

# REPORT

## CONCEPT OF PILOT ACTION

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# KEY FACTS

Project partner	Caritas der Erzdiözese Wien
City, Country	Austria
Contact person (for pilot action)	Katharina Spanlang, MA
Name of pilot (as in application form)	magdas hotel
Focus of the pilot (as in application form)	<input checked="" type="checkbox"/> Labour market integration <input type="checkbox"/> Social integration and cohesion <input type="checkbox"/> both
Planned duration of pilot	Start date: January 15 <sup>th</sup> 2021 End date: September 30 <sup>th</sup> 2021
Short summary of the concept (max. 500 characters)	<p>Within this pilot a new educational line for apprentices at magdas hotel is created. This educational line is tailor made for apprentices with migrant experience. There for a new curricula will be formed and through three trainings tried out and reviewed. Key to this pilot is that also in the creation and implementation of the curriculum people with migrant experience are part of the team. The aim is to give apprentices through a training in soft skills – with a focus on conflict resolution and intercultural communication – on the one hand better chances in the labour market after finishing their apprenticeship and on the other hand more options for action in difficult situations, hence an active part in social cohesion and integration.</p>



# CONTENT

## 1. Description of the existing situation / Contextualization of the process (max. 2000 characters)

- What is the existing situation?
- Which problem, challenge, and observation does the pilot react to?
- Is the pilot a new project/service or implemented with an already existing project/service? If implemented: What is the added value?

The pilot-partner “magdas hotel” is Austria’s first social business hotel. Their aim is to resolve social issues by actively employing marginalized people like people with migration background and refugee experience. In magdas Hotel people from all over the world come together – not only as guests but also as employees. At the moment 16 young people with refugee experience are trained as apprentices in the fields cooking, facility management and reception.

In Austria, apprenticeship training refers to the system of dual training, in which an apprentice learns a profession at two places of education. The apprentice completes the majority of the training through practical work in the company and learns the theoretical background and a deepening of general knowledge as a student at a vocational school.

Access to non-formal, low-threshold education is thus not covered. For apprentices in the tourism sector, conflict competence, personality development and intercultural competence are important areas that often find too little space in the dual education.

Magdas Hotel sees importance of training their apprentices in this field and giving them access to low-threshold competence development. Within the pilot program "competence acceleration for apprentices", a low-threshold education program is developed to train apprentices in conflict competence and intercultural competence. These two aspects have been identified by Magdas Hotel as key learning areas and have been selected for further development.

Conflicts have the potential to bring us closer together, to discover new ways and to broaden our horizons. The prerequisite for this is a constructive and conscious way of dealing with conflicts. Especially when working with guests in the tourism industry, the ability to deal with conflicts as well as an awareness of intercultural peculiarities is important for a successful and satisfying everyday working life. The existing offers in the field of conflict management and intercultural communication are based on high-threshold concepts. Therefore, this pilot action has set itself the task of developing a concept that creates access to this offer in simple language and at a low threshold.

This pilot action is a new service, which is developed and tried out in cooperation within magdas hotel.



## 2. Definition of the target group(s) (max. 1500 characters)

- Who does the pilot want to reach (e.g. refugees, locals, as well as other stakeholders)?
- What are the special needs of the target group?
- How can a diversity of stakeholders be involved?
- How are the target group(s) reached?

Target group of this pilot action are the apprentices of Magdas Hotel. All apprentices from Magdas Hotel have migrant background and come with many different experiences of growing up, arriving in Austria and finding their place in society.

For this pilot action, it is important to clearly adapt the offer to the needs of the participants. It focuses on adapting the contents to the apprentices' realities, daily experiences and their perceptions. The aim is that the contents can be directly incorporated into their everyday and working environment.

First and foremost, apprentices are the target group of Pilot Action. In the extended context, the target group applies what they have learned in their work with colleagues and guests as well as in their private environment.

The target group is reached through the Magdas Hotel. They chose their apprentices prior of this pilot action. Apprentices attending the first, second and third year of education are part of the pilot action. In the long run all apprentices from Magdas Hotel should go through the "competence acceleration" program, starting in their first year and finishing in their third.

Another target group are people with migration or refugee experience that will co-create the trainings and curricula. On the one hand their life experiences are very valuable for this project on the other hand this pilot can act as a stepping stone for them to get experience, safety and knowledge in the field of holding workshops and leading groups.

## 3. Description of the pilot (max. 2000 characters)

- Which kind of pilot action was chosen?
- How is the agency of refugees respected?
- How refugees are concretely involved and made protagonists? How is the access to resources and the voice of refugees enabled?

In this pilot action apprentices with migration experience take part in a three-part training course in conflict management and intercultural competence. The theoretical content is prepared by the trainers, the practical content is developed participative with the apprentices. The goal is to create a training in which the participants can bring in their previous knowledge and they can apply the learned input directly at the workplace, in their social environment or in their everyday life. The experiences of the participants are an important resource for learning. During the training, active attention is given to ensuring that the topics that are being analyzed and discussed come from them. The trainers see themselves as facilitators of the framework - the exact content is developed with the apprentices. The apprentices become co-creators of the program.



It is important for us to lift the participants out of the category of refugees or migrants but to recognize their background and to work together as young people, Viennese, men and women and in all their facets. Personal development is strengthened and their competencies are promoted and highlighted. Self-empowerment as well as working on eye level together are key in this action. A positive and encouraging working atmosphere is created to allow emancipative outcomes.

The team implementing the pilot is completed with migrants with refugee experience, which will be active part in the shape and creation of the pilot. They can act role models for participants of the trainings.

#### 4. Goals of the pilot (max. 1500 characters)

- What are the goals of the pilot?

- **Providing a profound and relevant training**

Participants will learn the basics of conflict work and communication tools with a focus on intercultural communication. Therefor the theoretical background is accompanied by practical work, games and exercises which are especially designed for the apprentices and include their experiences from work and their social environment.

The theory was researched and is based on curricula for conflict management and intercultural communication. It is important that the content is presented in simple language in order to enable a low-threshold access and understanding.

- **Raising agency of participants**

The aim of the workshops and the pilot is to expand the participants' ability to act and to open up more possibilities for dealing with difficult and conflictive situations. Special attention is paid to intercultural differences and the importance of finding a positive way to deal with them. Tailor-made exercises to change perspectives, communication tools and role-playing games are important tools to achieve this goal.

For the people with migrant experience, being part of the team, it will be the first workshop they create and hold. It is important to the pilot to give people with migrant background the chance to professionalize in the field of training and holding workshops – not as a participant but as the creator. The Austrian scene of trainers is very much “white” and autochthonous Austrian. This pilot can contribute to a more diverse scene of trainers.

- **Increasing competences for job market**

Besides the knowledge learned in the dual education for apprentices, knowledge and awareness of so called soft skills is important when it comes to applying for a new job. Therefor the soft skills which are gained in this non formal educational part for all apprentices of Magdas Hotel are important for their career starting after their graduation.



Further, the people with migrant experience, being part of the team, will increase their competences for the job market in the field of holding and creating professional workshops.

5. Measures and activities (max. 2000 characters)

- What measures are taken to achieve the goals?
- What are success indicators, key figures, milestones? How can the results of the pilot be measured?
- Which sequence of steps are to be taken?

In order to achieve the goals, the following measure are being taken:

- **Research**

Existing concepts on non-formal education, soft skills, conflict management, intercultural communication are the basis for the workshops. These will be revised into simple language and accessible for apprentices.

- **feedback from Magdas Hotel**

In order to develop a sustaining curricula and concept for the apprentices a close cooperation, communication and exchange with the responsible department within Magdas Hotel is planned.

- **Workshops for apprentices**

The key element of this pilot are the workshops itself. In which the apprentices are trained in conflict resolution and intercultural competences.

- **Evaluation of Feedback from apprentices**

The experiences and ideas of the apprentices are key to the development of the project. Therefore, the aim is to get within and after the workshop feedback from the participants.

- **Development of a soft skill curriculum for apprentices**

Based on the field-tested experiences, a curriculum on soft skills and non-formal education for the apprentices of Magdas-Hotel will be developed. This curriculum is to be integrated into the training concept of Magdas in the long term and thus reach many more apprentices.

- **Training of people with migrant or refugee experience to be workshop-leaders**

In the preparation of the training and during the training people with migrant or refugee experience are part of the team. Everyone plays an active role in the creation and implementation of the project. We focus to work on eye level and to learn from each others knowledge and experience.

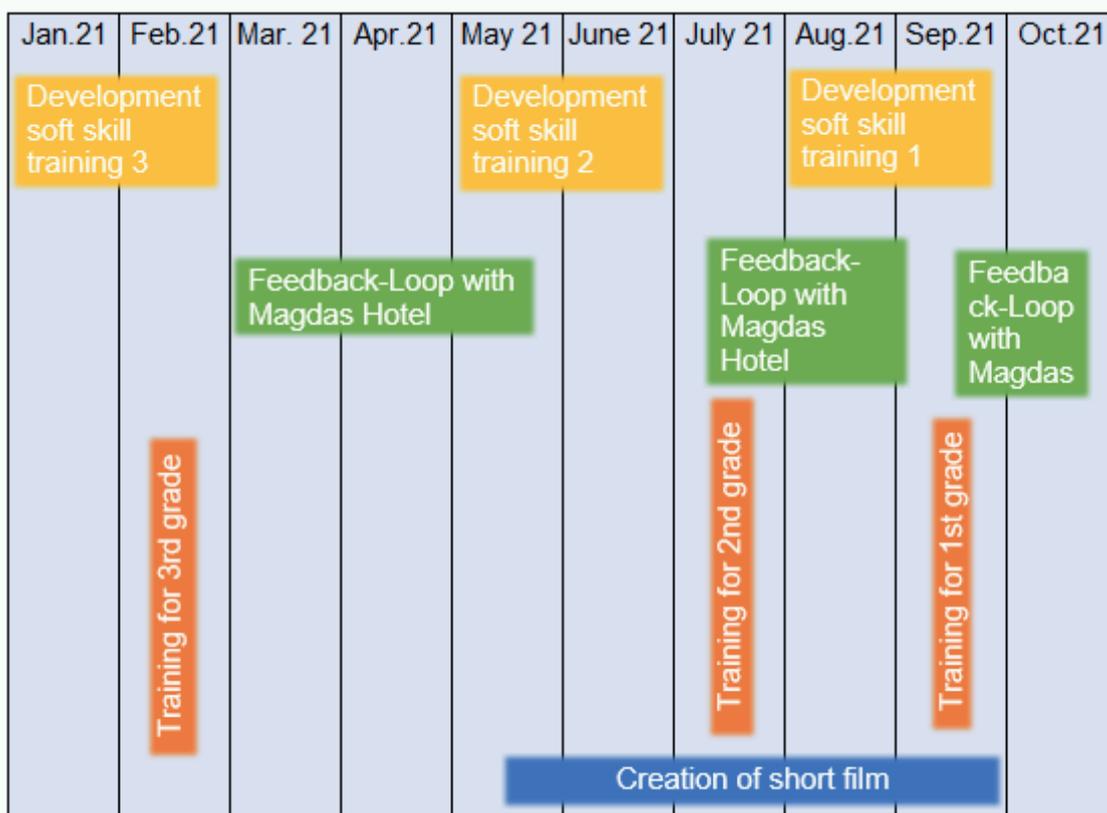


## 6. Timeline

- Include a schedule of the pilot (including milestones)

The plan for this Pilot includes four milestones:

- 1) **Development of the soft skill training:** This training contains of three different workshops, for each apprenticeship year one. For the first year of apprenticeship the topic of intercultural communication shall be tackled. For the second year the topic of conflict resolution was chosen and for the third year communication in conflict situation. Each workshop will be prepared carefully and a small curricula is the result of each workshop.
- 2) **Training for apprentices:** The first workshop was held in February 2021, the second one in July 2021 and the third one in September 2021. In each training 8-12 apprentices take part.
- 3) **Feedback-loop with magdas hotel:** In order to create a curricula and a workshop-format that fits best magdas hotel's apprentices a feedback loop is integrated in the project. After each training held the apprentices get space for leaving feedback.
- 4) **Short film:** in May the creation of the short movie will start.



## 7. Definition of responsible actors (max. 1500 characters)

- Which actors are responsible for the pilot?
- Who will implement the pilot?
- Are there cooperation partners?

In this pilot project the following departments and people are involved.



**Caritas der Erzdiözese Wien** is the project partner within the interreg project “Social Innovation for Refugees”. Within Caritas two departments work together. The department for communal work and the department for asylum and integration. The expertise of both departments is incorporated in the project.

The idea and concept for this specific pilot was developed together **Magdas Hotel**. Magdas Hotel is the cooperation partner for this pilot. In the long run apprentices from Magdas Hotel shall profit from this pilot action.

The project is implemented in close cooperation Caritas Wien together with Magdas Hotel. For Caritas der Erzdiözese Wien Katharina Spanlang is responsible for the pilot.

#### 8. Possible problems or difficulties (max. 1500 characters)

- Which problems or difficulties are possible when implementing the pilot?
- How does COVID-19 affect the pilot? Is a Plan B necessary?

- Language skills of apprentices: Apprentices of Magdas Hotel come from many different mother tongues. Non of them speaks German as their mother tongue. Their language level might differ which will impact on their understanding of the workshop. The trainer team needs to be aware of this obstacle and plan the workshops accordingly. Especially to keep a low threshold way of active participation beyond language levels.
- Retraumatization of participants: Within the workshop we tackle conflicts and the topic of conflicts. Participants might have previous traumatic experiences with conflicts. Trainers must be sensitive to this topic and aware of processes that might pop up.
- Due to the COVID-Situation it is not sure if the workshops can be hold in person. If the workshops have to go online, we have to ensure that all participants have devices and skills to follow an online workshop.

#### 9. Sustainability (max. 1500 characters)

- What is the sustainability of the pilot?
- How can the pilot or the methods be used after the end of the pilot or the project?

The so called “sustainable development goals” (sdgs) claim in their forth goal: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (<https://sdgs.un.org/goals/goal4>). With the deep and clear investment in non-formal education for apprentices this pilot wants to be a role model for apprenticeship education in Austria. The concept of non formal education is sofar not included in their education.



After prototyping and trying out this pilot within three workshops the concept will be handed over to magdas hotel. The next generation of apprentices shall get an even better version of the first version in the education of conflict resolution and intercultural communication.

The new trainers with migration or refugee experience can take their newly gained knowledge and experience to other fields as well and hopefully get a better chance to hold further trainings or workshops in the field.

#### 10. Transferability (max. 1500 characters)

- How can the results or the experiences of the pilot be transferred to policymakers, general public like citizens, experts, etc.?

- Apprentices are taking their knowledge directly to their environments which include their working environments (colleagues, guests, clients) as well as their private environments (friends, families, etc.) The course is built up like this that participants can take their learnings into daily (inter-)action.
- In October 2021 a round table with stakeholders and refugees is planned. This round table will be the main dissemination as well as discussion about the results.
- At the moment we are in contact with magdas hotel to distribute the information about the pilot project on their social media channels.

#### 11. Short film (video) (max. 1500 characters)

- Which steps are planned to create the short film of the pilot?

- A professional film maker will be hired until May 2021.
- In June a concept for the short film will be elaborated (Story Board, dramaturgy, exact time line, etc.)
- In July 2021 the shooting starts and will last until September 2021
- In September the short film will be cut and finalized