

YOUMIG - Improving institutional capacities and fostering cooperation
to tackle the impacts of transnational youth migration
DTP1-1-161-4.1

WP5 Improved Local Services
Output 5.3 Local pilots for better services & Inventory

MUNICIPALITY: GRAZ

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Introduction

In the YOUMIG project: Improving institutional capacities and fostering cooperation to tackle the impacts of transnational youth migration in the Danube region; 19 partners from 8 countries are working together to support the local governments of Maribor (Slovenia), Graz (Austria), Kanjiža (Serbia), the borough of Rača, Bratislava (Slovakia), Szeged (Hungary), Sfântu Gheorghe (Romania), and Burgas (Bulgaria), in exploiting the developmental potential of youth migration, leading to a better-governed and more competitive Danube region.

The YOUMIG project is aiming to boost their institutional capacities to enhance the scarce local evidence on youth migration, contributing to improved policymaking with a focus on human capital. Statistical offices & academic organisations are teaming up with local governments in a complex and tailored transnational cooperation to create local developmental strategies based on improved impact indicators of youth migration. They are also working together to introduce transnationally-tested tools to manage local challenges.

To address the challenges, obstacles, and benefits of youth migration in sending/receiving communities, a [Local Status Quo Analysis](#) (LSQA)¹ has been prepared, providing an overview of trends in youth migration and of related social phenomena, respectively. The study was based on policy-oriented research. The first objective was to synthesise the findings of the YOUMIG research activities with regard to youth migration. In this respect, the municipalities were characterised and typified according to the migration trends they experienced. The second objective was to understand the effects of youth migration, and to identify policy challenges related to it. Through applied research, a screening of responses provided by local authorities to challenges related to in- and out-migration of young people was performed. A related goal was to identify management and capacity gaps in institutional mechanisms of local authorities, with the aim of addressing youth migration and related phenomena.

To support the development of services on a local level that will assist local governments in coping with the inward, outward, and return migration of young people, a [European and global good practice collection](#) of relevant services and actions linked to youth migration² was prepared. This was the first step towards tailor-made solutions aimed at improving institutional capacities and fostering cooperation to tackle the impacts of transnational youth migration at the local level. Based on the challenges and needs revealed in the LSQA and on collected good practices, the local partners prepared tailor-made solutions that assisted them in coping with immigrants, emigrants or returning youth migrants on the local level.

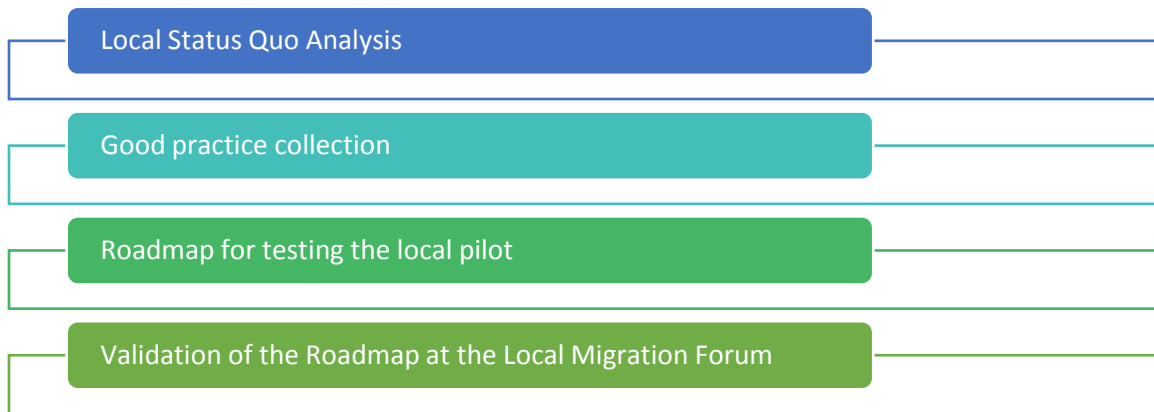
Reflecting on the local challenges and administrative capacity gaps identified and measured in the YOUMIG project, each local partner elaborated a roadmap, adapting existing practices and/or designing new ones. Different aspects were addressed, including challenges such as brain drain and care drain in the sending areas, immigrants' deskilling ("brain waste"), and difficulties accessing public

¹Local Status Quo Analysis can be obtained at:<http://www.interreg-danube.eu/approved-projects/youmig/outputs>

²The YOUMIG Good Practice Collection can be found here: <http://www.interreg-danube.eu/approved-projects/youmig/outputs>

services in the receiving areas. Subsequently, local pilot actions were designed and implemented in the identified topics. In the case of already existing practices, actions were adapted to local context. The pilot actions were accompanied by local Migration Forums, which involve relevant stakeholders linked to the pilot area receiving immediate feedback and general local supervision. In addition, partners peer reviewed each other’s pilot actions as part of a study visit to increase knowledge sharing linked to the piloting, and in order to assess its transferability. The pilots were evaluated based on a common methodology.

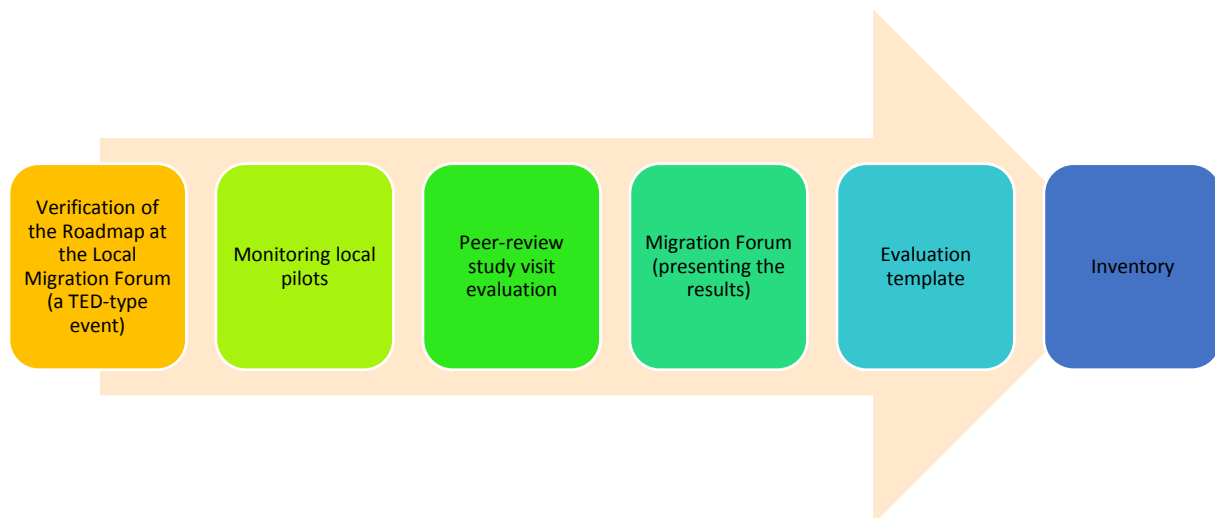
Fig. 1: Preparation of the local pilot



The local pilot’s testing phase incorporated several activities: implementation - accompanied by the monitoring-activities and presentation of the results to all 19 partners, as well as peer-review study visits in which local partners not only visited each other, but also capitalised on the lessons learned during the pilot project’s implementation.

In the figure below, the entire process of implementation, monitoring and evaluation of the local pilots is documented.

Fig. 2: Implementation, monitoring, and evaluation of the local pilots



With each of the local partners basing their pilot actions on field research and LSQA, the individual action plans are naturally distinct.

Tab. 1: Overview of YOUMIG pilot activity by local partners

Local partner	Name of pilot activity	Brief description of the pilot activity
Graz	M-GIST-HUB Engaging migrant girls from the Danube region in natural science and technology	<p>The city of Graz is currently witnessing a trend: its youth lack interest in obtaining an education in natural science and technology, which is especially typical of young women with a migration background. It has been found that in many cases there is little awareness of which skill sets are required or what job opportunities exist in obtaining such an education.</p> <p>The M-GIST-HUB is therefore concerned primarily with raising awareness among the target group, and above all, including family members of the target group, since young people rarely make such important decisions independently; therefore the influence of family members(who may also lack awareness of educational possibilities), is also one of the decisive factors.</p> <p>Ultimately, raising awareness of the opportunities available to the target group has an impact on their integration into society.</p>
Kanjiža	Stay, work, be happy!	<p>The Municipality of Kanjiža has opened a co-working space, providing its youth with the opportunity to gain business and language competences to further their opportunities in the Serbian labour market, since overall cooperation with the established national structures was inadequate for the specific situation of the municipality.</p> <p>Through the municipality-owned centre, the target group of young potential emigrants has been offered advice and support, thereby influencing their decision to migrate abroad or not.</p> <p>By means of this activity, the local partner is tackling the issue of youth emigration from the municipality to neighbouring Hungary, especially since the majority of the population is part of the Hungarian minority and has better language competencies in Hungarian than in the national language (Serbian).</p>

Local partner	Name of pilot activity	Brief description of the pilot activity
Maribor	CWMB YOUMIG (Co-Working Maribor)	<p>Maribor is a city facing both immigration and emigration. Therefore, the CWMB YOUMIG programme is targeting young people with a migration background or intention to migrate, as well as offering a supportive environment for return migrants.</p> <p>The co-working centre is offering support for young people on their path to self-employment, by offering free desk sharing in a stimulating environment with access to key support organizations within the city (including national SPOT points, a science park, and consultations available at the regional development agency), as well as linguistic support in the case of language barriers for migrants.</p> <p>By offering such support, CWMB YOUMIG provides a hub, staying in touch with its members even in the event of their emigration from the city. It also forms a supportive network for immigrants integrating into society through self-employment.</p> <p>During the pilot period, CWMB attracted 3 immigrants and 12 potential emigrants.</p>
Szeged	Sensitization and multicultural training (SAMU)	<p>The Municipality of Szeged identified an opportunity to facilitate the social integration of young migrants with nursery-school children (ages 3-6), through a programme provided by public pre-school childcare providers.</p> <p>Trainings on sensitisation and multiculturalism were conducted among public pre-school childcare providers and with municipal staff in order to break down the potential communication barriers between public service providers and immigrants.</p> <p>The pilot activities contributed positively to public service providers (municipality and nursery school), above all, by raising staff competencies in dealing with the issues of immigrants (mostly young parents) who do not share the same cultural background and command of the language as their native peers.</p> <p>The trainings proved successful, and provided staff with tools that could also be applied outside their immediate field of work.</p>

Pilot Action: M-GIST HUB

Empirical background

What is the dual apprenticeship system?

Vocational training in Austria and in a few other European countries is organised according to the dual apprenticeship system. At 15 years of age, young people decide whether to continue their education in school or begin training to become a skilled craftsman. If they choose the latter, they undergo training for 3-5 years that combines manual work in a company and attending school. Job opportunities resulting from such training are very good, especially in technical professions. These are typically areas in which very few women are being trained.

Need for skilled workers

The Austrian Public Employment Service (AMS) reports that companies are showing an increasing interest in hiring female skilled workers. In part, this is due to positive economic development, but also to a lack of skilled young people aged 15-18, increasing competition for apprentices, a shortage of skilled workers, etc. As a result, various strategies are being developed to encourage young women to take up apprenticeships in technical sectors.

Focus on young women with a migration background (in the Danube Region)

The YOUMIG pilot action was focused on young women, which in turn is a reflection of the YOUMIG project's focus on equality in the city of Graz. The narrow age criteria for the dual apprenticeship system arises from the fact that (according to the AMS) older adolescents cannot be convinced to start an apprenticeship. The focus on technical vocational training is based on a wider societal sentiment that young women should be encouraged to seek better-paid occupations. In addition, companies' growing interest in employing women in technical occupations plays an important role in this phenomenon. The pilot action's focus on apprenticeship-level training rather than university level is due to the fact that action at this level is considered a higher priority. The pilot action proved that this was a sound decision: only a few female apprentices with a migration background were found to be working in tech-related companies - it is clear that this is an area that can benefit from further development.

Young women with a migration background face similar disadvantages to those without one when it comes to apprenticeships in technical occupations. The perception that positions in engineering fields are physically too challenging for women persists, and many companies still promote a male working culture, making young women feel unwelcome. In addition, the relationship between the socio-economic/educational background of the family and its attitude towards apprenticeships is an important factor: some families are convinced that apprenticeships are a waste of time and therefore show little interest in education in this area. Such a lack of incentive is often correlated to poor socio-economic backgrounds. Others believe that only a higher education can guarantee career opportunities, high incomes and social status, and that an apprenticeship may, in fact, limit their

children's job prospects. Clearly, many people are still not aware that an apprenticeship and Matura (the secondary school exit exam, EQF level 4) can be combined; which means that going to university is still possible after this kind of apprenticeship.

Attitudes such as these can be observed irrespective of whether there is a migration background or not. Some aspects seem to be more emphasised in families with a migration background, however, this is always dependent on the particular country of origin of the family. For instance, Turkish adolescents drop out of school at a higher rate than their Serbian counterparts.

Information about the Austrian education system is often lacking and the concept of the dual apprenticeship system (the combination of an apprenticeship and Matura - the secondary school leaving exam qualification) is not widely known. Sometimes families are overly protective and cultural differences can get in the way. For example, the dual system makes it necessary for apprentices to train in companies, and attend school. A problem arises when a company (e.g., based in the city of Graz) and a school (e.g., in a small town) are separated by a large distance, requiring the apprentice to spend several weeks away from home. In this scenario, a family with a migrant background might be reluctant to let their daughter go.

It is clear that young women do not have enough information on job opportunities. One girl at NMS Engelsdorf (a secondary school in the city of Graz) told me in an interview: 'I am going to be a trainee at Billa (a supermarket chain) because it is near my family's flat.' However, she actually wanted to be a kindergarten teacher, which highlights the fact that a major reason for choosing a certain occupation is the vicinity of the workplace.

Surveys

One of the most comprehensive surveys on apprenticeships in Austria is the 'Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2014 – 2015' (eds: ibw - Institut für Bildungsforschung der Wirtschaft and öibf - Österreichisches Institut für Berufsausbildungsforschung, 2016).

This survey showed that young people with a first language other than German had a higher risk of dropping out of the educational system (p. 173), and that it is more difficult to integrate them into an employment-training programme. Although the context has changed since the period the survey, with the introduction of compulsory education until the age of 18, interviews with experts in the labour market show that this tendency can still be observed.

Apprentices with a migration background

While it is true that the integration of young people with a migration background into the system of training and employment can be challenging, it also provides an opportunity for the recruitment of

apprentices and skilled workers. It is evident that adolescents with a migration background are severely under-represented in secondary education and are much more likely to exit the education system after completing compulsory education. A number of studies have shown that this owes less to ethnic or cultural factors than it does to socio-economic reasons (social background). (Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2014 – 2015, p 114)

Empirical data concerning migration backgrounds are subject to uncertainty. Nonetheless, regardless of the data source, period of investigation, definition and approach, it can be assumed that a high proportion of young people with a migration background leave the education system early, without benefiting from further education; and this outcome depends heavily on the individuals respective national background (e.g., Turkish teenagers).

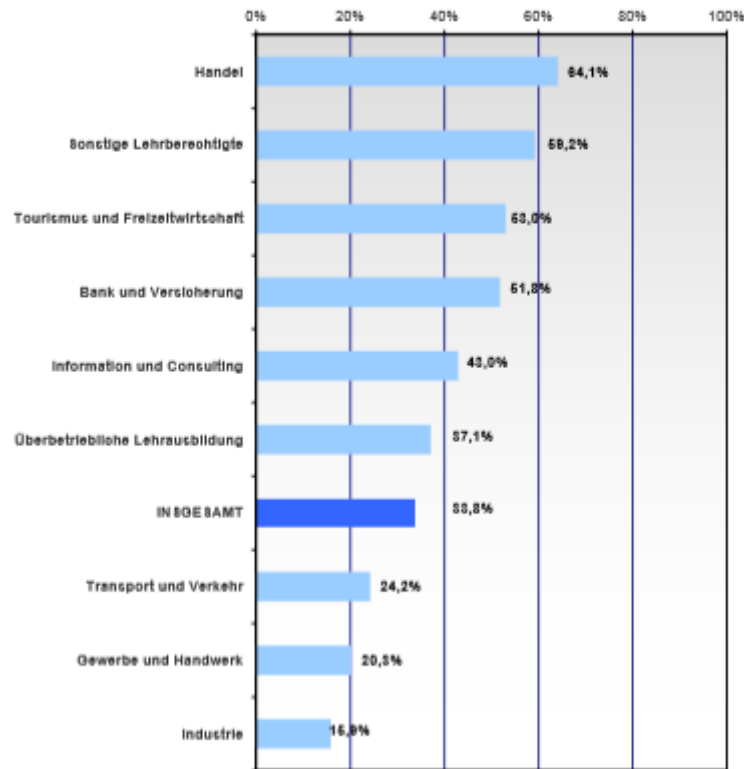
For the school year 2014/15, the study indicated that in the eighth grade, about 14% of pupils had non-Austrian citizenship and around 24% used a non-German first language. By the twelfth grade, the proportion of young people with non-Austrian citizenship was about 8%, while that of young people with a non-German first language was around 14%. By contrast, in the school year 2014/15, the proportion of first year schoolchildren with non-Austrian citizenship was 14% - even in the first school year, and more than 27% of them used a non-German first language. Thus, it can be seen that the proportion of pupils with non-Austrian citizenship and a non-German colloquial language decreased markedly, especially from the 10th grade onwards. (Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2014 – 2015 p. 124)

Apprenticeships from a gender perspective

Female adolescents are traditionally under-represented in apprenticeships. They prefer solely to attend secondary schools, which is in part owing to the fact that the system of apprenticeship training is tied primarily to the technical-manufacturing sector, which is still perceived as being more attractive to male adolescents. From the perspective of equal opportunities and optimal promotion/development of talent, this is an unsatisfactory situation. Structurally, the overrepresentation of young men in apprenticeship training in Austria leads to a situation in which their level of integration into upper-secondary education - in contrast to many other countries - is very successful, being almost as high as that of young women. (Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2014 – 2015, p. 110)

Due to the smaller number of apprenticeships perceived to be attractive for (young) women, female apprenticeships are highly concentrated on a small number of occupations (see Table below). At the end of 2015, almost 50% (precisely 46.7%) of female apprentices were being trained in just three apprenticeship areas (retail work, office administration, hairdressing). In contrast, among male apprentices, the share of the three most common apprenticeships was only around 36% (Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2014 – 2015, p. 113). As will be shown, the occupations chosen by young women have the lowest wages while those chosen by young men are the best paid.

Grafik 5-13 Anteil weiblicher Lehrlinge nach Sparten
(Ende Dezember 2015)



Quelle: WKÖ + Ibw-Berechnungen
Anmerkung: „Sonstige Lehrberechtigte“ = Betriebe, welche nicht der Wirtschaftskammer angehören (etwa die öffentliche Verwaltung, Apotheken, Rechtsanwaltskanzleien etc.)

(Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2014 – 2015, p. 111)

The attraction of apprenticeships

‘If you stay in school you miss out on life’ (14-year-old girl attending NMS Engelsdorf)

There are many programmes and strategies at various administrative levels intended to raise the attractiveness of apprenticeships as a whole. In addition, many initiatives seek to increase the number of female apprentices in technical industries.

<https://www.help.gv.at/Portal.Node/hlpd/public/content/108/Seite.1820520.html#Initiativen>

Many of these strategies are based on wage differentials in female and male-related sectors. With tools such as the ‘Gehaltsrechner’, it is easy to find out these differences.

<http://www.fit-gehaltsrechner.at/>

Apprenticeship remuneration, electrical technician (1st to 4th year of training)

LEHRLINGSENTSCHEIDUNG

Kollektivvertragliche Mindest-Sätze (Brutto *), alle Beträge in Euro
 * Brutto = Wert VOR Abzug der Abgaben (Versicherungen, Steuern)

Alle Schwerpunkte

ElektrotechnikerIn (mit MODULEN) - Anlagen- und Betriebstechnik					
Kollektivvertrag (Brutto-Einkommen)	1. Lj	2. Lj	3. Lj	4. Lj	gültig ab
Metall- und Elektrogewerbe (Arbeiter)	675	850	1.120	1.490	01.01.2019
Metallindustrie: Metalltechnische Industrie (Maschinen- und Metallwarenindustrie, Gießerei-Industrie, Fahrzeugindustrie, Nichteisen-Metallindustrie, Stahlindustrie und Bergbau, Gas- und Wärmeversorgungsunternehmen (Arbeiter))	719	920	1.204	1.590	01.11.2018
Elektro- und Elektronikindustrie (Angestellte+Arbeiter)	700	900	1.150	1.550	01.05.2018
+ Sonderregelung für Lehrlinge mit Reifeprüfung	900	1.150	1.420	1.720	01.05.2018
Elektrizitätsversorgungsunternehmen (Elektrizitätswerke) (Angestellte+Arbeiter)	719	920	1.204	1.590	01.02.2019
+ Sonderregelung für Lehrlinge, deren Lehrverhältnis nach Vollendung des 18. Lebensjahres oder nach bestandener Reifeprüfung beginnt	929	1.204	1.487	1.680	01.02.2019
Österreichische Bundesbahnen (ÖBB) und öffentliche Eisenbahnunternehmen (auf Basis von 38,5 Wochenstunden) (Arbeiter)	661	863	1.146	1.535	01.03.2019
Österreichische Bundesbahnen (ÖBB) und öffentliche Eisenbahnunternehmen (auf Basis von 40 Wochenstunden) (Arbeiter)	687	896	1.191	1.595	01.03.2019

<https://www.beruflexikon.at/berufe/3266-ElektrotechnikerIn-mit-MODULEN/#berufekvs>

Apprenticeship remuneration, hairdresser and wig maker (1st to 4th year of training)

LEHRLINGSENTSCHEIDUNG

Kollektivvertragliche Mindest-Sätze (Brutto *), alle Beträge in Euro

* Brutto = Wert VOR Abzug der Abgaben (Versicherungen, Steuern)

FriseurIn und PerückenmacherIn (StylistIn)

Kollektivvertrag (Brutto-Einkommen)	1. Lj	2. Lj	3. Lj	4. Lj	gültig ab
FriseurIn (Arbeiter)	490	592	799	867	01.04.2018

<https://www.beruflexikon.at/berufe/69-FriseurIn-PerueckenmacherIn-StylistIn/#berufekvs>

Starting salary, electrical technician (min / max)

ElektrotechnikerIn	€ 2.450,-	€ 2.490,-
ElektrotechnikerIn	€ 2.500,-	€ 3.170,-
ElektrotechnikerIn (Antriebstechnik)	€ 2.500,-	€ 3.170,-

<https://www.gehaltskompass.at/#>

Starting salary, hairdresser and wig maker (min / max)

Friedhofs- und ZiergärtnerIn	€ 1.730,-	k.A.
FriedhofsaufseherIn	€ 1.470,-	€ 1.760,-
FriseurIn und PerückenmacherIn (StylistIn)	€ 1.390,-	k.A.
Front-Office-MitarbeiterIn im Bankbereich	€ 1.860,-	€ 2.080,-

<https://www.gehaltskompass.at/#>

<https://www.gehaltsrechner.gv.at/lehrlinge/>

Input from projects concerning female apprenticeships

Young women's expectations of companies

Young women (with or without migration background) expect companies to be friendly, helpful and team oriented. Interviews with female apprentices show that the quality of their superiors - in training terms as much as leadership skills is of the highest importance. The quality of training is important from the viewpoint of content and pedagogical principles. Clarity concerning work requirements and up to date tools make a company attractive for young women. Of particular importance to them is the ability to contribute ideas.

For young women, structural conditions (salary, overtime regulations, handling of sick leave etc) have to be clear and transparent. The desire for a clear picture of career promotion and access to further education is important, as are health regulations and concerns for the safety of employees. At the cultural level, the desire for factual equality is important, and subtle discrimination is considered very unpleasant. Favouritism and special protection are also clearly rejected.

Young women who are already mothers, do not appreciate having

their willingness to work questioned or any other kinds of prejudice. A positive working atmosphere is equated with a 'we-feeling' across hierarchies, and this is strongly associated with a respect and appreciation of work well done. There is also a need for wellbeing factors (snacks during the break, hot food, etc.) and enjoyment of work.

<http://www.u-f-m.at/wp-content/uploads/2016/11/ap3berichtfokusinterviewsaugust2016.pdf>

Company expectations and offers

For companies training apprentices the main concern is to find young people with potential. They are looking for potential skilled workers who can perform their jobs with a high degree of accuracy and quality. It is not a primary concern whether these young people are female or male, or whether someone has a migration background or not. Above all, they are looking for good performance. Of course, not all HR personnel, trainers and colleagues have the same attitude, and stereotypes can always be found. The longer companies work with young people from diverse backgrounds the more they realize how important it is to adapt the company culture making it more attractive to girls or young people with a migration background, and personnel are trained accordingly.

In general, a positive attitude towards young women can be observed. When a woman applies for an apprenticeship in a technical company, she is considered to be highly committed. Young women are often faced with high expectations: companies believe that young women know what they are getting involved in, that they are well informed, more accurate, more punctual, more positive, more motivated and better learners. This can lead to the work atmosphere improving, customers noticing, and the team spirit rising. Such expectations can place certain pressures on young women - they are expected to be better apprentices, while at the same time improving the company culture through better social interactions.

Companies think that the following aspects are important for young women and try to provide them: quality of teaching, career opportunities, a good workplace atmosphere, family friendliness, salary transparency.

The AMS states that it is very difficult for companies to find apprentices who fulfil their expectations. Clearly, companies have to offer training for apprentices in order for them to qualify, not only in their job-related skills but also in educational and social competencies.

Development of the M-GIST HUB

Background analysis SQA

The pilot action was based on several findings of the local status quo analysis:

- Increased demand for skilled workers, especially in Graz, due to the attractiveness of the location for industrial companies. Many Styrian leading companies in the technical field are located in the city.
- For migrants from the Danube region, labour opportunities are a prime motive for moving to Graz
- In migrant families and communities, the picture concerning education is still unclear, especially when it comes to apprenticeships. Job descriptions for industry-related professions and opportunities to gain qualifications are often unknown. The upshot of this is that young people with an immigration background desire to study at university or work as auxiliary staff as soon as possible without having to complete vocational training.
- Young people with a migration background that choose an apprenticeship do not always possess sufficient language skills. This situation is aggravated by the common use of a regional variety of the German language (Austrian).
- The AMS reports that young people with a migration background do not qualify for vocational training after 18 years of age.

Strategic background

The placing of the strategic options in the context of employment was deliberate, since the motives and expectations of migrants on the one hand and the economic opportunities offered by the city of Graz on the other are mutually beneficial, and win-win outcomes most likely. In view of the current political situation in Graz, Austria and presumably Europe as a whole, win-win situations in the context of migration are imperative to implement meaningful measures without immediately provoking political opposition.

The M-GIST-HUB did not refer to the needs specifically identified by the AMS in tourism, nursing and the health service. This was a deliberate strategy, since these sectors are traditionally women-dominated, physically and mentally demanding and usually poorly remunerated. In concrete terms, the pilot action was taken to be a measure promoting young women, and strategies that reinforced gender-specific disadvantages were not taken into consideration.

Objectives

- The M-GIST HUB enables young women with a migration background (DR) to be employed in challenging and well paid jobs in technology-related fields and responds to the needs of local companies (seeking highly qualified workers at EQF level 4).
- The M-GIST HUB presents apprenticeships in a positive light to young women looking for employment in technical industries, families with migration backgrounds and their communities.
- The M-GIST-HUB supports young women aged 15-18 with a migration background in the Danube Region in their search for suitable vocational training in the technology sector in Graz.
- The pilot action targeted girls with high potential, its central message being that jobs in technology and engineering offer great opportunities in terms of wages, further education and careers.

Aims

- Developing a model/prototype of a HUB
- Setting up a network, responsible for information and communication
- Encouraging multipliers in companies, increasing school and communities know-how

A HUB model that can be used by young women and their parents, businesses, schools and communities to improve the flow of information and communicate the positive aspects of a technical education for young women with a migration background.

Results

Networks of stakeholders

The project contacted various existing networks to create a good foundation for the pilot action (the city of Graz, the Migration Council, AMS, NGOs, social partners, companies and schools). The concept of the pilot action was presented and some interviews were conducted. The networks were invited to the migration forums and the TED-conference.

All the local events and migration forums were very useful. They presented a perfect platform on which to present the basic ideas and develop them further together with the stakeholders and interested parties. The events were also useful as a marketing exercise, and helped to bring about a better understanding of the pilot action.

The migration forum in November 2018 was extremely helpful in that the knowledge gained on the assessment day and during the study visit of Maribor partners could be directly integrated into the final stage of the pilot action. The prototype was finalised in this event.

The feedback and inputs of the Maribor-team were very helpful as a whole and two specific aspects contributed very strongly to finalising the prototype: Firstly, the role of the network of NGOs that

constitute a great deal of the working culture in Graz. Living and working in this city, the positive aspects of NGOs are at times overlooked. Secondly, we received substantial input from the Maribor team in terms of what ideas the M-GIST prototype could offer.

Presentations in communities, schools, companies

Communities

Verein Jukus Association

Bildungskoordinatorinnen

The Migrants Council

Schools

Indicator: three presentations in schools

All NMS (new secondary schools for pupils aged 11-14) and PTS (pre-vocational schools from year nine) in Graz were informed. The pilot action and the concept behind it were presented to the biggest PTS and to three NMS (NMS Andritz, NMS Kepler, NMS Engelsdorf).

Companies

Andritz AG

SSI Schäfer

Kristl &Co KG

ÖAMTC

Holding Graz

All stakeholders were very active and most of them were interviewed and very committed to the pilot action. They also attended the local events, contributed ideas and were part of the team that finalised the prototype in the migration forum in November. It was essential to address them at a very early stage in the development of the pilot action.

Interface development of the One-stop-shop

The aim of the One-stop-shop in Graz is to provide an overview of existing providers of training for women (aged 15-34) with a migration background in the areas of employment and founding businesses. Many organisations and stakeholders offer apprenticeships in these fields. After being informed about both activities, a productive interface could be developed.

Validating and assessing potential, skills and interests

After setting up the network and presenting the concept of the pilot action, young women interested in the scheme were recruited via these networks.

Indicator: Five women in the target group were assessed.

Output: 17 girls (and their parents) were contacted and took several of the outlined steps. Five of them took all of the steps and fulfilled the criteria (migration background). They were assessed in part during the assessment day but also in other contexts (in assessment centres, in respective premises or schools).

Indicator: A gender-sensitive method for validating potentials and an assessment of the young women's interests was set up.

Output: A cooperation was established with the major providers of assessments in Graz. At least two of them (Mafalda and NOWA) are gender-sensitive.

On the assessment day (5 November 2018, City Hall, Graz - see minutes) 17 girls were tested by organisations that provide skills and interests assessments. These offers are described below.

Providers of assessment

BIZ – Berufsinformationszentrum

BIZ is an organisation linked to the AMS. It offers comprehensive validation of skills and interests for all pupils in the eighth and ninth grade (NMS, PTS) in Austria. They provide assessments and employment information in schools, on their premises, in the work place, etc. BIZ's assessments have no gender or migration focus.

Pupils can attend BIZ as a whole class or alone. The results are discussed with training experts, if necessary in the pupils' first languages. Young people are provided with job descriptions and prerequisites for the professions that interest them.

The AMS trains teachers to work as professional orientation coaches in schools. These teachers are qualified to give advice on the transition from school to work.

This service also offers diagnostic reports in the form of clinical diagnoses.

Workers' Chamber

Professional orientation

The Workers' chamber assesses pupils' interests with a focus on personal consultation post-assessment. It offers school workshops for seventh and eighth grade pupils and works in close collaboration with teachers. Provision consists of three components:

1. Information on job opportunities after the eighth grade
2. Assessment of interests (standardised test). Competencies are not validated
3. Personal consultation and employment counselling

Employment counselling addresses single persons as well as groups. Young people can find this service through school, parents or friends. There is no focus on gender or migration.

Talent Centre: the Chamber of Commerce

<http://www.talentcenter.at/>

This organisation does not offer assessments in schools; instead, classes come to their premises. There is no focus on gender or diversity.

The practical and academic tendencies, talents and potentials of young people on the threshold of making a crucial work/education decision are examined in 48 testing stations. The first step involves conducting a preliminary survey at the school. Data on the interests of pupils are collected in advance, electronically.

After this preliminary survey, students spend around four and a half hours at the Talent Centre, a period including a welcome reception, tests and breaks. Pupils are accompanied by guides throughout the short course and complete tests and questionnaires on cognitive abilities, motor skills and general skills, as well as job-relevant knowledge. At the end, everyone gets a certificate. The talent report for each student can be accessed online at www.talentcenter.at after the visit.

Mafalda (NGO)

Mafalda offers orientation and assessment of interests and skills with a focus on young women, including those with a migration background.

At the FrauenBerufsZentrum, young women aged 15-24 are supported in their entry into working life by means of individual coaching and/or in workshops on topics related to the labour market, training and employment.

The IN:TRA project aims to improve employment opportunities, and offers skills development and training for young women aged 15-25 who are neither in training nor employment. IN:TRA provides

two different models: day training, in which young women can work on a daily, voluntary and non-binding basis, and an employment project, where they are employed on a part-time basis for four months.

NOWA (NGO)

NOWA offers assessments of interests and skills for young women with a migration background. The tests focus on assessing skills while the women are actually solving tasks with concrete tools and materials. This hands-on approach to assessment, goes beyond answering questions and solving problems. The young women are observed and assessed in terms of which skills (manual, social, etc.) they exhibit while performing a given task. Results are discussed and recommendations concerning employment opportunities provided.

Presentation of job profiles and job opportunities

There are many sources of information on occupations in the context of apprenticeships. However, neither the information provided nor the videos showing what specific occupations involve are designed with gender or diversity principles in mind.

Many providers of job-orientation services - including schools - use Whatchado, a platform describing various jobs :

https://www.whatchado.com/de/?gclid=Cj0KCQiA-onjBRDSARIsAEZxcKYfcH3jsJ4ZVSsPSY4U29fz8MfQTyxtppKZB3pMpRKwswhekrC_krMaAvomEALw_wcB

Wie werde ich Anlagenmechaniker/-in



„Es ist schon schön, wenn man einen Rohrbruch behoben hat.“

Arbeiten als Anlagenmechaniker/-in?



Video Stories von Anlagenmechanikern/-innen ansehen 

Für dich präsentiert von

ENERGIEAG
Oberösterreich
Wir denken an morgen

Was ist dein Job als Anlagenmechaniker/-in?

Sägen, Feilen, Schneiden, Schleifen, Bohren, Schweißen – das hört sich für dich nicht nur nach harter Arbeit an, sondern vor allem danach, endlich mal wieder zu werken? Handwerken ist sowieso eher ein Hobby und du bist auch noch begabt darin? Dann nutze dein Talent und helfe auch anderen damit, indem du zum Anlagenmechaniker wirst. In Österreich wird dieser Job übrigens Installations- und Gebäudetechniker genannt. Deine Hauptaufgabe ist in beiden Ländern gleich: Du löst die Alltagsprobleme deiner Kundschaft. Mit Klimaanlage verhilfst du ihnen zur nötigen Abkühlung an heißen

The AMS provides the 'Berufslexikon' (lit. professional lexicon) including all the relevant information needed concerning various occupations (e.g., information on wages, job-descriptions, requirements, job opportunities and current job vacancies etc.).


<https://www.berufslexikon.at/berufe/3266-ElektrotechnikerIn-mit-MODULEN/#berufekvs>

ElektrotechnikerIn (mit MODULEN)

Berufsbereiche: Elektrotechnik, Elektronik und Telekommunikation


Ausbildungsform: Lehre


[Infos zur Lehrlingsentschädigung](#)

 Beruf merken

 als PDF anzeigen



 Lehrzeit: 3 1/2 Jahre. Bei Absolvierung eines zusätzlichen Spezialmoduls oder Hauptmoduls: 4 Jahre.

 Einstiegsgehalt: € 2.130,- bis € 2.480,- *

* Die Gehaltsangaben entsprechen Bruttogehältern bzw. Bruttolöhnen beim Berufseinstieg. Datengrundlage sind die entsprechenden Kollektivverträge (Stand: Juli 2018). Eine Übersicht über alle Einstiegsgehälter finden Sie unter www.gehaltskompass.at. Die Mindestlöhne und Mindest-Gehälter sind in den Branchen-Kollektivverträgen geregelt. Die aktuellen kollektivvertraglichen Lohn- und Gehaltstafeln finden Sie in den Kollektivvertrags-Datenbanken des Österreichischen Gewerkschaftsbundes (ÖGB) und der Wirtschaftskammer Österreich (WKO).

HINWEIS

Dieser Lehrberuf ersetzt seit 1. Juli 2010 die Vorläufer-Lehrberufe "AnlagenelektrikerIn", "ElektroanlagentechnikerIn", "ElektrobetriebstechnikerIn", "ElektroenergietechnikerIn", "ElektroinstallationstechnikerIn" und "ProzessleittechnikerIn".

Die Ausbildung in diesem Lehrberuf besteht aus einem Grundmodul und mindestens einem der folgenden **Hauptmodule** (Gesamtdauer: 3 1/2 Jahre):

- Elektro- und Gebäudetechnik
- Energietechnik
- Anlagen- und Betriebstechnik
- Automatisierungs- und Prozessleittechnik

Zusätzlich können entweder ein weiteres Hauptmodul (Dauer: 1/2 Jahr) oder eines der folgenden **Spezialmodule** (Dauer: 1/2 Jahr) absolviert werden, wodurch sich die Lehrzeit jeweils auf maximal 4 Jahre verlängert.



Findings of the pilot action

We were unable to find a good solution in relation to improving communication with parents. One of the findings is that this can only be achieved by expert organisations working with young people on individual challenges. Interviews with expert organisations and schools have shown that, essentially, families can be split into two groups: one group consisting of parents whose interests in information and opportunities are easily addressed. The second group consisting of families (usually from a poorer background in terms of educational and social resources - and similar to families without a migration background) who cannot be convinced to attend information days, employment counselling or take advantage of the expertise provided by organisations and schools. The latter group is very difficult to address.

It was very difficult to find female apprentices with a migration background that are currently serving apprenticeships in technical industries. Despite contacting a network of companies, we were unable to find any female apprentices with a migration background in the Danube region. Likewise, the Chamber of Commerce (in charge of apprenticeships in Styria) had no answer to this question: How many young women with a migration background in general or a migration background in the Danube Region are doing an apprenticeship? Clearly, the M-GIST HUB is involved in an area in which taking measures is highly important.

M-GIST HUB: Description

Offers

The offers described here are a result of the interviews, workshops and meetings carried out in the course of the pilot action.

The features of the HUB were developed in:

- Interviews with stakeholders (City of Graz, Workers' Chamber, Migrant Council, schools (teachers and girls at the polytechnic school, NMS) and NGOs (Mafalda, Bikoos, ISOP, Jukus)
- Migration Forums (for an overview of participating organisations, see the respective minutes)

As this was a prototype, possible offers need to be developed further in cooperation with organisations active in the network.

The HUB offers:

Networking

The HUB facilitates communication in the systems that are crucial to the dissemination of transparent information concerning apprenticeships for girls in technical occupations. Such systems include families, schools, companies, NGOs, stakeholders and of course the girls themselves. The designs described below are used for networking. The pilot action suggested that the HUB should be open for girls with and without a migration background.

Makerspace for girls

This element is central to the HUB, and provides opportunities for girls (of various age groups, with or without migration backgrounds) to increase their contact with technology-rich environments.

One of the main inputs of the interviews was that girls do not have enough opportunities to establish whether they possess technical skills or not. 'Technical skills' is a male concept and boys often claim they have them (and that girls do not). Consequently, one finding is that a place should be developed that allows girls to discover and test their technical skills - not just in theory but also in practical terms. This place - essentially a kind of makerspace - should be a technology-rich environment with appropriate materials and tools that allow girls to create and design things for themselves.

Girls have more opportunities to develop their technical skills if they have been immersed in technology-rich environments early on. Therefore, the place experts have in mind - the HUB - has to

be accessible to schools (even kindergartens). Pupils should be given the opportunity to go there - with or without their teachers.

The HUB should be open for parents as well. In particular, parents with a migration background could benefit from getting in contact with teachers and - perhaps more importantly - companies.

Companies can play an important role in the HUB's operation. A company, for instance, can present itself there and network with potential female apprentices. Company employees are already visiting schools and talking to girls about their experiences in technology-related professions. At the Hub, they would be able to work with girls on specific projects and products. Girls could also be invited to the workplaces of their role models, gaining important insights into working life in technical sectors.

Family Pass

Reaching parents of young women with a migrant background is extremely difficult. All experts and stakeholders interviewed agree that one of the main future challenges is to improve connections with parents as a means of channelling information and advice on employment to their children. It is necessary to connect with these families as early as possible.

This is imperative because parents with a migration background - and families from poorer socio-economic backgrounds in general - have a restricted view regarding job and career opportunities, particularly in relation to apprenticeships. A commonly held view is that the best opportunities in terms of career development are only available to young people that stay in school, and go on to university. There is also a perception that apprentices tend to be left to their own devices and that any conflicts and problems in the workplace have to be solved by them alone.

Some parents make the most of employment counselling and education-related matters. The majority, however, lack the motivation to attend parents' evenings and go to info-centres, etc. To encourage the latter group, the introduction of a 'family pass' is proposed. It could be introduced in the last year of kindergarten, allowing parents over the next few years to benefit from various offers in the city of Graz; for example, child counselling, education-related information, language courses, cultural activities, etc. - all of these being recorded in the pass. After using a certain amount of offers, parents could receive some kind of bonus, for instance, a voucher to spend on schoolbooks. A completed pass could even be used when looking for an apprenticeship.

Experts from the Migrant Council emphasise the fact that it is very important to address families with a migration background in person or, at the very least, by phone. Leaflets and posters are not successful. The wrong channel of communication (sometimes compounded by language issues) can prevent fruitful dialogue with such families from developing. Outreach work, if possible by experts with a migration background could help to improve communication between migrant families and stakeholders.

In addition, it is important that workshops and employment counselling be designed with a bottom-up approach that is inclusive of communities, or they will not be accepted at all. In other words, ownership has to remain in the hands of families and communities.

Working with parents is not only important where families with a migration background are concerned. Often the main issue is the poor socio-economic background of families in general. Therefore, the family pass could provide an offer for families regardless of their migration background. The HUB provides various means of conveying information and employment counselling to families with a migration background that are pertinent to the family pass. It is a place where communities can develop, ultimately providing offers themselves.

Events and Training

The HUB does not develop or design training itself, but it does provide a platform for existing training, as well as work-related information and employment counselling.

Training and Workshops

Training provided by companies:

- Workshops for parents designed by communities
- Training in non-hegemonic communication - any kind of employment counselling has to be provided by advisors trained in non-hegemonic communication. The HUB could offer or at least mediate this training.

Presentations

Companies present themselves and make their offers to apprentices. Participating companies are supported in their efforts to develop a culture that is compatible with girls and migrants as well as in the gender-sensitive design of their presentations.

Assessment and Validation

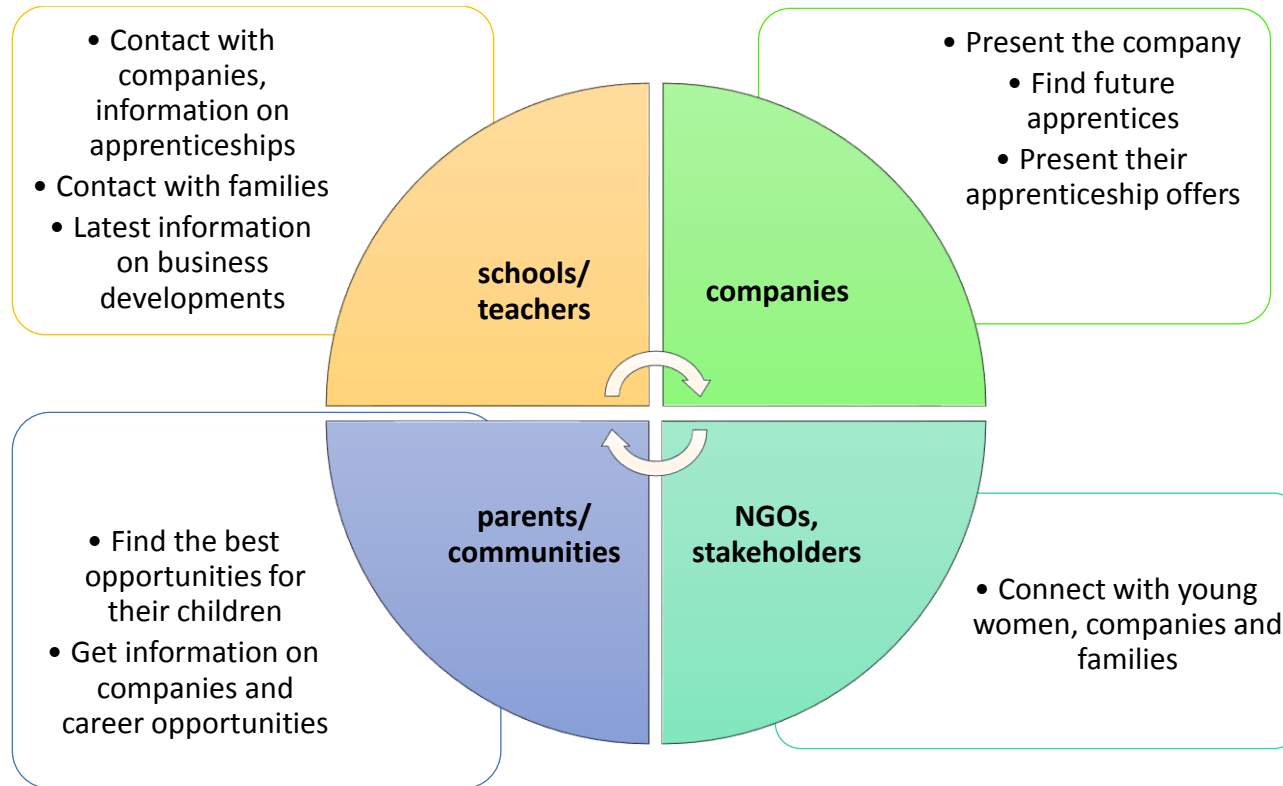
To help girls discover their skills and interests the HUB offers assessments that are designed for girls and youth with a migration background. These offers are provided by organisations such as Mafalda and NOWA whose expertise in working with the target groups is guaranteed.

Possible Structure of the HUB

The HUB could be situated in youth centres. There are existing youth centres with workshops (e.g., Echo- Grünanger). Offers for girls (such as those of Mafalda) could be linked.

Project IN:TRA (Mafalda): <https://www.mafalda.at/fachbereich/arbeit-beruf/intra/>

M-GIST HUB: Value



Sustainability

Now that the pilot action is finished, we are certain that it was adequate for the specific needs of the target group defined. We received very positive feedback from stakeholders and the network. Of course, the definition of the target group was very restricted. However, the lessons learned from this segment are easily transferable to a wider target group.

With further development, the prototype has a very good chance of being implemented in the local community. It provides a new opportunity for girls and young women and contributes in making apprenticeships in technical fields more attractive to this group. The prototype is compatible with strategies at a local and federal level; therefore, a positive impact might be expected. As a sustainable concept, its chances of success are high as all relevant stakeholders are included and the commitment of political actors in Graz can be expected. Moreover, the pilot is economically beneficial.

The prototype is essentially a makerspace where young women can discover their interests and skills in a technological context. It is designed within the YOUMIG project as a space for women with a migration background in the Danube region. However, to make this space consistent with longer lasting services provision, it would be meaningful to expand the target group to young women without a migration background. This step could be taken in the next stage of implementing the offer.

The prototype was developed working with stakeholders, a network of NGOs and the contribution of our transnational YOUMIG partners. This was one of the main success factors. Moreover, apprenticeships have been a major political and economic issue in Austria over the last year and we were successful in blending the various measures of the pilot into this socio-economic climate. By focusing on the potential of young migrants, the pilot action provided a counterpoint to the mainstream discussion, in which migrants are too often defined as problem. Integrating stakeholders, NGOs and expert organisations into the development process at a very early stage was very important in terms of project marketing and generating ideas. Companies expressed a lot of interest in the project.

Schools were one of the key factors in the pilot action. Although we contacted schools at an early stage, we had to accept school-year schedules. One of the lessons learned is that projects in which school-partners participate need to be set up according to the school-year calendar instead of the regular civil one (as was the case in the pilot action).

At a later stage, the HUB could be transformed into a genuine makerspace for young women, incorporating some of the features described on the following websites. Its focus would be on experiencing technical environments rather than economic ones - although the economic perspective could be of interest to companies wishing to invest in such a place.

<http://makerspace.at/>

<http://makespace.org/>

Annex

Prototyping

The Graz Team used *prototyping* as conceived in Frank Uebernickel's handbook *Design Thinking*³, to draft new concepts. We prepared the prototype in various formats by talking to several stakeholders and NGOs, as described in the report. The final step was taken in the YOUMIG Migration Forum in November 2018 where participants contributed ideas based on the analyses performed earlier.

The basic question was: How might the city of Graz provide a HUB for the various systems involved in the provision of apprenticeships in technical occupations for girls with a migration background in the Danube Region, while also supporting their parents and communities?

Following the *design thinking process*, the next step was analysis, which led to the redefinition of the question: it had become apparent that the HUB would not work with a narrow definition of the target group; therefore, it had to be opened up - now it was to address girls with a migration background in general.

The generation of ideas had started with talks and meetings with stakeholders and NGOs and this was finalised in the Migration Forum in November. The *Low Resolution Prototype* was developed following this session.

This low-resolution prototype was combined with storytelling: the concept was combined with the user story of a girl with a migration background - from her beginning in preschool to using a makerspace while training in her teens as an apprentice.

The steps we defined (these are also the steps of the user story) were:

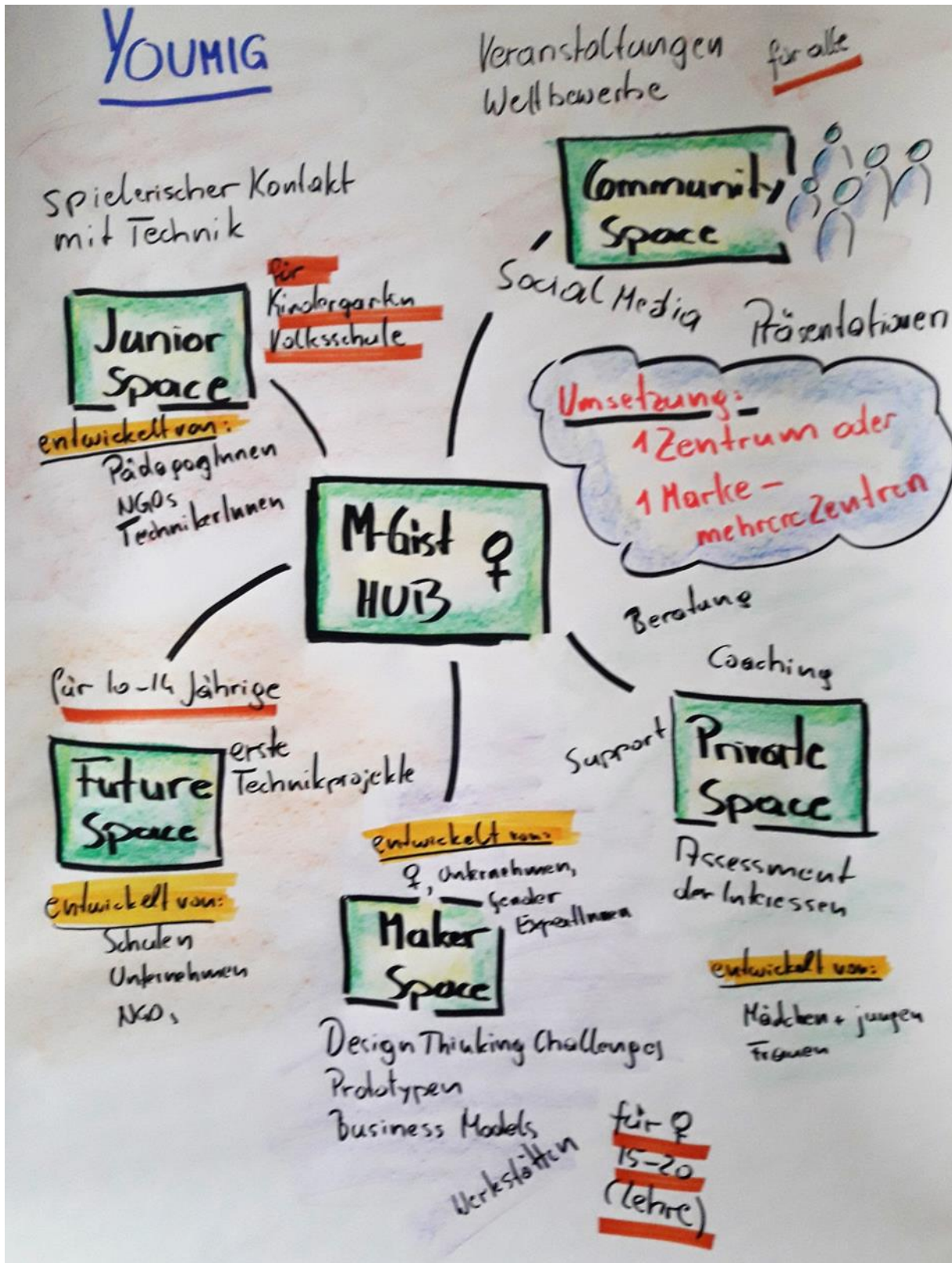
- Hands-on experience of a technical environment in preschool
- Taking first steps in technical projects at primary school
- Decision to take apprenticeship in a technical occupation (information, assessment)
- Networking and producing prototypes (not necessarily related to the work done at the company that provides training)
- Developing business models

Following *Design Thinking* - low resolution prototypes were used to verify basic functionalities and principles that were used in communicating with stakeholders and users. In terms of appearance, these prototypes are very basic - some prototypes can be produced in just a few minutes. Initially, feedback can be generated quickly and flaws identified as well. (See Uebernickel 2015, p. 148)

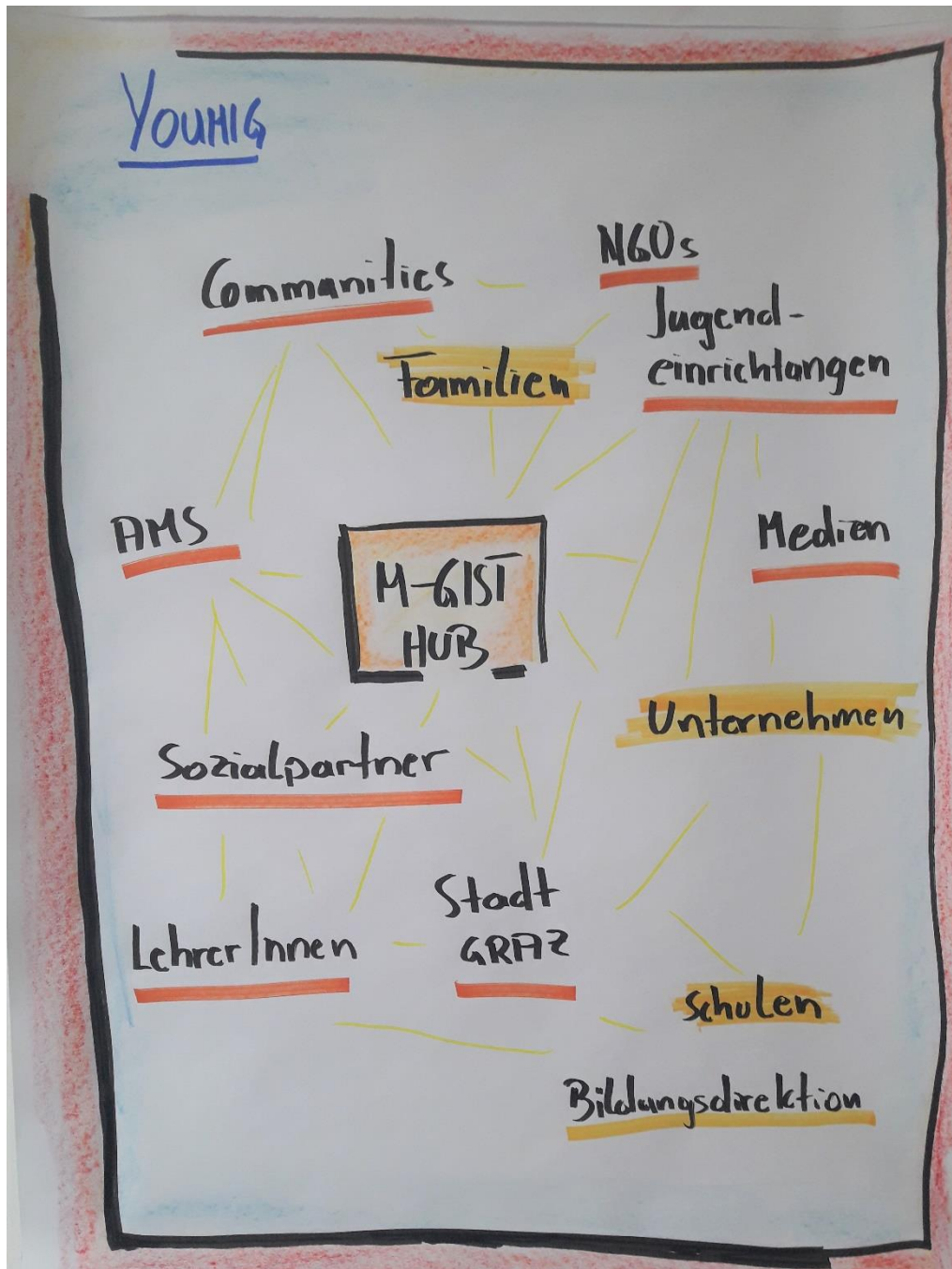
The low-resolution prototype is shown on the following pages, with an English translation added.

³ Frank Uebernickel et al. (2015): Design Thinking. Das Handbuch. Frankfurt am Main

M-GIST HUB: Spaces



M-GIST HUB: Network



M-GIST-HUB: Prototype

