoint), videos, flipchart, etc.).

Resources needed: Info sheets on all topics covered; presentations or career information videos; videos from the platform whatchado, in which people report on their profession, work processes, necessary competences, etc.

Method 3: Individual/group work

Through phases of individual or collective learning, what has been learned should be consolidated, applied or tested. Depending on the task and input, individual or group work may be considered.

Method 4: Reflection

Reflection elements are included to revisit and process what has been learned and experienced and to enable an exchange of experiences. These include question and discussion sessions during and after training units or company excursions and, as an option, the keeping of an experience diary or log on the respective company in order to record important insights and impressions gained.

Method 5: Role play

Through role plays, participants can test the application of tools and methods in career orientation in practice.

Method 6: Brainstorming

In brainstorming, the group should come up with associations and ideas on certain topics, such as the future of the world of work or the digitalization of crafts, so that it becomes clear what information, ideas and images the participants have on the respective topics.

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Content table for the qualification module „Digitalization in the craft” of the Erasmus+-project „BOQua digital“

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No. Teach-/ Learning unit	Title of teaching / learning unit	Working steps / Teaching Content	Possible teaching materials (These can be created, adapted or supplemented by the trainer)
A0	FUTURE OF THE WORLD OF WORK AND CRAFT		
A1	Insights into the future of the working and professional world	Lecture about <ul style="list-style-type: none"> • Processes of social change • Digitalisation of society and the world of work • Change and emergence of professions and activities • Change and emergence of competences in professions 	Power Point Documents on the world of work and digitalisation, e.g.: The future of the world of work and professions under the sign of digitalisation (2020)
A2	Further training on crafts	Examination of occupations in the crafts sector <ul style="list-style-type: none"> • Activities and working environment • Skills/competences • Training and further education, labour market and career paths 	Career information websites, Videos on occupations in the skilled crafts sector (whatchado, AMS Berufsinfilme, BR alpha, etc.)
A3	Digital change in skilled crafts professions	Insights into digitalisation and crafts: <ul style="list-style-type: none"> • Brainstorming on skilled crafts professions • Which professions are affected? Group work: <ul style="list-style-type: none"> • Which activities and competences of these crafts have changed and how? • Presentation of the results from small groups on digitisation and crafts Theoretical input on skilled crafts and digitalisation: <ul style="list-style-type: none"> • Information on skilled crafts and skilled crafts sectors in general • How have skilled crafts occupations, training and the labour market changed? • Audio-visual insights with occupational videos Discussion: <ul style="list-style-type: none"> • Questions about the presentation • Can questions from the preparation phase be answered? • Concrete examples using photos, websites, videos, etc. 	Module: Occupations in the skilled crafts sector Teaching and learning material for the qualification module "Professions in the skilled crafts - update on digitalisation in the skilled crafts": Chapter "The skilled crafts between tradition and innovation" Teaching and learning material: Presentation C1: Digitalisation in the skilled crafts sector Factsheet C1: Digitalisation in the skilled crafts sector The future of the working and professional world in the sign of digitalisation (2020)

B0			
COMPANY VISIT			
B1	Company visit (alternative: virtual)	Joint company visit of a digitally advanced craft company (<i>alternatively virtual</i>): <ul style="list-style-type: none"> • Demonstration of workrooms, tools, machines, etc. • Discussion with skilled workers, trainers and apprentices in the company 	Protocol "Company visit"
B2	Reflection on company visit	Reflection on the impressions from the company visit and the discussion directly after/or at the end of the visit	Reflection sheet "Company visit"
C0			
FURTHER TRAINING ON VOCATIONAL ORIENTATION AND TOOLS			
C1	Tried and tested innovative approaches, measures and tools in career guidance and their framework conditions	Getting to know and testing different tools and measures in career guidance and counselling, with a focus on occupations in the skilled crafts sector and their digitalisation <ul style="list-style-type: none"> • How do I prepare practical vocational orientation measures? • What is important in planning and implementation? • Getting to know the legal and organisational requirements / framework conditions for taster days, internships, company visits, etc. 	Module: Occupations in the skilled crafts sector: Teaching and learning material for the qualification module "Occupations in the skilled crafts - update on digitalisation in the skilled crafts": Chapter "Innovative approaches, tools and measures in career guidance with a focus on skilled crafts occupations". Teaching and learning material: <ul style="list-style-type: none"> • Presentation B1: Tools and measures in vocational orientation. Module: Occupations in the crafts sector: Teaching and learning material for the qualification module "Occupations in the skilled crafts - Update digitalisation in the skilled crafts": Chapter "(Legal) framework conditions for planning, preparing and implementing practical vocational orientation measures" Teaching and learning materials: Reflection sheet A1_A2_B2: Company visits Checklist A1_B2: Company visits

C2	Use of digital tools in career guidance/ counselling	Getting to know and testing digital tools for use in career guidance with role plays and small group work, e.g. simulation of guidance situations with the help of an information tool	Guidance for group work Instructions for role play Career information websites, apps, games etc. e.g.: <ul style="list-style-type: none"> • BIC.at • AMS occupational encyclopaedia • Occupation-VR • Job Futuromat • Catch Your Job • Playmit
D0 ONLINE COUNSELLING AND CRAFTS			
D1	Online counselling	Getting to know forms of virtual guidance and their possible uses: e.g. online and e-mail guidance. discussion: What is the significance of online guidance tools in school-based career guidance; especially in connection with distance learning?	Power Point Document on online counselling Discussion
D2	Trying out tools	Testing online guidance situations with case studies: <ul style="list-style-type: none"> • E-mail with problem situation: how to respond to certain problem situations concerning crafts (occupational/training or labour market problem) • Chat counselling on problems related to crafts (occupation/training or labour market problem) 	Case studies on problems in craft professions
E0 TOOLS FOR YOUTH AND SELF-GUIDANCE			
E1	Youth of today	Addressing the situation and challenges of young people in their choice of education and career	<ul style="list-style-type: none"> • Großegger, B.: Jugend & Arbeitswelt • Gruppe Jugendforschung der Pädagogischen Hochschulen Österreichs: Lebenswelten 2020 – Werthaltungen junger Menschen in Österreich. • Hurrelmann K., Köcher R., Sommer M.: Die McDonald's Ausbildungsstudie 2019
E2	Tools as icebreakers	Demonstrating and trying out playful (digital) tools that seem particularly interesting to young people and encourage exploration of the world of work and career guidance, subsequent reflection	Digital tools, games Manual for self-guidance and current media competence

E3	Digital tools guidance and self-guidance	Addressing the mediation of self-guidance via internet and digital tools so that guidance seekers can inform themselves before/after the guidance situation	Manual for self-guidance and current media competence
F0 IMAGE OF THE CRAFT AND WOMEN			
F1	Attractiveness of craft professions	<p>Reflection on the image (especially among young people) of craft professions with reference to the company tour</p> <p>Exchange/discussion on which measures can be taken to make the image of craft professions more positive/realistic, taking into account digitised work processes that may appear attractive to young people.</p> <p>The role of digitalisation as a possibility to increase the attractiveness and image of skilled crafts occupations.</p>	<p>Power Point</p> <p>Case Study/Interviews</p>
F2	Women in the craft sector	<p>Reflection on the situation for women in the craft sector</p> <p>Collection of ideas:</p> <ul style="list-style-type: none"> • Which gender-sensitive measures arouse more interest/information for girls/women in craft professions? • What role can digitalisation play to make the skilled crafts sector more attractive? <p>Gender-sensitive career guidance: Promoting a self-determined choice of occupation</p>	<p>Module: Occupations in the skilled crafts sector Teaching and learning material for the qualification module "Occupations in the skilled crafts - update on digitalisation in the skilled crafts": Chapter "Current and future challenges and opportunities for occupations in the skilled crafts sector".</p> <p>Factsheet D1: Gender-sensitive career guidance</p> <p>Instructions for small group work</p> <p>Flipchart paper and pens for small group work Alternatively: digital solutions for collecting group results, e.g. Padlet</p>
F3	Current and future opportunities, challenges and special features of the craft sector	<p>Future challenges for the skilled crafts sector:</p> <ul style="list-style-type: none"> • What are the current and future opportunities for the skilled crafts sector? What challenges does the skilled crafts sector or skilled crafts professions face? • What are the special features (working hours, working 	<p>Power Point</p> <p>Module: Occupations in the skilled crafts sector Teaching and learning material for the qualification module "Occupations in the skilled crafts - update on digitalisation in the skilled crafts": Chapter</p>



		environment, processes, recruitment, etc.) in the skilled crafts sector? <ul style="list-style-type: none"> • What contribution can digitalisation make to overcoming the challenge, what opportunities does digitalisation offer, what additional challenges does digitalisation create? (Is digitalisation part of the problem or part of the solution?) 	"Changes in the working environment and the world of work".
G0	INTERNSHIP		
G1	Internship in the company	Individual internship in digitally advanced craft company	Protocol "Internship"
G2	Reflection of the internship	Reflection of the internship day: reports of all participants and discussion	Reflection sheet "Company tour"

Rough concept for the qualification module „Digitalization in the craft” of the Erasmus+-project „BOQua digital“

Developed by:

Emanuel Van den Nest (contact: vandennest@ibw.at, Tel.: ++43 1 545 16 71-21), Wolfgang Bliem (contact: bliem@ibw.at, Tel.: ++43 1 545 16-10)

	Preparation Phase	Day 1
Topic	FUTURE OF WORLD OF WORK AND CRAFT #1	FUTURE OF WORLD OF WORK AND CRAFT #2
Teaching unit	Preparation Phase/Distance Learning	Presence workshop 1 Section A1, A2, A3
Total duration	2 hours	8 hours
Objectives	Addressing changes in the world of work through digitalisation	Deeper examination of changes in the world of work In-depth examination of changes in skilled crafts due to digitalisation
Content	<p>Approx. two weeks before the workshop: Desktop research on the working world of the future:</p> <ul style="list-style-type: none"> • Which technologies are changing the world of work? • Find three professions that are particularly affected and think about them: • Which activities and competences will change as a result? • Based on the research results: formulate a (future-oriented) question on these changes. 	<p>Presentation of the contents and objectives of the workshop</p> <p>Wishes of the participants</p> <p>Participants reflect on preparation phase</p> <ul style="list-style-type: none"> • How did you feel about it? And discuss about it. • Exchange in small groups about results and formulated questions from the preparation phase. • Participants report on results, questions (on flipchart for all to see) and discussions from group work. <p>Insights into the future of the working and professional world</p> <ul style="list-style-type: none"> • Processes of social change • Digitalisation of society and the world of work • Change and emergence of occupations and activities • Change and emergence of competences in occupations



		<p>Examination of occupations in the crafts sector</p> <ul style="list-style-type: none"> • Activities and working environment • skills/competences • Training and further education, labour market and career paths <p>Insights into digitalisation and crafts</p> <ul style="list-style-type: none"> • Brainstorming on skilled crafts professions • Which professions are affected? <p>Group work:</p> <ul style="list-style-type: none"> • Which activities and competences of these crafts have changed and how? • Presentation of the results from small groups on digitisation and crafts <p>Theoretical input on skilled crafts and digitalisation:</p> <ul style="list-style-type: none"> • Information on skilled crafts and skilled crafts sectors in general • How have skilled crafts occupations, training and the labour market changed? • Audio-visual insights with occupational videos <p>Discussion:</p> <ul style="list-style-type: none"> • Questions about the presentation • Can questions from the preparation phase be answered?
<p>Method / Duration</p>	<p>Individual work: research and formulate questions/ 2 hours</p>	<p>Round of introductions in the group/ 15 min</p> <p>Short presentation and clarification of open questions, Question round to collect wishes/expectations/ 15 min</p> <p>Feedback round in group, small group work, short presentations in group/ 90 min</p> <p>Lecture with Power Point/ 60 min</p> <p>Lecture with Power Point/ 30 min</p> <p>Videos</p> <p>Brainstorming, Small group work Presentation from small groups, Lecture with presentation (e.g. PowerPoint), Discussion/ 165 min</p>



Know-how check	see day 1: Repetition of what has been learnt and reflection on the experience gained in the group	Repetition of what has been learnt and reflection on the experience gained in the group
Materials	<p>Work instruction</p> <p>Career information websites, career information materials</p>	<p>Agenda, Project goals</p> <p>Module Digitalisation in the craft sector</p> <p>Pin board with poster to collect the wishes/expectations of the participants</p> <p>Research/ documents Preparation phase</p> <p>Work instruction for small group work</p> <p>Power Point</p> <p>Documents on the world of work and digitalisation</p> <p>Career information websites</p> <p>Videos on occupations in the skilled crafts (whatchado, AMS Berufsinfilme, BR alpha, etc.)</p> <p>Flipchart paper and pens for small group work</p> <p>Alternative: digital solutions for collecting group results, e.g. Padlet</p>
Equipment/ room	Computer/laptop with internet access	Seminar room with computer/laptop with stable internet access, beamer and sound system, whiteboard or flipchart

	Day 2	Day 3 – part 1	Day 3 – part 2
Topic	COMPANY VISIT (alternatively virtual)	FURTHER TRAINING ON VOCATIONAL ORIENTATION AND TOOLS	ONLINE COUNSELLING AND CRAFTS
Teaching unit	Joint company visit in digitally advanced crafts company Section B1, B2	Presence workshop 2 Section C1, C2	Distance Learning/Online Meeting 1 Section D1, D2
Total duration	5 hours	4 hours	4 hours
Objectives	Experience occupations in the skilled crafts in a practical way Insights into skilled crafts occupations from the perspective of skilled workers	Get to know approaches, (digital) tools and measures of vocational orientation and be able to apply them in practice. Get to know the (legal) framework and organisation of practical career guidance measures.	Getting to know and using tools and approaches in online guidance, also in school-based career guidance; especially in connection with distance learning
Content	Joint visit of a digitally advanced craft company (alternatively virtual): <ul style="list-style-type: none"> • Demonstration of workrooms, tools, machines etc. • Discussion with skilled workers, trainers and apprentices in the company <p>Reflection on the impressions from the company visit and the discussion directly after/or at the end of the visit.</p> <p>Securing the results:</p> <ul style="list-style-type: none"> • What new/additional points of view have emerged from the company visit? • What was surprising? Which expectations and ideas were confirmed or refuted? 	Presentation of innovative approaches, tools and measures in career guidance and counselling incl. thematic focus on digitalisation in the skilled crafts sector.	Presentation of tools for online guidance and their possible uses: e.g. online and e-mail guidance.
		Guidance on implementation: <ul style="list-style-type: none"> • How do I prepare practical vocational orientation measures? What is important in planning and implementation? • How can I integrate thematic focuses such as digitalisation in the skilled crafts sector well into general career orientation measures? • Getting to know legal and organisational requirements / framework conditions for taster days, internships, company visits, etc. <p>Getting to know, testing and reflecting on digital tools for use in career guidance with role plays and small group work, e.g. simulation of guidance situations with the help of an information tool.</p>	discussion: What is the significance of online guidance tools in school-based career guidance, especially in connection with distance learning? Testing online guidance situations with case studies: <ul style="list-style-type: none"> • E-mail with problem situation: how to respond to certain problem situations concerning crafts (occupation, training or labour market problem) • Chat counselling on problems related to crafts (occupation, training or labour market problem) <p>Presentation, reflection and discussion on testing with case studies</p>

		Discussion: Possibilities for career guidance on skilled crafts with a special focus on digitalisation in skilled crafts. Which tools are particularly suitable for this and why?	
Method / Duration	Practical insight/ company tour/ 240 min Discussion/ 60 min	Short Power Point presentation, Discussion round/ 30 min Lecture in group, Tools videos, discussion/ 75 min Role plays, Group work Feedback session, Discussion/ 120 min	Lecture, Discussion/ 15 min Lecture/ 60 min Role play (in virtual small groups)/ 75 min Presentation from small groups, Discussion/ 45 min
Know-how check	Repetition of what has been learnt and reflection on the experience gained in the group	Repetition of what has been learnt and reflection on the experience gained in the group	Repetition of what has been learnt and reflection on the experience gained in the group
Materials	Protocol "Company visit" Reflection sheet "Company visit"	Module: Professions in the crafts – Update digitalisation in the crafts Power Point Good Practice Guide BOQua Instruction to group work Instruction for the role play Career information websites, apps, games, etc., among others: <ul style="list-style-type: none"> • BIC.at • AMS Vocational Encyclopaedia • Berufe-VR • Job-Futuromat • Catch Your Job • Playmit 	Power Point Document on online counselling Case study on problems relating to craft professions
Equipment/ room	Room/area in the company for reflection	Seminar room with computer/laptop with stable internet access, beamer and sound system, whiteboard or flipchart	Computer/laptop with stable internet access

	Day 4	Day 5	Follow-up
Topic	TOOLS FOR YOUTH AND SELF-GUIDANCE, IMAGE OF THE CRAFT AND WOMEN	INTERNSHIP	PRACTICE REFLECTION
Teaching unit	Presence workshop 3 Section E1, E2, E3, F1, F2, F3	Individual internship in digitally advanced craft company Section G1	Follow-up: Distance Learning/Online-Meeting 2 Section G2
Total duration	8 hours	7,5 hours	1,5 hours
Objectives	Dealing with challenges of young people in vocational orientation Getting to know and using (playful) tools for career orientation with young people. Getting to know, analysing and reflecting on change, challenges and future opportunities in occupations in the skilled crafts sector Deeper examination of gender-sensitive career guidance and the question of how career guidance can contribute to equality.	Experience professions in the skilled crafts in a practical way	Reflect experiences on professions in the skilled crafts during the internship
Content	Brainstorming and discussion on the following questions <ul style="list-style-type: none"> Challenges and requirements for young people and others who are currently, and in the future, looking for a professional orientation What are the greatest information deficits of young people? <p>Demonstrate playful (digital) tools that seem particularly interesting for young people and encourage them to explore the world of work and BO.</p> <p>Testing and reflection of digital tools</p>	Individual internship in digitally advanced craft company	Reflection of the internship day: reports of all participants and discussion



	<p>Addressing the teaching of the targeted and competent use of information procurement on the internet or via digital tools, so that those seeking advice can inform themselves before/after the counselling situation.</p> <p>Reflection on the image (especially among young people) of craft professions with reference to the company visit.</p> <p>Exchange/discussion on what measures can be taken to make the image of craft professions more positive/realistic, taking into account digitised work processes that may appear attractive to young people.</p> <p>Joint collection of tools/good practice and ideas that can support this.</p> <p>The role of digitalisation as a possibility to increase the attractiveness and image of craft professions.</p> <p>Reflection on the situation for women in the craft sector. Collection of ideas:</p> <ul style="list-style-type: none"> ▪ Which gender-sensitive measures arouse more interest/information for girls/women in craft professions? ▪ What role can digitalisation in the skilled crafts sector play in this? ▪ Gender-sensitive career guidance: Promoting a self-determined choice of occupation <p>Future challenges for the skilled crafts sector:</p> <ul style="list-style-type: none"> ▪ What are the current and future opportunities for the skilled crafts sector? What challenges does the skilled crafts sector or skilled crafts professions face? 		
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	<ul style="list-style-type: none"> ▪ What are the special features (working hours, working environment, processes, recruitment, etc.) in the skilled crafts sector? ▪ What contribution can digitalisation make to overcoming the challenge, what opportunities does digitalisation offer, what additional challenges does digitalisation create? (Is digitalisation part of the problem or part of the solution?) <p>Discussion:</p> <ul style="list-style-type: none"> ▪ Which wishes/expectations of the module were fulfilled? ▪ Which expectations/questions have remained open? ▪ - How could these gaps still be filled? - What is needed for this? 		
<p>Method / Duration</p>	<p>Lecture, Discussion /15 min</p> <p>Brainstorming (with flipchart), Discussion in group/ 45 min</p> <p>Lecture in group Individual or small group work with digital device (PC/laptop/smartphone) Plenary discussion/ 120 min</p> <p>Lecture/ 30 min</p> <p>Brainstorming, Discussion/ 60 min</p> <p>Brainstorming, Discussion, Small group work/ 60 min</p> <p>Lecture, discussion/ 15 min</p>	<p>Practical insight, trying out activities/ 450 min</p>	<p>Short presentations/ 60 min</p> <p>Feedback round/ 30 min</p>
<p>Know-how check</p>	<p>Repetition of what has been learnt and reflection on the experience gained in the group</p>	<p>see Follow-up: Repetition of what has been learnt and reflection on the experience gained in the group</p>	<p>/</p>



<p>Materials</p>	<p>See part „online counselling</p> <ul style="list-style-type: none"> • Großegger, B.: Jugend & Arbeitswelt • Gruppe Jugendforschung Pädagogische Hochschulen Österreichs: Lebenswelten 2020 – Werthaltungen junger Menschen in Österreich. • Hurrelmann K., Köcher R., Sommer M.: Die McDonald’s Ausbildungsstudie 2019 • Handbuch Selbstanleitung und aktuelle Medienkompetenz <p>Digital tools, games manual self-instruction and current media literacy</p> <p>Guide for individual or small group work</p> <p>Power Point</p> <p>Case study/Interviews</p> <p>Module: Occupations in the skilled crafts sector Teaching and learning material for the qualification module "Occupations in the skilled crafts - update on digitalisation in the skilled crafts" Chapter "Current and future challenges and opportunities for occupations in the skilled crafts sector". Chapter "Change in the working environment and the world of work".</p> <p>Flipchart wishes / expectations</p> <p>Teaching and learning material: Gender-sensitive vocational guidance</p> <p>Instructions for small group work</p>	<p>Protocol "Internship"</p>	<p>Reflection sheet "Internship"/"Company visit"</p>
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	Flipchart paper and pens for small group work Alternatively: Digital solutions for collecting group results such as Padlet		
Equipment/ room	Seminar room with computer/laptop with stable internet access, beamer and sound system, whiteboard or flipchart	/	Computer/laptop with stable internet access

The detailed schedules for the qualification module „Digitalization in the craft” of the Erasmus+-project „BOQua digital“

Developed by:

Emanuel Van den Nest (contact: vandennest@ibw.at, Tel.: ++43 1 545 16 71-21) / Wolfgang Bliem (contact: bliem@ibw.at, Tel.: ++43 1 545 16 71-10)

Duration and field of participants: 5 days (plus preparation and follow-up) / 40 hours, group: 10-16 persons

Basic concept: Modular with alternating phases of face-to-face and distance learning (blended learning) and real encounters

(Optional: conversion of face-to-face workshops into online workshops as well as virtual implementation of the company visit)

Preparation Phase/Distance Learning: FUTURE OF WORLD OF WORK AND CRAFT #1 (2 hours)

Start	Duration [Min]	Title	Content	Material	Methods
approx. 2 weeks before the workshop	120	Research	Participants do desktop research (sent by email) on the future of the world of work, about two weeks before the workshop: <ul style="list-style-type: none"> • What technologies are changing the world of work? • Find three professions that are particularly affected and think about them: • Which activities and competences will change as a result? • On the basis of the research: formulate a (future-oriented) question on these changes. 	Work instruction career information websites, career information materials	Individual work: research and formulate questions

Day 1: Teaching unit: Presence workshop 1: FUTURE OF THE WORLD OF WORK AND CRAFT #2 (8 hours)

Start	Duration [Min]	Title	Content	Material	Methods
9:00	15	Welcome	Welcome of the participants and short round of introductions		Round of introductions in the group
9:15	15	Overview Agenda	Presentation of the contents and objectives of the workshop Wishes/Expectations of the participants	Agenda Project goals Module Digitalisation in the craft sector Pin board with poster to collect the wishes/expectations of the participants	Short presentation and clarification of open questions Question round to collect wishes/expectations
9:30	90	Reflection on the research task	Participants reflect on preparation phase: <ul style="list-style-type: none"> How did you feel about it? And discuss about it. Exchange in small groups about results and formulated questions from the preparation phase. Participants report on results, questions (on flipchart for all to see) and discussions from group work. 	Research/ documents Preparation phase Work instruction for small group work	Feedback round in group Small group work Short presentations in group
11:00	15	Break			
11:15	60	Section A1	Insights into the future of the world of work and professions: <ul style="list-style-type: none"> Processes of social change Digitalisation of society and the world of work Change and emergence of occupations and activities Change and emergence of competences in occupations 	Presentation (e.g. PowerPoint) Documents on the world of work and digitalisation	Lecture with presentation (e.g. PowerPoint)
12:15	60	Break			
13:15	30	Section A2	Examination of occupations in the crafts sector: <ul style="list-style-type: none"> Activities and working environment Skills, competences Training and further education, labour market and career paths 	Career information websites Videos on occupations in the skilled crafts (whatchado, AMS Berufsinfilme, BR alpha, etc.)	Lecture with presentation (e.g. PowerPoint) Videos
13:45	165	Section A3	Insights into digitalisation and crafts <ul style="list-style-type: none"> Brainstorming on skilled crafts professions 	Videos on occupations in the	Brainstorming

			<ul style="list-style-type: none"> Which professions are affected? <p>Group work:</p> <ul style="list-style-type: none"> Which activities and competences of these crafts have changed and how? Presentation of the results from small groups on digitisation and crafts <p>Theoretical input on skilled crafts and digitalisation:</p> <ul style="list-style-type: none"> Information on skilled crafts and skilled crafts sectors in general. How have skilled crafts occupations, training and the labour market changed? Audio-visual insights with occupational videos <p>Discussion:</p> <ul style="list-style-type: none"> Questions about the presentation Could the questions from the preparation phase be answered? 	<p>skilled crafts (e.g. whatchado, AMS Berufsinformfilme, BR alpha, etc.)</p> <p>Work instructions for small group work</p> <p>Flipchart paper and pens for small group work Alternatively: digital solutions for collecting group results, e.g. Padlet</p>	<p>Small group work</p> <p>Presentation from small groups</p> <p>Lecture with presentation (e.g. PowerPoint)</p> <p>Discussion</p>
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Day 2: COMPANY VISIT (alternatively virtual) (5 hours)

Start	Duration [Min]	Title	Content	Material	Methods
9:00	240	Section B1	<p>Joint visit of a digitally advanced craft company (<i>alternatively virtual</i>):</p> <ul style="list-style-type: none"> Demonstration of workrooms, tools, machines etc. Discussion with skilled workers, trainers and apprentices in the company 	Protocol "Company visit"	Practical insight/ company visit
12:30	60	Section B2	<p>Reflection on the impressions from the company visit and the discussion directly after/or at the end of the visit.</p> <p>Securing the results:</p> <ul style="list-style-type: none"> What new/additional points of view have emerged from the company visit? What was surprising? Which expectations and ideas were confirmed or refuted? 	Reflection sheet "Company visit"	Discussion

Day 3 – part 1: Presence workshop 2: FURTHER TRAINING ON VOCATIONAL ORIENTATION AND TOOLS (4 hours)

Start	Duration [Min]	Title	Content	Material	Methods
9:00	30	Section A	Repetition of workshop day 1: Insights into craft professions	Module: Professions in the crafts	Short presentation (e.g. PowerPoint) Discussion round
9:30	75	Section C1	<p>Presentation of innovative approaches, tools and measures in career guidance and counselling incl. thematic focus on digitalisation in the skilled crafts sector.</p> <p>Guidance on implementation:</p> <ul style="list-style-type: none"> • How do I prepare practical vocational orientation measures? What is important in planning and implementation? • How can I integrate thematic focuses such as digitalisation in the skilled crafts sector well into general career orientation measures? • Getting to know legal and organisational requirements / framework conditions for taster days, internships, company visits, etc. 	<p>Presentation (e.g. PowerPoint)</p> <p>Good Practice Guide BOQua</p>	<p>Lecture in group Tools videos</p> <p>discussion</p>
10:45	15	Break			
11:00	120	Section C2	<p>Getting to know, testing and reflecting on digital tools for use in career guidance with role plays and small group work, e.g. simulation of guidance situations with the help of an information tool.</p> <p>Discussion: Possibilities for career guidance on skilled crafts with a special focus on digitalisation in skilled crafts. Which tools are particularly suitable for this and why?</p>	<p>Instruction for group work Instruction for role plays</p> <p>Career information websites, apps, games, etc., among others:</p> <ul style="list-style-type: none"> • BIC.at • AMS Vocational Encyclopaedia • Berufe-VR • Job-Futuromat • Catch Your Job • Playmit 	<p>Role plays</p> <p>Group work</p> <p>Feedback session</p> <p>Discussion</p>

Day 3 – part 2: Distance Learning/Online Meeting 1: ONLINE COUNSELLING AND CRAFTS (4 hours)

Start	Duration [Min]	Title	Content	Material	Methods
9:00	15	Section C1/C2	Repetition of workshop day 1: Insights into craft professions		Lecture Discussion
9:15	60	Section D1	Presentation of tools for online counselling and their possible uses: e.g. online and e-mail guidance. Discussion: What is the significance of online guidance tools in school-based career guidance, especially in connection with distance learning?	Presentation (e.g. PowerPoint) Document on online counselling	Lecture
10:15	75	Section D2	Testing online guidance situations with case studies: <ul style="list-style-type: none"> E-mail with problem situation: how to respond to certain problem situations concerning crafts (occupational, training or labour market problem) Chat counselling on problems related to crafts (occupation, training or labour market problem) 	Case study on problems relating to craft professions Instructions for role play / case study	Role play (in virtual small groups)
11:30	15	Break			
11:45	45	Section D1/D2	Presentation, reflection and discussion on testing with case studies		Presentation from small groups Discussion

Day 4: Teaching unit: Presence workshop 3: TOOLS FOR YOUTH AND SELF-GUIDANCE, IMAGE OF THE CRAFT AND WOMEN (8 hours)

Start	Duration [Min]	Title	Content	Material	Methods
9:00	15	Section D	Repetition: Online counselling and crafts	See tools, online counselling	Lecture Discussion
9:15	45	Section E1	Brainstorming and discussion on the following questions: <ul style="list-style-type: none"> Challenges and requirements for young people and others who are currently, and in the future, looking for a professional orientation What are the greatest information deficits of young people? 	<ul style="list-style-type: none"> Großegger, B.: Jugend & Arbeitswelt Gruppe Jugendforschung Pädagogische Hochschulen Österreichs: 	Brainstorming (with flipchart) Discussion in group

				<p>Lebenswelten 2020 – Werthaltungen junger Menschen in Österreich.</p> <ul style="list-style-type: none"> Hurrelmann K., Köcher R., Sommer M.: Die McDonald's Ausbildungsstudie 2019 	
10:00	120	Section E2	<p>Demonstrate playful (digital) tools that seem particularly interesting for young people and encourage them to explore the world of work and BO</p> <p>Testing and reflection of digital tools</p>	<p>Digital tools, games manual self-instruction and current media literacy</p> <p>Guide for individual or small group work</p>	<p>Lecture in group</p> <p>Individual or small group work with digital device (PC/laptop/smartphone)</p> <p>Plenary discussion</p>
12:00	30	Section E3	<p>Addressing the teaching of the targeted and competent use of information procurement on the internet or via digital tools, so that those seeking advice can inform themselves before/after the counselling situation.</p>	<p>Presentation (e.g. PowerPoint)</p> <p>Self-guidance manual and current media literacy</p>	<p>Lecture</p>
12:30	60	Break			
13:30	60	Section F1	<p>Reflection on the image (especially among young people) of craft professions with reference to the company visit.</p> <p>Exchange/discussion on what measures can be taken to make the image of craft professions more positive/realistic, taking into account digitalised work processes that may appear attractive to young people.</p> <p>Joint collection of tools/good practice and ideas that can support this.</p> <p>The role of digitalisation as a possibility to increase the attractiveness and image of craft professions.</p>	<p>Presentation (e.g. PowerPoint)</p> <p>Case study / Interviews</p>	<p>Brainstorming</p> <p>Discussion</p>
14:30	60	Section F2	<p>Reflection on the situation for women in the craft sector</p>	<p>Module: Occupations in the skilled crafts</p>	<p>Brainstorming</p>

			<p>Collection of ideas:</p> <ul style="list-style-type: none"> • Which gender-sensitive measures arouse more interest/information for girls/women in craft professions? • What role can digitalisation play in the skilled crafts sector? • Gender-sensitive vocational guidance: Promoting a self-determined choice of occupation <p>Presentation, reflection and discussion of the proposals from the small groups on craft professions and women</p>	<p>sector</p> <p>Teaching and learning material for the qualification module "Occupations in the skilled crafts - update on digitalisation in the skilled crafts": Chapter "Current and future challenges and opportunities for occupations in the skilled crafts sector".</p> <p>Teaching and learning material: Gender-sensitive vocational guidance</p> <p>Instructions for small group work</p> <p>Flipchart paper and pens for small group work Alternatively: Digital solutions for collecting group results such as Padlet</p>	<p>Discussion</p> <p>Small group work</p>
15:30	15	Break			
15:45	45	Section F3	<p>Future challenges for the skilled crafts sector:</p> <ul style="list-style-type: none"> • What are the current and future opportunities for the skilled crafts sector? What are the challenges facing the skilled crafts sector and the skilled crafts professions? • How important is digitalisation in this context? What opportunities, challenges and possibly risks arise from digitalisation for the skilled crafts sector and for skilled crafts professions? 	<p>Presentation (e.g. PowerPoint)</p> <p>Module: Occupations in the skilled crafts sector Teaching and learning material for</p>	<p>Lecture</p>

			<ul style="list-style-type: none"> • What are the special features (working hours, working environment, processes, recruitment, etc..) in the skilled crafts sector? • What contribution can digitalisation make to overcoming the challenge? • What opportunities does digitalisation offer, what additional challenges does digitalisation create? (Is digitalisation part of the problem or part of the solution?) 	the qualification module "Occupations in the skilled crafts - update on digitalisation in the skilled crafts": Chapter "Change in the working environment and the world of work".	
16.30	15	Reflection before internship	<p>Discussion:</p> <ul style="list-style-type: none"> • Which wishes/expectations of the module were fulfilled? • Which expectations/questions have remained open? • How could these gaps still be filled? - What is needed for this? 	Flipchart wishes / expectations	discussion

Day 5: INTERNSHIP (7.5 hours)

Start	Duration [Min]	Title	Content	Material	Methods
9:00	450	Section G1	Individual internship in digitally advanced craft company	Protocol "Internship"	Practical insight, trying out activities

Follow-up: Distance Learning/Online Meeting 2: PRACTICE REFLECTION (1.5 hours)

Start	Duration [Min]	Title	Content	Material	Methods
9:00	60	Section G2	Reflection of the internship day: reports of all participants and discussion	Reflection sheet "Internship"/"Company visit"	Short presentations
9:30	30	Closure	Feedback round and farewell	/	Feedback round