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COUNTRY REPORT AUSTRIA

MAY, 2024



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PART I

INTRODUCTION

The ME-App project seeks to develop an innovative digital tool for enhancing the employability and sustainable job market integration of unemployed adults with multiple psycho-social obstacles to employment. It addresses an unmet need for more social support structures for such unemployed adults that would help them tackle these obstacles over the long-term. Specifically, the ME-App - short of motivation and empowerment app - will be a free, easy-to-use mobile app to empower and motivate unemployed adults. It will help them monitor psycho-social obstacles to employment such as mood, anxiety or sleep, and provide motivational messages and interactive functionalities. The ME-App will be piloted in programmes for unemployed adults in 4 countries, and then adapted, launched and disseminated among adult education organisations working with unemployed adults. The ME-App will be a one-stop, personalisable digital tool for unemployed people that will help them address and monitor their individual set of psycho-social obstacles to employment during and after their participation in programmes for unemployed and while starting a new job. The ME-App project will also teach educators working with unemployed about the necessary criteria for selecting and using apps, including the ME-App, in their classes.

A. Goal of the desk research- in Austria

This research aims to show an overview of the national research on the use of mobile apps for increasing the intrinsic motivation of unemployed people by adapting it to the needs of the target group. The country background analysis will show the specific situation for disadvantaged people in Austria, especially long-term unemployed. In the third chapter it will show specifics in the ICT systems and examples on apps.

RESEARCH METHODS

The research employed three primary methods:

Desk Research: This involved the analysis of existing data, gathering information, and examining secondary data to understand the current state of psycho-social obstacles among unemployed adults. The findings of this research were included the reports of the FGIs.

PAPI (Paper and Pencil Interviews): A quantitative method used to identify the three most significant psycho-social obstacles and related needs among various groups of unemployed adults. This standardised face-to-face interview involved an interviewer reading questions from a paper questionnaire and recording the respondent's answers. PAPI surveys were chosen because they are effective due to their ability to elicit reliable responses in a direct, face-to-face setting.

FGI (Focus Group Interviews): A qualitative method aimed at recognising the psycho-social obstacles faced by unemployed adults and identifying their needs related to the ME-App. These interviews were conducted in groups of 6-12 participants, including specific groups such as those with disabilities in Slovenia. The discussions, lasting 1.5 to 2 hours, were led by a moderator who



encouraged free expression while focusing on key topics such as overall experiences, psycho-social obstacles, motivation and support. The discussions were recorded and transcribed for analysis.

PART II

COUNTRY BACKGROUND INFORMATION

A. MAIN SOCIAL PROBLEMS

As a Western-European country, Austria is wealthy and has fewer social problems compared to Eastern- European countries. It is organized as a welfare state, social services, such as healthcare, pension, or unemployment benefits are paid by taxes¹

The main social problems affect disadvantaged groups including single parents, elderly people, migrants, refugees, large families, and individuals with disabilities. Those groups and individuals are especially affected by social problems such as access to employment, education, or affordable housing.

a. Description of the situation on the national labor market:

According to *Statistik Austria*, the unemployment rate was 5,1% in 2023, which is 0,4% higher than in 2022. The youth unemployment rate (15- 25-year-olds) is conspicuously high with 10,4%.² Access to the labor market is not given to everyone. For example, people with disabilities who have been certified as permanently "unfit for work" and are employed in so-called 'workshops' without regular salaries or social security coverage.³ According to the *Social Report* from 2024 ["Sozialbericht"] long-term unemployment must be overcome if the welfare state is to become poverty-proof. Although unemployment is always associated with a risk of poverty, the risk of poverty increases significantly with the duration of unemployment."⁴ In addition to that, long-term unemployed are vulnerable to social and political exclusion. Being unemployed for more than a year is an obstacle to finding a new job. Moreover, long-term unemployment is more likely to affect *disadvantaged groups* in the labor market.⁵

¹ Österreichische Botschaft (2024)

² Statistik Austria: „Arbeitslose, Arbeitssuchende“ (2024)

³ Sozialbericht p.193

⁴ Ebd; p.193

⁵ Vgl. ebd; 193



b. Social assistance situation:

The social assistance situation in Austria is characterized by a comprehensive system of social welfare programs designed to support individuals and families who are in need. Social assistance includes health insurance and a minimum income support for single parents, child support for families, and housing support.⁶

c. Situation of disadvantaged people- scale of the phenomenon:

As already mentioned in *chapter a* in this report, *disadvantaged people* are categorized as: single parents, large families, migrants and refugees and people with disabilities, who are disadvantaged in social life. The reasons why these groups and individuals are being excluded differ. For migrants and refugees, for example language can be one factor of exclusion. It is often linked to a lack of knowledge about their labor rights.⁷ People with disabilities on the other hand face discrimination by exclusion from the labor market and social life. Large families or single parents can also suffer from exclusion because they are not able to attend social events, which can depend of the lack of money.

d. Main reasons to remain in a difficult life and professional situation:

As mentioned in previous chapters, long-term unemployment can be seen as a reason to remain in a difficult life and professional situation. Other obstacles differ widely, depending on the factors why someone is disadvantaged. One reason can be limited job opportunities, especially for people with limited skills or qualifications. Financial problems, such as debt, can also make it difficult for individuals to make significant changes in their lives. According to the *Social Report* in 2022, 5% of the households in Austria live in debt, of which 3% will be in arrears on housing loans or rent, 3% on utility bills and 1% on other payments, such as consumer credit. People in low-income households are about twice as likely to have debts to the average population.⁸ This shows again the danger of poverty for low-income households.

e. Main problems of disadvantaged people/ people with difficulties

To summarize the previous chapters, the main problems faced by disadvantaged people are:

• Educational and cultural barriers in the labor market:

Disadvantaged individuals may face challenges in accessing quality education or completing higher levels of education. This can limit their opportunities in the labor market and lead to lower-paying, part-time, or unstable jobs.⁹ Analyses of intergenerational mobility, focus on the

⁶ oesterreich.gv; (202

⁷ Sozialbericht; p.209

⁸ Sozialbericht; p.61

⁹ Vgl. ebd; p.42



inheritance of participation and the transmission of educational, income and employment opportunities from parents to their children. This analysis shows a strong dependence of educational trajectories on the (formal) educational background and the economic situation of the parental household, as well as persistent educational inequalities according to social origin.¹⁰

- **Social exclusion:**

According to *Statistik Austria*, 11% of women and 9% of men in low-income groups cannot afford to meet friends or relatives once a month for eating out or having drinks.¹¹ Reciprocity is expected in social relationships, which makes participation in social networks more difficult, when resources are lacking. In certain life situations there is a lack of time, health, or financial resources. In addition to that the quality of social relationships varies greatly according to income. According to the Social Report people with higher income can depend more on their social network than people with lower income.¹²

- **Prevalence of social problems and illnesses:**

Disadvantaged people are more likely to experience poor health outcomes, higher rates of chronic diseases, mental health issues, and limited access to healthcare services compared to people with higher income¹³

1. National ICT solutions

Statistics Austria conducts an annual survey on the use of ICT in Austrian households. The survey is carried out based on a random sample. According to the survey in 2023, 95% of the respondents in Austrian households use the internet in general. 65% of them use it for online shopping, 76% for E-Government.¹⁴ The internet use can be analyzed according to the socio-demographic characteristics of gender, age, education, and livelihoods. While the majority (62%) of 16-24-year-olds used the internet in 2002, only a small minority (3%) of 65-74-year-olds did so. The current data from 2022 shows that the age differences in internet use are decreasing. All 16-24-year-olds and 25-34-year-olds (100%) use the internet now. At least a large majority of 65- 74-year-olds (70%) use the internet.¹⁵ According to the *Statistik Austria* report on ICT Solutions (2022) most people are using the internet in general for: writing and receiving e-mails (84,7%),

¹⁰ Knittler, 2011; Altzinger et al., 2013, Pessel-Falkensteiner et al., 2023., Förster/Koenigs, 2019 (11.12.2023).

¹¹ Statistik Austria (2022)

¹² Sozialbericht; p.75

¹³ ebd; p.47

¹⁴ Statistik Austria (2024)

¹⁵ Statistik Austria „IKT-Einsatz in Haushalten 2022“; p.15



making video calls (54,9%), social networking (87,3%), searching for goods or services online (76%) and reading news and magazines (67,5%).¹⁶

a. ICT solutions/ applications found on the Austrian government's homepage on the topic apps on "providing help":¹⁷

- Ams Job App

The App of the Public Unemployment Service Austria (→ AMS) provides all job offers from the AMS Job-Room directly to the smartphone. If desired, a notification about new jobs is sent daily. It can be found on the homepage of the provider.

- Kann ich Pflege [Can I care?]

The app "Kann ich Pflege" (Can I Care?) of the Vienna Employment Promotion Fund (→ WAFF) provides information on the different social and care professions such as home help, care assistant and social care. The app can be found on the websites of the respective providers.

- Lebensretter [Lifesavers]

The Lebensretter- App makes it possible to find first responders in the vicinity in case of an emergency and leads them directly to the person concerned. It can be found on the pages of the respective provider.

-

- LICA – Digital support in everyday care and assistance

The LICA App for digital support in everyday care and assistance.

It offers a web-based documentation and support platform for the care of people at home. It also accompanies the user in emergencies and offers helpful tips for everyday care. Simple documentation of relevant information regarding care is possible.

-

- Young Carers Austria

There are over 42,000 young carers in Austria. They provide household support, look after younger siblings, take on caring duties and bear a lot of responsibility. The "Young Carers Austria" app from the Ministry of Social Affairs (→ BMSGPK) provides information and an overview of support services in Austria. You can find important emergency numbers, contact addresses, an ABC with a search function and much more.

b. Who developed and who used ICT solutions/applications and why:

Previous examples were developed by institutions and organizations who already aim to help groups and individuals. The AMS for example, the Austrian labor market, offers an application that enables access to its online services from smartphones. The user can, for example, get notifications on new job opportunities. In general, the presented apps are primarily designed to

¹⁶ Statistik Austria: „IKT-Einsatz in Haushalten 2022“; p. 32

¹⁷ Oesterreich.gv (2024)



support others and help users organize their lives, keep up with daily responsibilities, and briefly document their activities.

2. Challenges

The biggest challenge to implementing the Motivation and Empowerment App could be that the target group the project is trying to reach may not have constant internet access to download and use the application. It can be possible that they not even have a smart phone, where they can download apps at all. Another challenge could be to convince the target group of the need for this application. Questions to be answered: *What benefit do I gain from the use of the app?* The lack of general intrinsic motivation of long-term unemployed people, who may be in a difficult life situation, can also be a problem. It could be challenging that the target group may not believe, an application will help with solving their problems. Other challenges during the implementation process can be, that the problems of disadvantaged people can differ a lot depending on their personal life situation. An App, which is generalized for all life situations can be problematic, as it does not respond to individual life situations. The challenge here can be that the users might not feel seen in their personal life situation and may not trust the App.

3. Conclusion

The application should offer an offline version, so that it can be used without an internet connection. A web-based version could include people who do not have a smartphone to download apps. As a significant number of people in Austria use apps for online shopping, the design and structure of the app could be similar to the structure of an online shop. For example, the user can collect points for completing tasks, which could unlock new features in the app. A gamified effect on the App could be very helpful to motivate the users. The design and usability of the app is a responsible task in the implementation process. The trainer who introduces the app to the participants has the important task of convincing the target group that they can benefit from using the application. It is important that the target group is aware of the function of the app, so it is also important to explain its usability and functionality as well as questions of data security. It is very important to make sure users feel safe trusting the application with highly person data.

The implementation team of the ME-App project has an important task to develop an application that is helpful for the target group, but also sensitive to the difficult life situation the users may be in. As mentioned in the previous chapter, it would be an advantage if the app could respond to the individual person and their life situation. For example, it could include a questionnaire where users can define their profile according to personal psychosocial obstacles they may have. Gathering stakeholders for the ME app project in general is also an important task in the process of implementation. With their support it may be possible to address a larger target group. As there is no app in Austria that directly addresses the long-term unemployed, the involvement of stakeholders can help to spread the word about the new app. In this report such stakeholders are defined as AMS, Caritas, WAFF and trainers who are working with unemployed adults who remain in a difficult life situation.



principles need to be prioritised throughout the development process, involving users in usability testing and feedback sessions so that the app can be continuously iterated and refined.

PART III

FGI RESULTS EDUCATORS

1. TITLE

FOCUS GROUP INTERVIEW AMONG EDUCATORS IN AUSTRIA:

TRAINERS' PERSPECTIVE ON THE POTENTIAL OF APPS TO EMPOWER AND MOTIVATE UNEMPLOYED ADULTS

2. DESCRIPTION OF THE STUDY

The aim of the study is to find out the educators' opinion on the potential of including mobile apps, to help to improve the psychosocial status of unemployed people. Based on the discussion with five trainers the aim of the study is to find out the potential benefits and limitations of employing apps, particularly the Motivation and Empowerment App, as a complementary tool in addressing the multifaceted barriers and challenges faced by this demographic.

2.1. COURSE OF THE STUDY

The focus group discussion was led by a moderator and five participants, educators who work with unemployed people. They shared their experiences on various topics.

The aim was to find out the educator's perspective on the need and use for a Motivation and Empowerment App. Also it was important to find out more about the target group, as which psychosocial barriers unemployed people are facing the most and how it could be possible to help them overcome them. According to the educators' perspective, trainees tend to suffer from depression, anxieties and learning disorders. There are some participants who are illiterate which leads to general discomfort and learning problems. Educators shared their inclusion of Apps in their courses and were confident a Motivation and Empowerment App could be beneficial for the target group.

The group interview was conducted by a moderator based on a prepared FGI interview scenario, which included the following issues.

Questions:

[Typical challenges in working with unemployed]

Q1. What are the most common challenges you face when working with unemployed people?



Q2. Are there particular psycho-social obstacles that make it difficult for unemployed people to find employment?

[Psycho-social obstacles]

Q3. What psycho-social obstacles do you think would unemployed people most want to monitor?

Q4. Do you think a motivational phone app could help complement the support unemployed are receiving in your work and via visits to psychotherapists, doctors and other experts providing social support? If yes, how could it best compliment those real-life support structures? If not, why?

[App- Usage in working with unemployed]

Q5. Have you used phone apps in ALMP-Ps? If yes, what kind of apps? If yes, what was your experience in using apps in class? If not, why?

Q6. Do you know of any phone apps that address the needs of unemployed with complex needs profiles? If so, which ones?

[Usefulness of the application in working with unemployed]

Q7. Are there any categories of unemployed people for whom a phone app could be particularly useful? What categories are these?

Q8. Under what circumstances could a phone app be a useful tool for educators running ALMP-Ps for unemployed people?

Q9. Could a phone app be an attractive solution for unemployed people? Why? Why not?

Q10. Could a phone app be a useful tool for educators running programs for the unemployed? Why? Why not?

Q11. Should a phone app be a part of activation program during or after classes?

[Features of Motivation and Empowerment App]

Q12. What functions could a monitoring phone app for unemployed people have in order to empower and motivate them?

Q13. What functionalities of a phone app would best address your and other educators' needs?

[Application reliability]



Q14. Do you check whether phone apps tracking mental or physical health issues are based on valid scientific protocols?

Q15. Have you received any guidelines or training on how to use phone apps to ensure they can be safely used in ALMP-Ps?

[Obstacles to using apps]

Q16. Are there (and if so, what) obstacles to using phone apps as part of an ALMP-Ps?

Q17. Do you know which data privacy and safety regulations have to be in place for a phone app to be safely used in class?

2.2. CHARACTERISTICS OF STUDY PARTICIPANTS

The participants in the study consisted of one moderator and five educators which are connected by the experience with the target group. It was a very dynamic group, the participants were very open to talk and showed curiosity about the ME-App project.

3. MOST IMPORTANT CONCLUSIONS FROM THE STUDIED AREAS

3.1. TYPICAL CHALLENGES IN WORKING WITH UNEMPLOYED ADULTS

The participants indicated that group dynamics are often challenging when working with unemployed individuals. They noted that there is often one individual who is not motivated and who can influence the other participants with their mood or even bad habits. The psychosocial barriers that unemployed individuals face include depression, general frustration or anxiety. These circumstances can also be very challenging for educators. They also described a general lack of motivation to participate in given courses as problematic, as sometimes participants are forced to participate in a course and are unable to choose a course that really interests them

3.2. PSYCHO-SOCIAL BARRIERS

As described above: depression, anger, anxiety or even PTSD are named as significant psychosocial barriers participants are facing. Depression can lead to persistent feelings of sadness and hopelessness, anger may manifest as frustration or irritability, anxiety can cause intense worry and fear. PTSD might result from experiencing or witnessing traumatic events. Each of these conditions contributes to the overall psychological burden, making it more difficult for participants to engage fully and effectively in their activities or treatment programs.



3.3. APP USAGE IN WORKING WITH UNEMPLOYED ADULTS

The educators identified the online dictionary as the most frequently utilized application in the classroom, and they also employ online applications of training materials. Their courses are also accessible via Moodle, a platform analogous to an online classroom that offers an app through which one can enter the virtual classroom. This was a particularly valuable resource during the pandemic and is today used for distance learning.

3.4. USEFULNESS OF THE APPLICATION IN WORKING WITH UNEMPLOYED

The educators were receptive to the concept of an application designed to enhance the mental health of the participants. They acknowledged that they could also benefit from it, while the participants would engage in self-reflection, which could potentially enhance their well-being. They suggested implementing an access for educators where they can make suggestions on topics participants may work on in their free time.

3.5. FEATURES OF THE MOTIVATION AND EMPOWERMENT APP

Educators have indicated that the app should include planning and goal-setting tools. It should be responsive and align with the target group's needs, enabling them to achieve their goals. Furthermore, the app should be playful and allow the user to select the interests they wish to track and include.

3.6. APPLICATION RELIABILITY

Ensuring the reliability of the app is crucial, particularly for supporting unemployed individuals who face various psychosocial barriers. Accessible support channels should be available for users to report issues and receive timely assistance. Ensuring user data privacy through confidentiality assurances and anonymization techniques will further enhance trust, especially important for vulnerable unemployed individuals. By focusing on these aspects, the app can provide a stable, secure, and reliable environment, addressing the specific needs and concerns of unemployed users and promoting their long-term engagement and well-being.

3.7. OBSTACLES TO USING APPS

One potential issue is that some unemployed individuals may lack internet access. This could influence their ability to understand the benefits of the app. Additionally, educators have identified the challenge of using mobile devices during lessons, as participants may become distracted. Participants may become diverted by non-educational content, such as social media, games, or other apps, which can distract from their focus and engagement in the lesson. This potential for distraction presents a significant obstacle for educators who aim to integrate mobile technology into their teaching strategies effectively.



4. RECOMMENDATIONS REGARDING THE USAGE OF PHONE APPS AND ITS FUNCTIONALITY

- **Planning and Goal Setting Tools:** Provide interactive tools for users to set, track, and achieve personal and educational goals. Include reminders and progress tracking to keep users engaged.
- **Responsive Feedback**
Implement a system that acknowledges and celebrates user achievements, offering positive reinforcement and personalized encouragement.
- **Playful and Engaging Elements**
Design the app to be user-friendly and enjoyable, incorporating gamified elements that make the learning and self-improvement process more engaging.
- **Interest-based Customization**
Allow users to choose and track interests that are relevant to them, making the app more personalized and relevant to their individual needs and preferences.
- **Well-being Improvement Tools**
Develop features that promote mental health, such as mood tracking, positive affirmations, and activities designed to boost self-esteem and motivation.
- **Self-improvement Focus**
Allow participants to engage in activities that encourage self-reflection and personal growth, enhancing their overall well-being and motivation.



PART IV

FGI RESULTS UNEMPLOYED

TITLE: DEVELOPMENT OF A PSYCHOSOCIAL SUPPORT APP FOR THE UNEMPLOYED: INSIGHTS FROM A FOCUS GROUP INTERVIEW

DESCRIPTION OF THE STUDY

The study was conducted through an in-person focus group interview held on 14 May 2024, from 8 am to 10:30 pm at the ipcenter training centre in Breitenfurterstraße 1120 Vienna.. The aim of the study was to gather insights from unemployed individuals regarding the psychosocial challenges they face and their expectations for a digital tool designed to help overcome these challenges. The session was moderated, in order to ensure a structured discussion, with questions focusing on issues related to barriers to employment, mood management, motivation, daily structure and potential features of a supportive mobile application.

The group interview was conducted by a moderator based on a prepared FGI interview scenario, which included the following issues.

QUESTIONS:

[Overall experiences and challenges]

- Q1. How long have you been unemployed?
- Q2. What experiences did you gain during this time?
- Q3. What are main problems and challenges that you encounter when you stay out of work activity ?
- Q4. What helps you in your efforts to stay active in everyday life and on labour market?

[Psychosocial obstacles]

- Q5. Do you feel that there are psychosocial factors that affect or could affect your chances of employment? (e.g. mood, anxiety, sleep, health, habits, motivation, energy, support from people or institutions – other, please specify)
- Q6. Which factor do you consider to be the most important barrier? Can you indicate more than one?
- Q7. How do you try to overcome this barrier/these barriers?

[Motivation and support]



- Q8. Do you find everyday duties and activities difficult?
- Q9. Which of them are the most difficult?
- Q10. What factors motivate you to act?
- Q11. What factors would you consider as the most useful in maintaining motivation to act?
- Q12. Do you need support and/or any solutions/tools to help you stay motivated?
- Q13. Do you expect or consider as useful daily support eliminating barriers to act?

[Cultural barriers]

- Q14. What is causing the barrier to action? Could it be cultural, nationality or your personal experiences?
- Q15. Do you think your culture, nationality or personal life experiences can influence your level of motivation to overcome barriers on a daily basis?

[Expectations for a digital tool]

- Q16. Have you ever used a phone app to improve your motivation or get mental support? Why yes/not?
- Q17. Do you think that a phone app could have a positive impact on your motivational levels? Why yes/not?
- Q18. How do you think a phone app can help you stay motivated? Why yes/not?
- Q19. Could a motivational app help you maintaining consistency in performing certain activities or achieving goals? Why yes/not?
- Q20. Could using a motivational app have a positive impact on your life or habits? Why yes/not?
- Q21. What type of motivational content could be most helpful in your job search? (e.g. inspirational quotes, beautiful images, success stories, personalized messages)
- Q22. Are there factors that make it difficult for you to use a motivational app? What?

[Examples of situations requiring intervention]

- Q23. Can you provide examples of specific situations where a phone app could help you address psycho-social obstacles?

CHARACTERISTICS OF STUDY PARTICIPANTS

The group comprised six participants. The selection criteria were based on age, with the requirement that participants be over 25 years old. Additionally, the group was diverse in terms of age and background, as well as in the period of unemployment. Two male and four female participants took part in the focus group discussion. The group was highly dynamic, with participants eager to share their personal experiences and engage in discussion.



THE MOST IMPORTANT CONCLUSIONS FROM THE STUDIED AREAS

1. Overall experiences and Challenges

Participants shared their experiences and challenges associated with unemployment. They were open to talk about their frustration with being unemployed and also with structural barriers they are facing. This was a common theme between participants.

Participants described a range of experiences and challenges associated with unemployment. A common theme was that they felt embarrassed about their situation and they would rather say they are in training as being unemployed. They shared similar experiences with the Austrian Labor Service, as it took a lot of time to be able to attend the training they wanted.

Many participants reported that the lack of structure was very difficult to handle, during the period of unemployment. The lack of a structured daily routine in fact, was highlighted as a major issue.

Setting goals daily, monthly or even yearly was very helpful for them to find intrinsic motivation to carry on.

2. Psychosocial Barriers

There was a consensus among the group that the frustration they felt during the period they were unemployed affected their psychosocial state. Even though their backgrounds are very different, they all share a resentment towards the state structures. Because of these structures, some participants were unable to pursue their desired training over a long period of time. As a result, they were unemployed for a long period of time, even though they already had a concrete goal in mind. The will not to lose sight of this goal, and various outlets, such as meditation, sport or even their family, were particularly important for the participants during this time.

3. Motivation and Support

The participants defined setting a goal was the most important factor for their motivation. As described above, their mental state has a major influence on their motivation. In order to maintain a healthy psychosocial state, it was important to find a counterbalance to the rejections they experienced in the course of their job search. These were very different and can be summarized as sport, healthy eating, faith and family. However, they also communicated that it is very important to exchange ideas with other unemployed people during this time so that they can talk to each other about their experiences.

4. Using Mobile Applications

All participants acknowledged the use of mobile applications in their everyday lives. The most popular topics identified were health, sport, various messengers and social media, and apps to track their diet.

The participants expressed interest in trying out an app that could provide structure in their daily lives and convey motivational messages. They also noted that, in the context of unemployment,



boredom can be a challenge to overcome. The app could potentially offer a solution by providing useful content to enhance their daily lives. Furthermore, a calendar and to-do function would be beneficial in allowing users to track their activities in a single location. However, some participants expressed reservations about the app's ability to respond to their personal lives, given the diverse backgrounds and challenges they face.

EXPECTATIONS FOR A DIGITAL TOOL

To summarize the expectations for a Digital Tool, certain topics were important to the participants

GOAL SETTING

It is the most important factor to improve motivation, it should be priority to make it an essential feature for the app. The application should prioritize enabling users to set clear, achievable goals and provide gentle reminders to keep these goals in focus. Daily reminders and notifications play a critical role in maintaining user engagement and focus on their objectives. However, these reminders must be subtle to avoid creating additional pressure on the users. The reminders should be customizable, allowing users to select the frequency and type of notifications they receive. This flexibility ensures that the feature remains supportive rather than becoming a source of stress, thus avoiding potentially negative feedback loops. By offering a tailored reminder system, the app can help users stay motivated without feeling overwhelmed.

PERSONALIZATION

This is also a key factor for the app's success and was particularly important to most participants. The app should provide a range of personalized features to enhance the user experience. Customization options can include personalized goal setting, tailored reminders, and adaptive content that aligns with the user's interests and needs. Additionally, integrating everyday applications such as to-do lists, calendars, and habit trackers within the app can significantly increase its utility. By consolidating these tools into one platform, the app could become a one-stop solution for users, thereby increasing the likelihood of active and sustained use. Personalization ensures that the app resonates with each user on an individual level, fostering a deeper connection and enhancing overall satisfaction.

INFORMATIVE FACTS

Participants expressed a strong interest in having access to informative facts within the app. These facts should extend beyond the realm of job searching to include a variety of topics that could enrich the users' knowledge and provide valuable insights. Providing leisure tips and informative content related to lifestyle, wellness, and general knowledge can promote mental health and well-being. These features would be well-received by users, offering them a balanced mix of practical information and engaging content. By incorporating diverse and interesting facts, the app can keep users intellectually stimulated and more likely to engage regularly.



MINDFULNESS AND MEDITATION

Incorporating mindfulness and meditation exercises into the app can significantly benefit users by helping them manage stress, enhance focus, and cultivate a positive mindset. These practices are increasingly recognized for their mental health benefits, and including them in the app can offer users a way to explore and experience these advantages. Even for users who are new to meditation, the app can introduce them to the practice in a gentle and accessible manner. By providing guided meditation sessions, breathing exercises, and mindfulness tips, the app can support users in developing these beneficial habits. This feature not only promotes mental well-being but also aligns with a holistic approach to personal development.

DAILY CHALLENGES

Daily challenges can be an engaging feature designed to motivate users to continually work on themselves. These challenges can vary from small acts of kindness, such as complimenting a colleague, to self-care practices like taking a walk or practicing gratitude. The diversity in challenge types ensures that users remain interested and motivated. Additionally, the app should offer a vacation mode, allowing users to take breaks without feeling guilty or pressured. This mode can temporarily pause daily challenges and reminders, giving users the flexibility to manage their engagement with the app according to their personal needs and schedules. By balancing challenge and relaxation, the app can support long-term user engagement and well-being.

EXAMPLES OF SITUATIONS REQUIRING INTERVENTION

According to the participants there are various situations where intervention could be beneficial.

For example, the participants said that they are at risk of slipping into a negative spiral due to constant rejections and they do not want to put any more effort into their job search.

They expressed an interest in being able to talk to someone who could remind them of their goals. So messages tailored to their situation could have a positive impact on their lives. Due to the loneliness that results from the increasing isolation of the participants, it could also have a very positive effect if users of the App could exchange ideas and interact with each other. Such an exchange option, for example in the form of a chat, would have to be monitored by someone.

The participants were adamant that the difficulty could also lie in actively using the app and not getting bored of it, given that you already receive many notifications from other apps already. This could be a big advantage if you can have impact on the design of the app.

RECOMMENDATIONS REGARDING THE USE OF THE APPLICATION AND ITS FUNCTIONALITY

The insights gathered from the focus group discussion have led to several conclusions and recommendations regarding the use of the Application and its functionality.

To effectively address the outlined expectations, the app should prioritize goal setting as the most critical feature to improve motivation. Enabling users to set clear, achievable goals and providing gentle reminders will help maintain their engagement and focus on their objectives.



These reminders must be customizable in terms of frequency and type to ensure they support rather than stress the users, helping them stay motivated without feeling overwhelmed.

Personalization is essential for the app's success, as it was particularly important to most participants. The app should offer a range of personalized features, including customized goal setting, tailored reminders, and adaptive content that aligns with the user's interests and needs. By integrating everyday applications such as to-do lists, calendars, and habit trackers, the app can significantly increase its utility. This consolidation into one platform can make the app a one-stop solution for users, thereby enhancing the likelihood of active and sustained use. Personalization ensures the app resonates with each user individually, fostering a deeper connection and enhancing overall satisfaction.

Participants also expressed a strong interest in having access to informative facts within the app. These facts should cover a variety of topics beyond job searching, including lifestyle, wellness, and general knowledge, to enrich the users' knowledge and provide valuable insights. By offering a balanced mix of practical information and engaging content, the app can promote mental health and well-being, keeping users intellectually stimulated and more likely to engage regularly.

Incorporating mindfulness and meditation exercises can significantly benefit users by helping them manage stress, enhance focus, and cultivate a positive mindset. Including guided meditation sessions, breathing exercises, and mindfulness tips will introduce even new users to these practices in a gentle and accessible manner. This feature supports users in developing beneficial habits, promoting mental well-being and aligning with a holistic approach to personal development.

Daily challenges can be an engaging feature designed to motivate users to continually work on themselves. These challenges should vary from small acts of kindness to self-care practices, ensuring sustained interest and motivation. The app should also offer a vacation mode that allows users to take breaks without feeling guilty or pressured, temporarily pausing daily challenges and reminders to provide flexibility in managing their engagement with the app. By balancing challenge and relaxation, the app can support long-term user engagement and well-being.



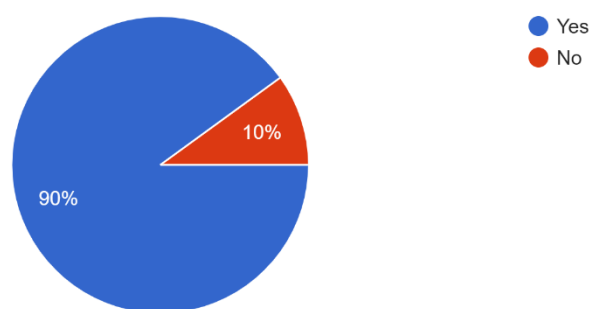
PART V

PAPI RESULTS EDUCATORS

Below we present answers to individual questions as part of the questionnaire survey conducted using the PAPI method in Austria among educators.

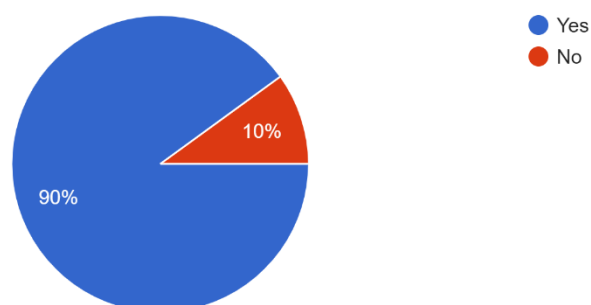
[Security and privacy concerns related to app-usage] Q1. Are you familiar with privacy regulations such as GDPR (General Data Protection Regulation) ...like health data? [please choose only one answer]

10 responses



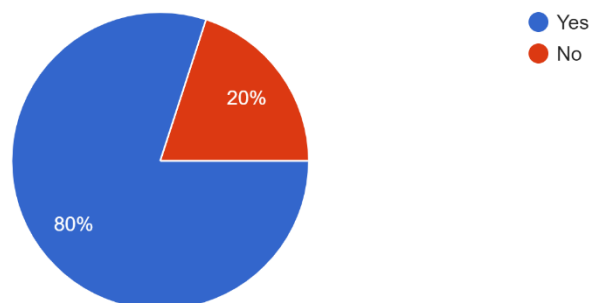
Q2. Are you familiar with cybersecurity issues related to app usage in educational settings? [please choose only one answer]

10 responses



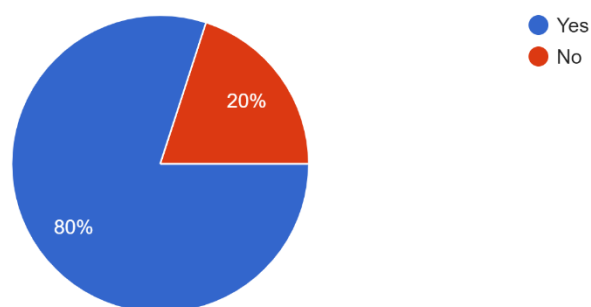
Q3. Do you know how to ensure that learners' data and privacy are protected from potential cyber threats? [please choose only one answer]

10 responses



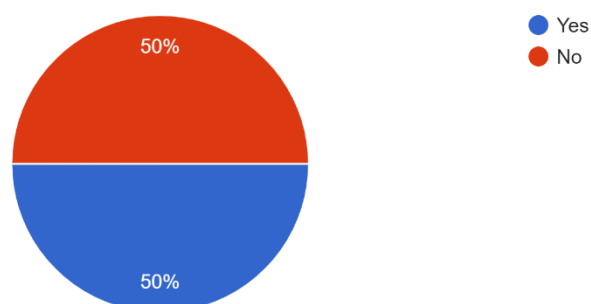
Q4. Are you aware that some health apps undergo vetting by regulatory bodies, such as health insurance companies? [please choose only one answer]

10 responses



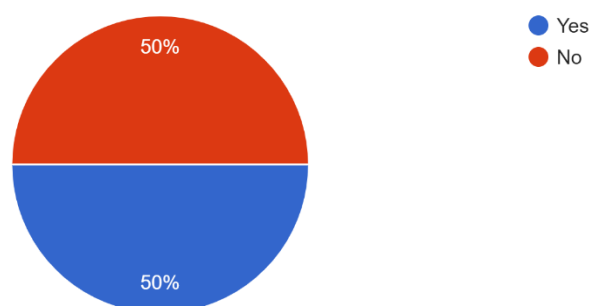
Reliability, validity and adequacy of the data] Q5. Do you know how to ensure the reliability and validity of the data collected through such apps? [please choose only one answer]

10 responses



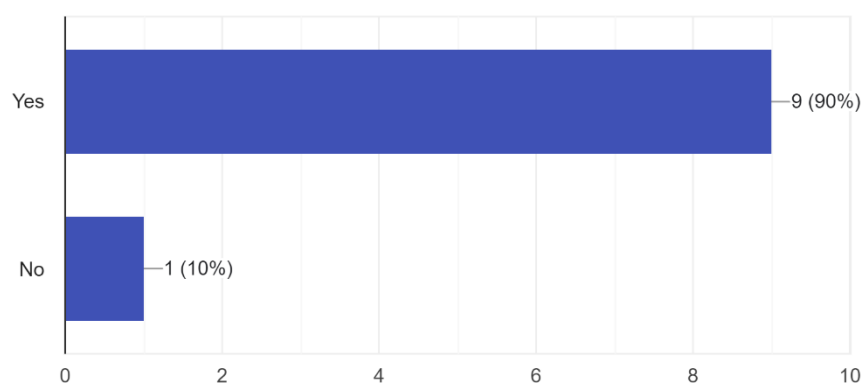
Q6. Do you know how to assess the adequacy of educational apps for specific target groups, such as different age groups or learners with disabilities? [please choose only one answer]

10 responses

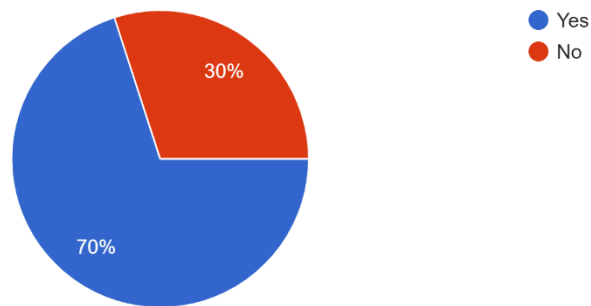


Q7. Do you know what measures to take to ensure that all learners can access and benefit from the app effectively? [please choose only one answer]

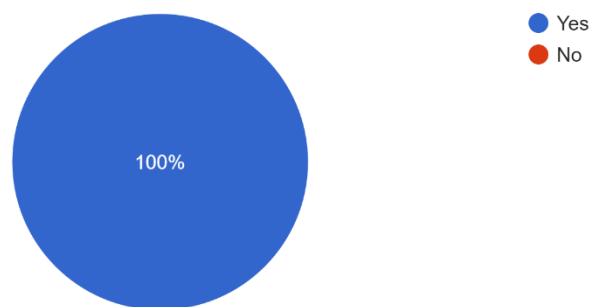
10 responses



[Ethical concerns of using an app in class] Q8. Are you familiar with the importance of ensuring that adult learners are fully informed about how th... in the classroom? [please choose only one answer]
10 responses

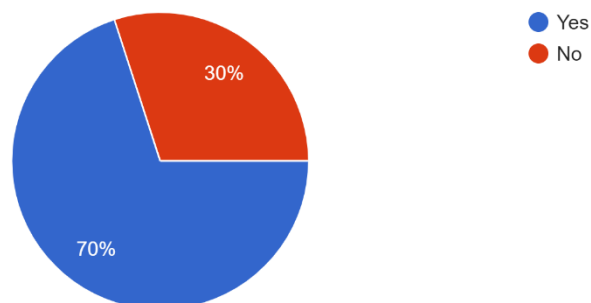


Q9. Do you know that you should ensure that learners have the opportunity to provide informed consent regarding their participation? [please choose only one answer]
10 responses



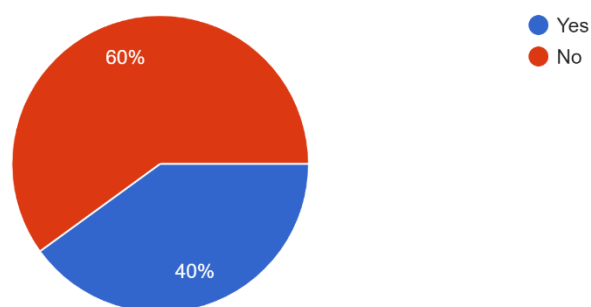
Q10. Are you aware of the necessity to ensure equitable access to technology and digital resources among all learners in the classroom (spe... or the internet)? [please choose only one answer]

10 responses



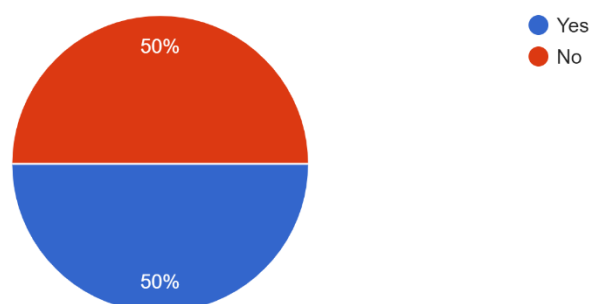
Q11. Have you considered the potential presence of algorithms or machine learning models in apps that could perpetuate biases or inequalities, ...ic status or race? [please choose only one answer]

10 responses

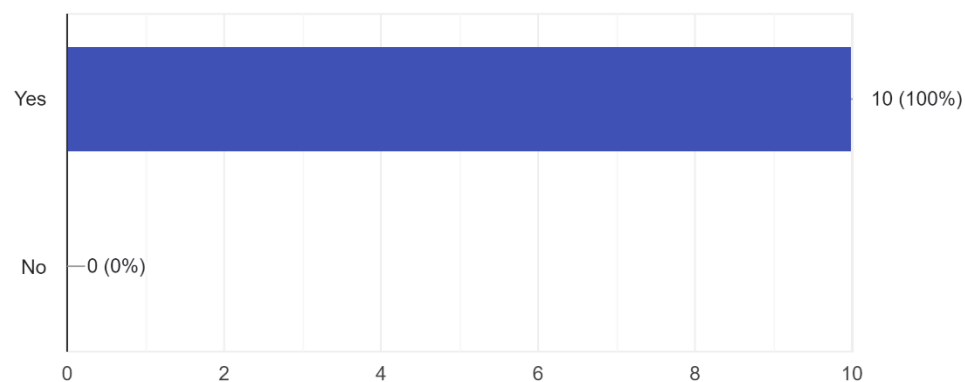


Q12. Are you knowledgeable about strategies to create awareness among learners about these biases and to help them critically evaluate app con...s and inclusivity? [please choose only one answer]

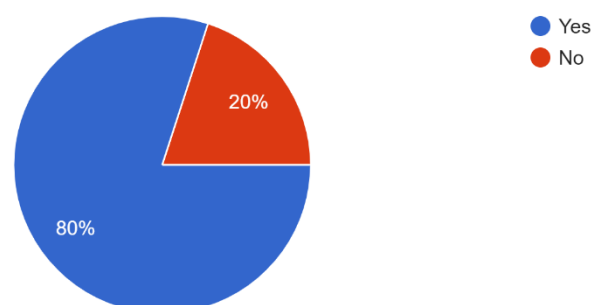
10 responses



[Possible challenges of using apps in class] Q13. Are you aware of the challenge of ensuring that all participants in the classroom have access to s...net connectivity? [please choose only one answer]
10 responses

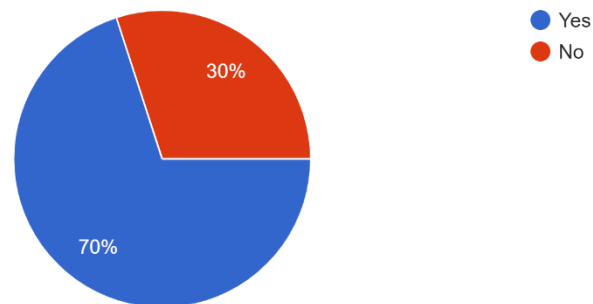


Q14. Do you know how to address this issue to ensure that technology is accessible to everyone? [please choose only one answer]
10 responses



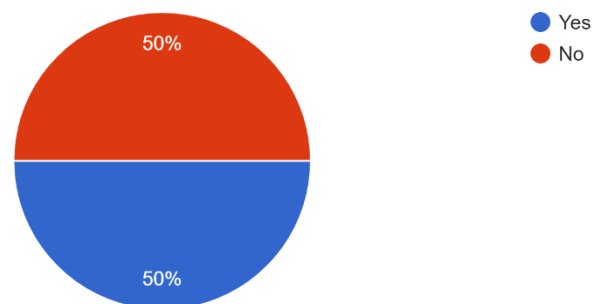
Q15. Have you encountered compatibility issues with different devices or operating systems when using apps in the classroom? [please choose only one answer]

10 responses



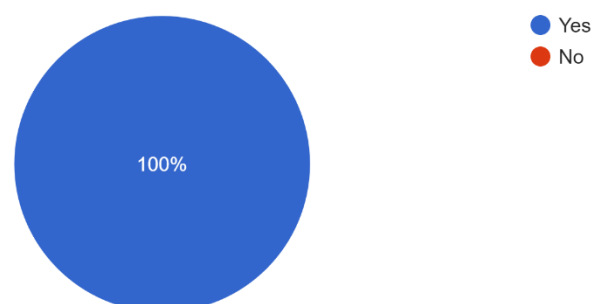
Q16. Do you know how to handle these issues, including frequent updates that may disrupt the learning process? [please choose only one answer]

10 responses



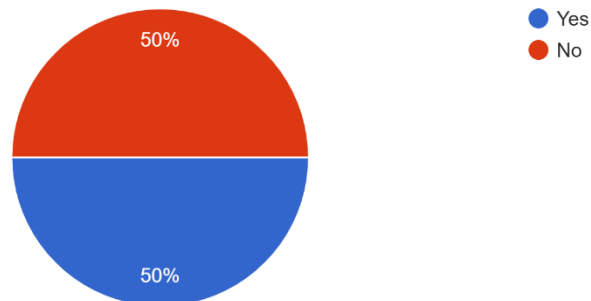
Q17. Are you familiar with the importance of ensuring that all participants in the classroom have familiarity with using apps or digital tools? [please choose only one answer]

10 responses



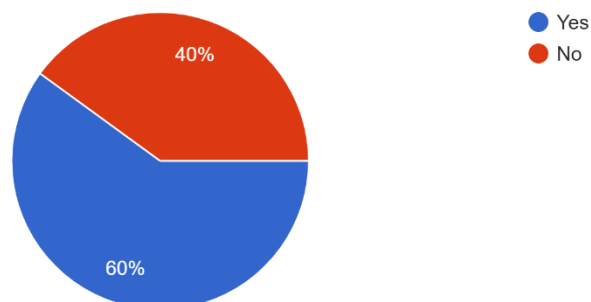
Q18. Do you know how to address potential challenges in navigating app interfaces, accessing content, or troubleshooting technical problems? [please choose only one answer]

10 responses



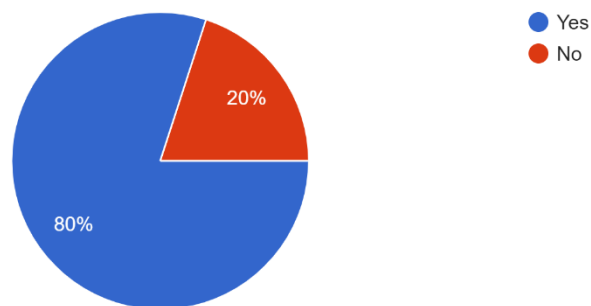
Q19. Have you experienced challenges in sustaining adult learners' motivation and engagement with apps over time, particularly if the content is ...heir learning needs? [please choose only one answer]

10 responses



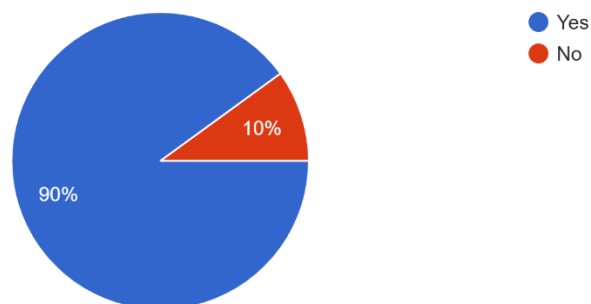
Q20 Do you know how to address challenges to keep learners engaged? [please choose only one answer]

10 responses



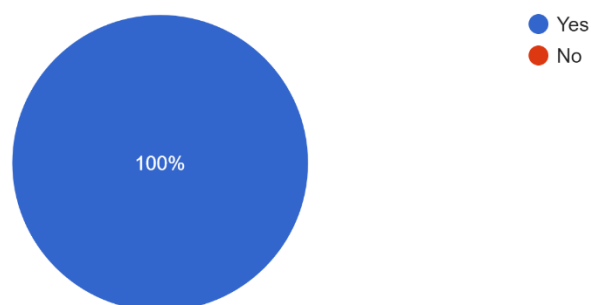
Q21. Are you aware of the need to consider diverse learning preferences and accessibility needs in the classroom, including challenges faced by st...language barriers? [please choose only one answer]

10 responses



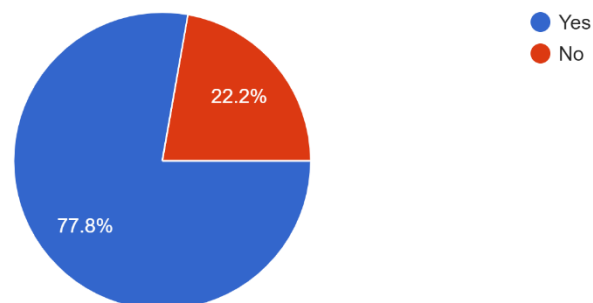
Q22. Do you know how to ensure that all learners can access and benefit from app-based learning activities? [please choose only one answer]

10 responses



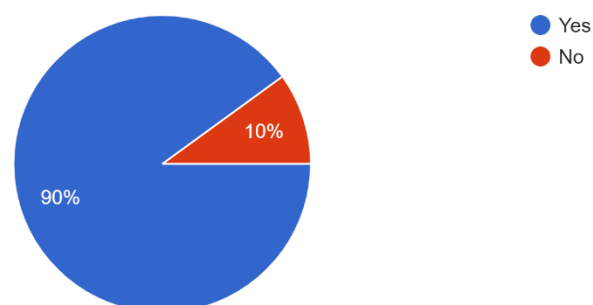
Q23. Have you considered how to effectively integrate an app into the instructional design of your courses? [please choose only one answer]

9 responses



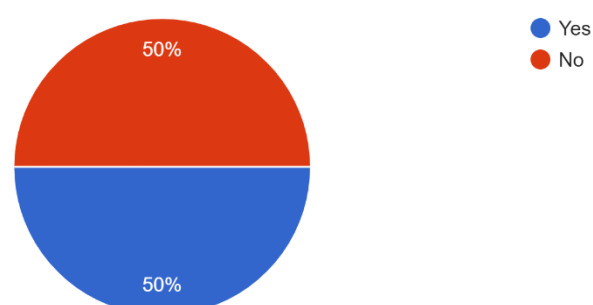
Q24. Do you know how to guide learners to navigate an app, understand its features, and maximize its potential for learning? [please choose only one answer]

10 responses



Q25. Do you know how to assess the effectiveness of educational apps in facilitating learning and achieving educational outcomes in the classroom? [please choose only one answer]

10 responses



Q26. What evaluation criteria and methods do you use to measure the app's impact on learners' knowledge, skills, and attitudes?

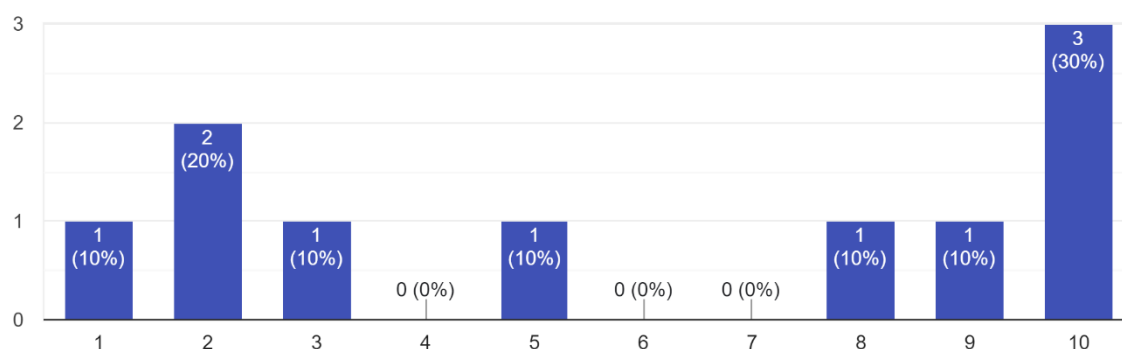
[please describe]

10 responses

- No answer
- Feedback, observation of the learning process, observation of the progress observation of learning performance
- Compare the result before and after the application
- Leand and play german free (A0-A1) grammatic a1-a2-ba-b2 (all niveaus)
- Feedback, tests, offline exercises, repeating, self-exploring the tool
- Quiz, working in a group, feedback
- Frequency, discussion in the group. feedback, exercises, targets achieved?
- Tests, feedback

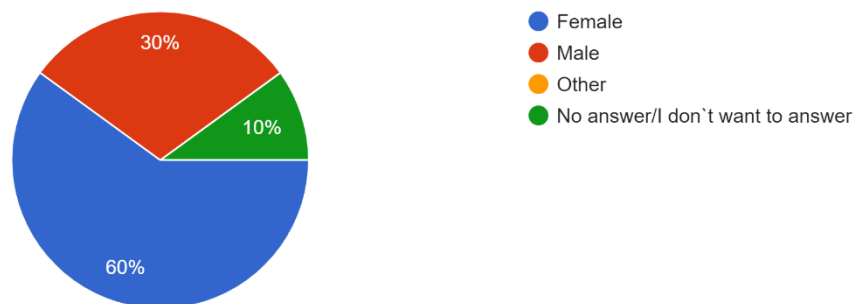
Q27. On a scale of 1 to 10, how likely are you to use a phone app as part of classes with unemployed people?

10 responses



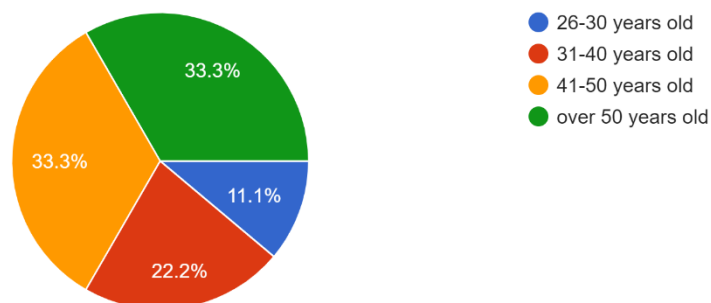
[Participant details] Sex / gender [please mark one of the categories below]

10 responses



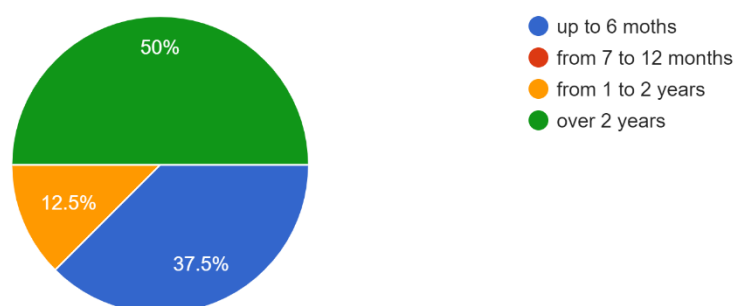
Age [please mark one of the categories below]

9 responses



Experience in running ALMP-Ps (Active Labour Market Policy programmes) [please mark one of the categories below]

8 responses



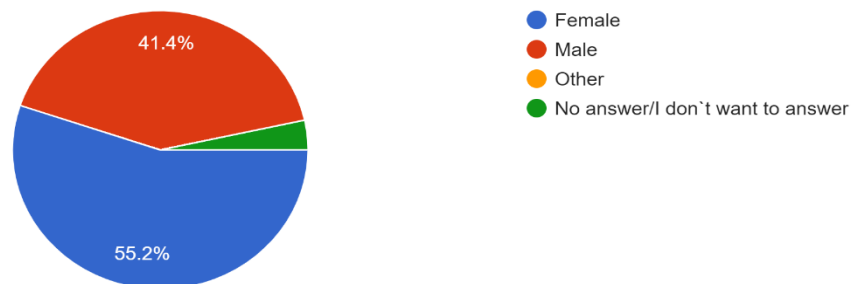
PART VI

PAPI RESULTS UNEMPLOYED

Below we present answers to individual questions as part of the questionnaire survey conducted using the PAPI method in Austria among adult unemployed.

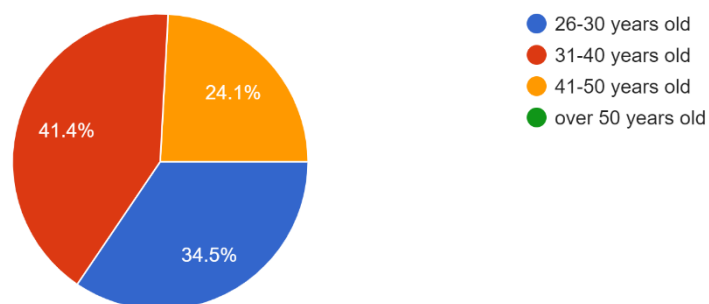
Participant details: Sex / gender [please mark one of the categories below]

29 responses



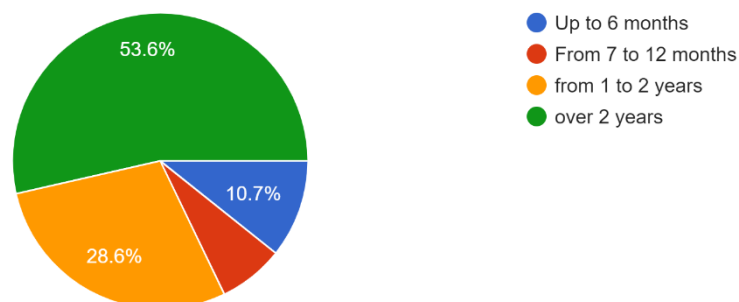
Age [please mark one of the categories below]

29 responses



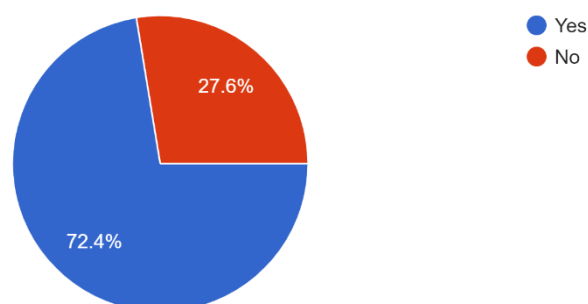
Period of unemployment [please mark one of the categories below]

28 responses



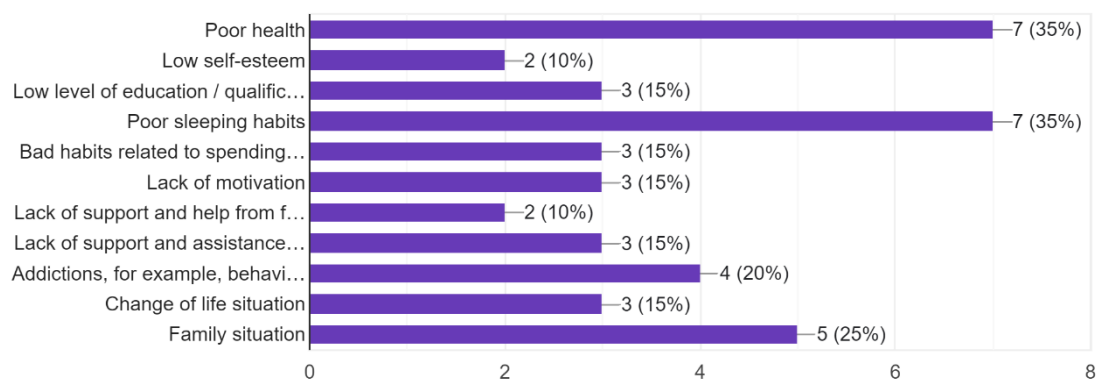
[Filter question] Q1. Do you face barriers that make it difficult for you to perform your daily and life duties? [please choose only one answer]

29 responses



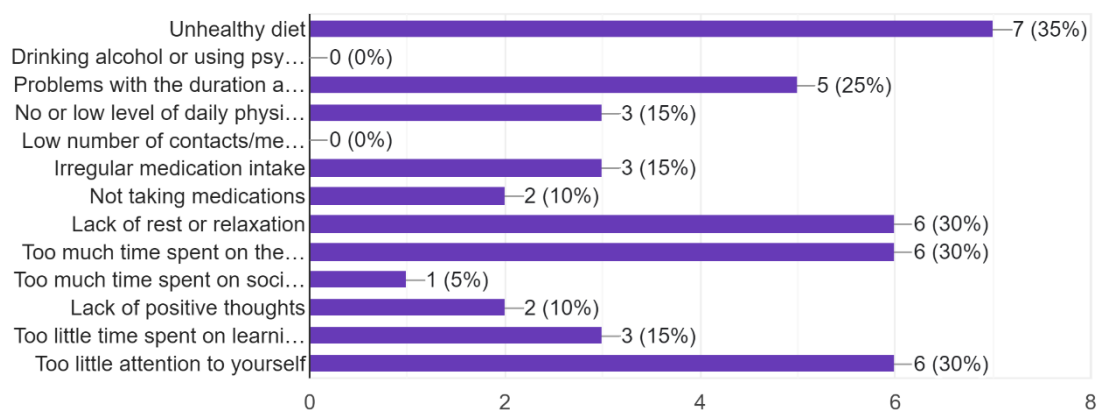
[Problems related to individual barriers] Q 2 Select the psycho-social obstacles you are currently encountering (if any): [please indicate a maximum of 3 answers by "X" on left side of factor]

20 responses



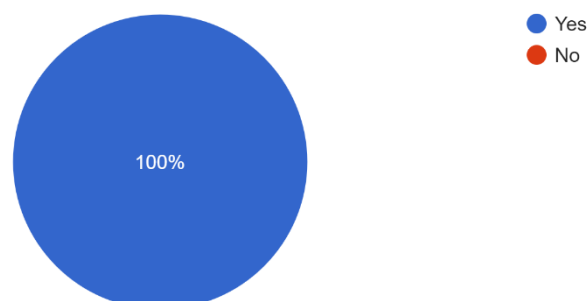
Q3. Select habits that you would like to deal with in the near future: [please select 3 to 6 answers by "X" on left side of factor]

20 responses



[Using mobile applications] Q4. Do you use a smartphone every day?

24 responses



Q5. Which apps do you use? (please describe)

22 responses

Google
Whatsapp
Social media, Google translate, Google calender, Safari



Whatsapp, Google translate, navigation, online banking

Whatsapp, Google maps, facebook

Facebook, whatsapp, calendar

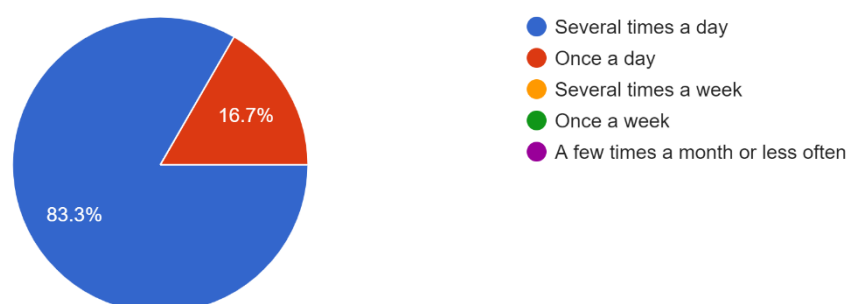
Google

Instagram

Whatsapp, tiktok

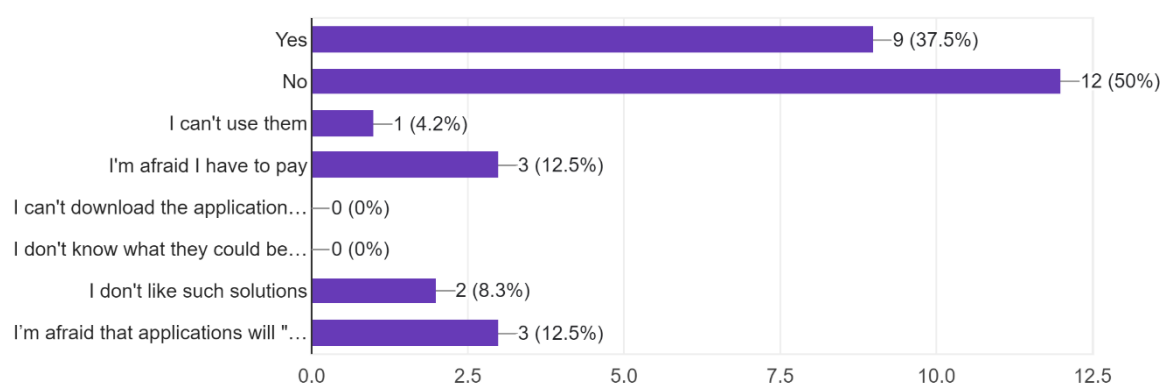
Q6. How often do you use phone apps? [please select only one answer by "X" on the left side]

24 responses



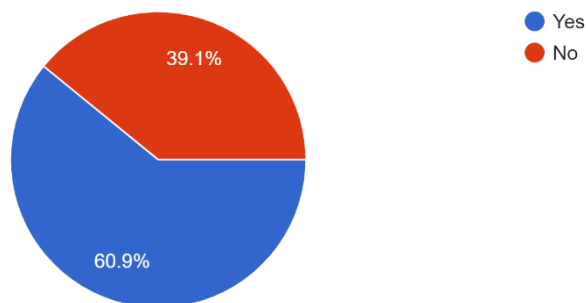
Q7. Do you use any action planning applications? [you can select several answers by "x" on the left side]

24 responses



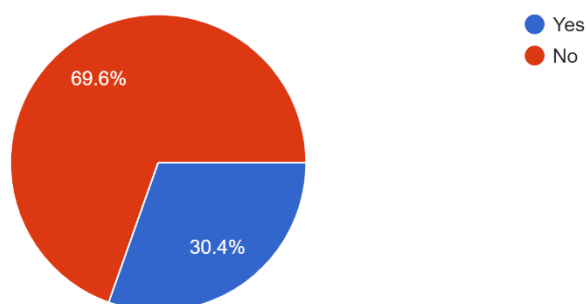
Q8. If someone helps you, would you want to use phone apps, which helps you to plan and undertake daily duties and activities? [please indicate only one answer]

23 responses



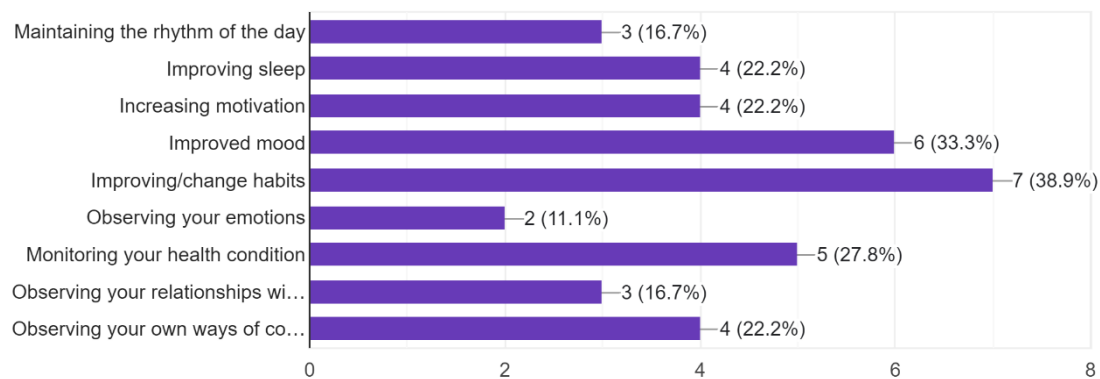
[Usefulness of mobile applications] Q9. Do you think that a phone app could help you address your psycho-social obstacles? [please select only one answer]

23 responses



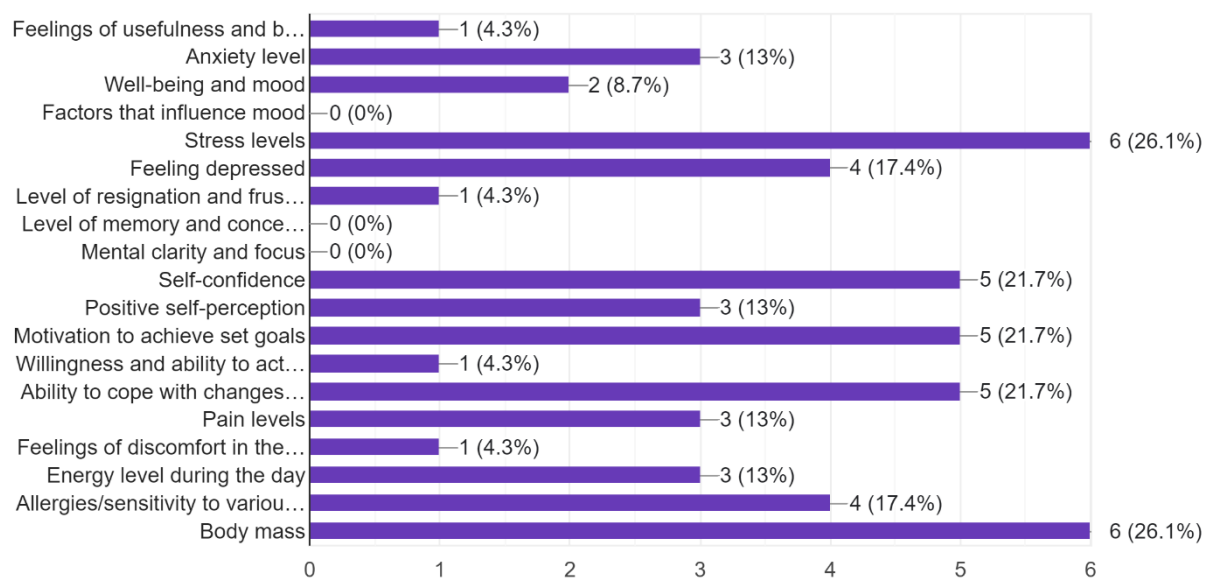
Q10. How could a phone app help you address your psycho-social obstacles? [please indicate from 3 to 6 answers by "X" on the left side]

18 responses



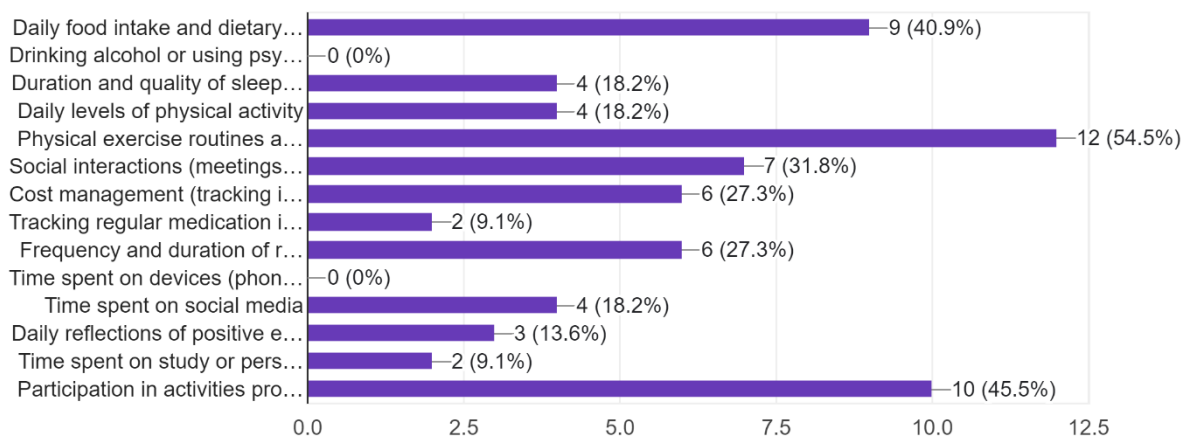
Q11. Which psycho-social obstacles referring to mental and physical health would you like to monitor or track regularly with the use of an app? [p...dicate from 3 to 6 answers by "X" on the left side]

23 responses



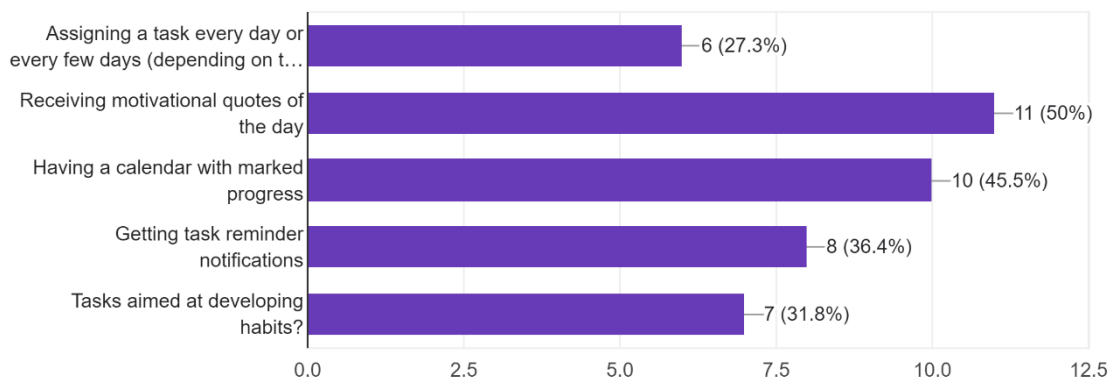
[Expectations for a digital tool] Q12. Which psycho-social obstacles referring to timestructure and activities would you like to monitor or track with th...ndicate from 3 to 6 answers by "X" on the left side]

22 responses

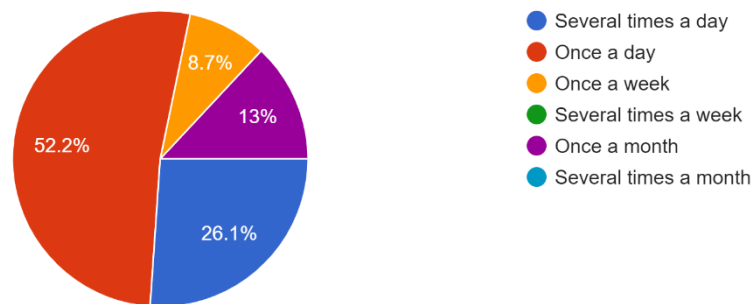


Q13.What elements of the App would help you monitor or track your progress? [please indicate from 3 to 6 answers by "X" on the left side]

22 responses



Q14. How often would you like to receive motivational messages? [please indicate only one answer]
23 responses

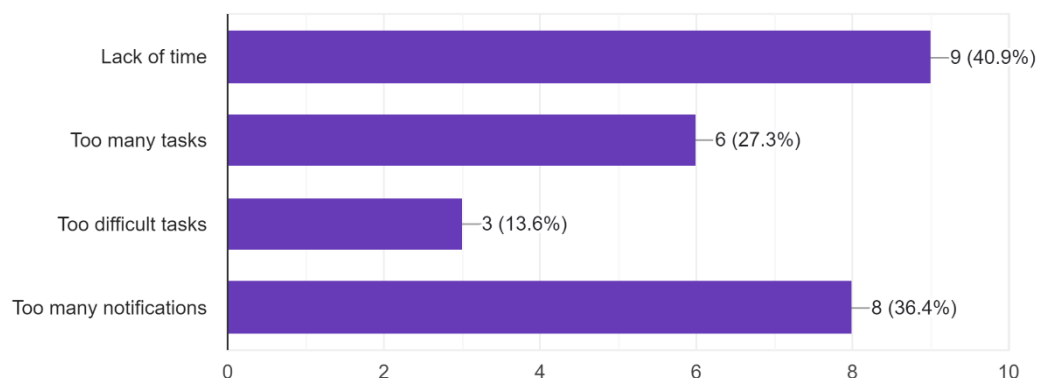


Q15. In what form would you like to receive support and information about your motivation activity messages? [you can indicate several answers]
22 responses



Q16. What barriers may prevent you from using a phone app that will help you regularly track progress on addressing your psycho-social obstacles [you can select multiple answers]

22 responses



Q17. In your own words, how do you imagine the perfect application that motivates you to address your obstacles?

13 responses

Easy to use, not complicated, in my own language- freeuse

Easy to use, fast and practical solutions, free and up tp date

Practical- fast solutions

An application, which can motivate me in a Simple way, with graphical elements to remind me of my todos

Sms reminder to help me to stop smoking

It helps me find and rent a flat, will send me an e-mail with new offers

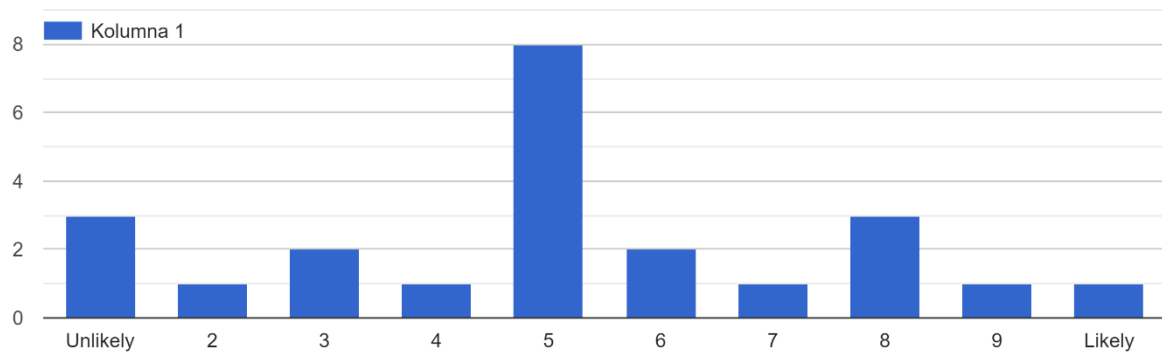
Like tiktok

Instagram

App with many motivational quotes



Q18. On a scale of 1 to 10, how likely are you to use a phone app that delivers motivational messages?



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