

## Abstract on Marginalised Target Groups Monika Thum-Kraft/Gabriele Stöger

- **Who are marginalised target groups in your country (in respect of LLLearning processes)?**

Migrants, low qualified, older people, unemployed, Asylum Seekers, children from bi-cultural marriages, Roma, Sinti, Africans, Austrian women married to Africans.

According to statistical data and recent surveys the factors most frequently responsible for marginalisation are: *gender, age, lack of education and migrant background as well as disabilities. Migrants have an income which is only 85% of the Austrian average. An increasing problem are "working poor", risk of poverty is three-times higher for migrants than for Austrian citizens.*<sup>1</sup>

*An average of 34% of persons with non-Austrian citizenship has only compulsory education (16% of Austrian citizens, but 76% of all Turkish and 9% of EU citizens). Unemployment rate of foreigners is 8% (Austria 5,8 %).*<sup>2</sup>

### Migrants

*35 years after Austria's guest workers policy, research on the situation of "guest workers" and their children show that their social status in this country is generally bad. Studies<sup>3</sup> which had been carried out to find explanations for this situation reveal that in fact the Austrian school and labour market of today is ethnically divided. (...)*

*The current population of immigrants in Austria can be classified into three groups:*

*- The first group is the "middle class". Most of its members are refugees, i.e. from Poland, Hungary or Czech Republic. They are educated and represent a high "human capital" (Humankapital). Therefore they are "accepted and tolerated"<sup>4</sup> by the majority of the population.*

*- The second group mainly came to Austria due to the "guest workers" policy from former Yugoslavia or Turkey, Rumania, Bulgaria and Ukraine. These people represent a low "human capital" and they are "not welcomed".*

<sup>1</sup> Dimmel, Nikolaus/ Heitzmann, Karin/Schenk, Martin (Hrsg.): *Handbuch Armut in Österreich*. Innsbruck/Wien/Bozen: StudienVerlag, 2009

<sup>2</sup> See: 2. *Österr. Migrations- und Integrationsbericht, 2007* and publications by Statistik Austria

<sup>3</sup> Herzog-Punzenberger, Barbara, *Schule und Arbeitsmarkt ethnisch segmentiert? Einige Bemerkungen zur 'Zweiten Generation' im österreichischen Bildungssystem*. See: <http://homepage.univie.ac.at/florian.walter/Frames/materialien/Handout%20Migrationspolitik.pdf>, 2006/2007

<sup>4</sup> *ibid.*

- Thirdly, there is a group of people, who very quickly make their career compensating the lack of education with social capital. They come from Eastern European countries – see above – also Eastern countries, USA or Germany. But it is a little bit stereotypical to name countries.

The *ibw-öibf study*<sup>5</sup> shows the distribution of pupils with foreign origin between different types of schools in Austria. It becomes evident that pupils whose parents come from Turkey and Serbian-Montenegrin are overrepresented in so-called *Sonderschulen* (special needs schools) and are under-represented in institutions for higher education, such as universities or technical colleges. As education and employment are related, the under-representation of children from i.e. Turkish immigrants in academic schools has implications on the Austria's labour market: 63% of Austrian citizens between 15 and 35 years with a Turkish family background are workers (*Arbeiter*), 13% are skilled workers (*Facharbeiter*).

The figures can be summarized as follows:

- There is a significant correlation between the selective school system and the labour market.
- The current educational system leaves certain ethnical groups with low qualifications hence they are condemned to work in the lower positions on the labour market.
- The self-image of the members of these groups corresponds with their career in education and employment. Furthermore, there is no positive and powerful political elite who could serve as role model for these young women and men.
- In the pupil's life plans diversity is missing.<sup>6</sup>

This underlines how necessary and urgent it would be to provide functioning educational counselling and career guidance precisely for youth with migrant background at school, because this is almost the only place in fact where all young people can be reached. Therefore it is frequently recommended to reorganise career guidance at school level, which is currently implemented on an integrative basis (i.e. not as a separate subject) in most cases and is hence often not put into practice at all.

The study additionally recommends a series of other measures to reduce this structural educational disadvantage of young people with a migration background and to increase the provision and degree of utilisation of educational counselling and career guidance, such as the extension of gender-sensitive counselling provision, the promotion of vocational guidance passports, multilingual counselling and guidance for parents, the promotion of apprenticeship schemes for immigrants etc.

- **Who are the marginalised target groups (in respect of intercultural dialogue), which you have to deal with or try to reach with your institution' work? Which your institution could work with or wishes to reach?**

#### **ibw: Low qualified**

Integration of Formally Low-qualified Workers into the Labour Market. Selected Results of an *ibw-öibf Study*, commissioned by the *Arbeitsmarktservice Österreich* (Public Employment Service).<sup>7</sup>

<sup>5</sup> Wieser Regine, Dornmayr Helmut, Neubauer Barbara, Rothmüller Barbara (2008), *Bildungs- und Berufsberatung für Jugendliche mit Migrationshintergrund gegen Ende der Pflichtschule*. Download: <http://www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=3047&sid=765916364&look=0&stw=Jugendliche&gs=0&lng=0&vt=1&or=0&aktt=0&zz=30&mHId=0&mMId=0&sort=jahrab&Page=1>

<sup>6</sup> From: ENAR SHADOW REPORT 2007; Racism in Austria. Dr. Di-Tutu Bukasa, "Die Bunten" - Forum for Dignity, Justice and Democracy

This topic is of such particular interest mainly because this group is confronted with certain challenges and disadvantages on the labour market: Their unemployment rate is at least two to three times higher than those who have completed secondary education (apprenticeships, lower and upper secondary schools, universities). Among those whose highest completed level of education is compulsory schooling, **women, and above all female foreign citizens**, are over-proportionately represented. It would certainly not be correct however, to view the issue of integration of formally low-qualified workers into the labour market exclusively from the aspect of their deficits, disadvantages and difficulties, but rather is it necessary to also raise awareness of the strengths and advantages that these people specifically have to offer to companies. In this respect companies named, above all, a lack of arrogance, the uncomplicated and direct nature of personal contact, as well as a willingness to work hard.

The following **suggestions** can be formulated for concrete measures for qualifying and generally promoting the integration of (unemployed and employed) people whose highest completed level of education is compulsory schooling into the labour market<sup>8</sup>:

- Greater **public subsidies and support for the further education/ qualification** of people whose highest completed level of education is compulsory schooling
- Still) **greater focus on the target group by the AMS** (Public Employment Service)
- (Financial) **support during a trial period and promotion of practical training**
- Greater enabling of **flowing transitions between unemployment and employment/work**
- Forced development and strengthened offer of **short- and job training within the apprenticeship training for unemployed adults** (e.g. machine operators, installation assistants, kitchen assistants etc.)
- Promotion of **modular upgrading of occupational qualifications**
- Recognition of the **driver's license** as a basis qualification worth promoting for unemployed 25 year-olds, whose highest completed level of education is compulsory schooling
- Expansion of **health promotion, coaching and anonymous consultation services**
- (Bureaucratic) **simplification and support in the employment of people who are not Austrian citizens**
- Optimized **pre-selection** of the applicants by the Public Employment Service

- **Who identifies them?**<sup>9</sup>

There is no central body which identifies them. They are identified by their special needs and by special programmes developed to address these needs (e.g. vocational training for disadvantaged youth)

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<sup>7</sup> See: Dornmayr, Helmut/Lachmayr, Norbert/Rothmüller, Barbara (2008): *Integration von formal Geringqualifizierten in den Arbeitsmarkt*. Download from the AMS research network <http://www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=3996&sid=915182174&look=2&jahr=2008>

<sup>8</sup> See Dornmayr, Helmut/Lachmayr, Norbert/Rothmüller, Barbara (2008): *Integration of Formal Low-skilled Workers into the Labour Market*, Vienna. The complete final report for this study is available for download from the AMS research network (<http://www.ams-Forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=3996&sid=915182174&look=2&jahr=2008>)

<sup>9</sup> This new question was added in the course of the expert's discussion on Saturday 31st January 2009 at the weReurope partner meeting in Vienna.

- **Do you know any models of addressing or involving marginalised target groups in learning processes by new methods like using arts and culture or similar approaches (e.g. language learning for migrants in museums, art projects with apprentices, exhibitions or performances with migrants)?**

### **“Integrationshaus”**

Based on the hypothesis, that education is a good method to prevent racism and discrimination, the persons responsible for the Integration House established a department, which focuses on the life of juveniles. The Integration House provides different measures to integrate young asylum seekers, who expect to get a positive answer to their application for asylum. They provide e.g. German language courses, EDV-courses, and carry out educational projects, like “MIGRATRAN”, “DYNAMO”, “Mama lernt Deutsch”.<sup>10</sup>

### **„Migrants in the Museum“**

Vienna’s Österreichisches Museum für Volkskunde (The Austrian Museum of Folk Life and Folk Art, host of the 1<sup>st</sup> ICD-Conference in the course of the project weReurope in Vienna)) has developed two special programmes for trainers in courses of „German as Foreign Language“. The programme, which uses sensual perception for language learning, includes material for different learning levels and covers issues like housing, kitchen, folk art etc. Groups consist of max 8-12 participants to guarantee a maximum of interaction between learners. The programme wants to establish the museum as a place for learning and to promote networking with language schools.

The project was developed by Mag. Katharina Richter-Kovarik from the Museum für Volkskunde and nominated for the Austrian State Award for Adult Education 2008.<sup>11</sup>

### **[lebens:bildungs:arbeits:welten]** (living:educating:working:worlds)

Project series in the European year of intercultural dialogue initiated by KulturKontakt Austria and the Austrian Federal Ministry for Education, Arts and Culture: 10 inspiration-projects in 5 Austrian provinces (Vorarlberg, Tirol, Salzburg, Oberösterreich and Wien). Apprentices, cultural workers, artists, economic- and labour market experts, with or without migrant background worked together in teams with modern, action based methods of „arts and education“. The Special focus in the project series was on the development of the eight key competences for lifelong learning.<sup>12</sup>

Following the principle of “participation”, an exchange of experiences between trainees and cultural workers takes place on an equal level („everybody is an expert“ of her/his everyday life).

KulturKontakt Austria also coordinates the Programme K3 – cultural education with trainees /apprentices, a special project series based on 20 years of experience in more than 400 single projects on all kinds of artistic expression (music, theatre, painting, creating a website, a newsletter or a video and (everyday) cultural activities like visiting museums or cooking together.<sup>13</sup>

### **Example of good practice in the field of Educational Counselling and Career Guidance: “Multilingual BIC”**

<sup>10</sup> For further information see <http://www.integrationshaus.at/>

<sup>11</sup> See <http://www.volkskundemuseum.at/index.php?id=30>

<sup>12</sup> Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC).

<sup>13</sup> See: KulturKontakt Austria, Department of Arts and Cultural Education: <http://www.kulturkontakt.or.at>

The *ibw* (Institute for Research on Qualifications and Training of the Austrian Economy), which has created, maintained and supported the Career Guidance Computer BIC (<http://www.bic.at>) for 10 years on behalf of the Austrian economic chambers, extended this provision in early April 2008 by **multilingual versions** (apart from German now also English, Croat, Serbian and Turkish) of the **interest profile** and **career choice** (tips on career choice and the job application process).

The BIC's provision, which is being used by as many as about 220.000 users per year, is now increasingly accessible also to young people with a migration background. The concept on which the multilingual feature builds is that reflections about vocational and personal interests, wishes, objectives, skills etc. pose a considerable challenge even in one's own mother tongue. This reflection process should not be made more difficult by the fact that related suggestions need to be digested in a foreign language (German). In this sense, the multilingual "interest profile" and "career choice" versions must be seen as working tools aiming to facilitate access to the career choice process for young people with a migration background.

As the BIC is also very frequently applied within the framework of career guidance at schools, it additionally needs to be stressed that this provision does not aim at all to undermine the schools' efforts to teach these young people German skills. But career guidance must not be made dependent on sufficient command of foreign languages and should, in many cases, be offered in parallel to the acquisition of related language skills.

The multilingual BIC aims to meet the following expectations in particular:

- To provide useful support in career guidance measures to counselling institutions that also or especially focus on working with immigrants and to schools.
- To increasingly raise awareness of the varied and interesting opportunities in the world of work and education among immigrants and to motivate them to reflect on them more intensively.

#### **Some more examples:**

Vorschulkindergarten Jahr – Pre-school Kinder garden year

Sprachangebote in Schulen (Muttersprache) – mother language courses offered in schools

Lehrlingsausbildung für MigrantInnen – apprenticeship training for migrants

Bilinguale Schulen – Bilingual schools (Neustiftgasse, Vienna)