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Culture Pilots
Country Curriculum Austria

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Editorial:

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Introduction to Culture Pilots

Culture pilots is a European Transfer of Innovation project promoted by BFI OÖ in Austria based on a successful project developed by the vocational training institution for the European Capital of Culture Linz09. In this initial project 12 female immigrants from Linz led tours through the inner city and offered an insider's view of their everyday life to locals and tourists encouraging intercultural contact and understanding. Previously the migrant women attended a resource- and process-orientated empowerment training program. The city tours were a great success and the project was honoured with the Austrian State Prize for Adult Education in the category "Innovation" in 2009.

Culture Pilots tackles the difficult task facing many well-qualified immigrants in the EU – especially female – to find appropriate jobs according to their qualification on the labour market. At the same time the Culture Pilots project addresses the need for intercultural dialogue to improve social understanding and promote an awareness of the importance of linguistic and cultural diversity in Europe.

The aim of the European Lifelong Learning Project is to transfer and implement the Culture Pilots curriculum and city tours in other European countries (FR, PT, IT, ES) and developing new skills and jobs by encouraging the cooperation between Vocational Education and Training, Culture and the working world.

The target groups of the project are trainers and coaches for empowerment work in intercultural contexts, qualified and socially competent immigrants and / or inhabitants with different cultural backgrounds in the participating countries and locals and tourists participating in the city tours which are to be developed.

The projects' activities are:

- Adaptation of the initial Culture Pilots curriculum to the country specific situations and translation
- Development and implementation of a train the trainer program for resource and process orientated empowerment work in intercultural settings
- Implementation of Culture Pilots training program in the participating countries
- Culture Pilots city tours in Marseille, Lisbon, Vicenza and Barcelona
- Dissemination and PR activities: website, stakeholder information events and a final conference in the frame of MarseilleProvence 2013 European Capital of Culture

Culture Pilots is based on an initiative of Berufsförderungsinstitut OÖ (Austria) in cooperation with ISQ (Portugal), Transit Projectes (Spain), Eurocultura (Italy), Union des Centres sociaux des Bouches-du-Rhône (France) and MarseilleProvence 2013 (France).

1) Project design

Brief description of the project

CULTURE PILOTS is a further education project for women from migrant backgrounds which was developed by BFI OÖ on the occasion of and together with Linz 2009 – European Capital of Culture, and implemented in cooperation with the AMS Linz/Upper Austria (Austrian Public Employment Service).

The focal points of the CULTURE PILOTS training course were key competences, but also biography work and build-up of resources as well as project management. Moreover the participants created competence records and were individually strengthened by guidance and coaching.

During the training, the women developed tours of their everyday world of migrants, which were offered to the open public in the framework of the programme Linz09 – European Capital of Culture. They thus offered to locals as well as tourists highly unconventional insights into subjective realities as well as the opportunity to have immediate multicultural contact and dialogue. Moreover, they informed about the programme of Linz09 – European Capital of Culture.

Six different tours on five different days each were met with great interest and were almost fully booked. The tours continued in 2010 and are planned for 2011. The training is planned to be continued in 2011.

Target group

Women from migrant backgrounds, of different age groups, who live in the district Wiener Strasse or have some relationship to this district, who have a vocational training diploma and good German language skills, possibly English skills, and who wish to identify, strengthen and broaden their key competences.

The training and the collaboration in the project should improve the participating migrants' opportunities on the labour market (while building up on existing qualifications). That there is a specific need on the part the target group, i.e. women from migrant backgrounds, was also recognised by the Arbeitsmarktservice (AMS) Upper Austria (Upper Austrian Employment Service), who collaborated in the implementation of the project (during the project period, the participants received financial support from the AMS and did not have to apply for other jobs).

Selection of participants

There were two ways of advertising for the project: On the one hand, AMS advisors presented the project to women from migrant backgrounds as a course; on the other hand, folders containing a description of the project were made available to shops and different organisations in the district where they could be retrieved. All potential participants were invited to a Q and A meeting, where the project and its framework conditions were explained. Those who were still interested were invited to an individual interview. A little more than 20 women took the interview, out of which 12 were finally selected.

Selection criteria were the motivation for the project, the possible benefit from the training for the applicant, a relationship to the district Wiener Strasse, an existing vocational diploma as well as good German language skills.

For the selection interviews, an interview guideline was developed. (Appendix 1)

The district as a starting point

The district chosen for the project covers the area around Wiener Strasse and is characterised by a high percentage of foreign residents. When passing by, most local of Austrian origins primarily watch the multicultural life from the outside, and only very few „locals“ have direct contact.

The culture pilots were no city guides in the conventional sense, but companions who escorted the visitors through their own respective living environment. The visitors were therefore offered the unique opportunity to be guests and plunge into the individual subjective world of the culture pilots.

Backgrounds conveyed to the visitors were:

Why did the women emigrate? Where and how did they arrive in Austria?

How and where occurs their everyday life?

What barriers do they have to overcome in Austria?

What is their approach of Austrian culture and how do they experience Austrian traditions?

How do they experience/live their own culture in Austria?

These questions give examples of the processes of dealing with the individual understanding of culture and identity on the part of the culture pilots as well as on that of the visitors.

The visitor is invited to be a guest in the subjective living environment of individuals, allowing for a perspective of individual experience. Following the meaning of participation, this is not only about the integration of foreign elements / foreigners into an existing world. The living environment and society as a whole are changed by the participation of people who come from a different cultural background. Culture is not viewed as a rigid concept, but as a „dynamic system of social action which is open to transformation and underpinned by attribution of identity, values and symbolic meanings, which can be negotiated interactively“ (from: Fedorowicz, Hania M., 2006, translated from the German language version). Culture constantly recreates itself in never-ending processes.

Training objectives

The main objective of the training was to make the participants in the training aware of their own competences and skills as well as to possibly improve their presentation of themselves in interviews with potential employers. By focusing on the participants' migration stores as well as their own abilities, project management as well as guided tours through the district, valuable competences could be built up.

The goal of the project was to improve position of participants on the labour market. If possible, employment of individual culture pilots in cultural institutions in Linz was strived for. This is why internships in museums and projects organised in the framework of Linz09 – European Capital of Culture were provided.

Another goal was the integration of the culture pilots into urban development projects and integration activities of migrants in the City of Linz way beyond the year 2009.

But also participants who cannot remain in the area of culture and migration should benefit from the training. By taking the diploma, they received a brush-up and certification of their competences. This should allow them to find work in accordance with their existing qualifications.

That there is a need on the part of the target group, i.e. women from migrant backgrounds, was also recognised by the Arbeitsmarktservice (AMS) Upper Austria (Upper Austrian Employment Service). This is why the AMS collaborated in the implementation of the project.

Training approach

The culture pilots did 212 training units on 53 days, plus one-to-one coaching for each participant and the independent development of the projects and guided tours.

The training was designed to have a trainer who accompanies the group very intensely. This led to an intense relationship build-up between the trainer and the group, which allowed for personal topics to be addressed. The continuous guidance by a qualified trainer and coach who had the functions of the main trainer, project manager and process supervisor was designed as such so that personal development and insights should be integrated into the daily routine at a later stage. On specific topics, further trainers were called in.

This approach has a lot going for itself, even retrospectively, as almost all culture pilots joined for the full process (only one culture pilot, the thirteenth, dropped out for family reasons right at the beginning of the training) and as planned, six guided tours were presented by two participants each.

By coming to terms with their individual migration stories in connection with the training of key competences (biography work, communication, conflict management, teamwork), an extensive analysis of personal and societal topics was facilitated which in the long run has led to a strengthening of the participants. Because of the in-depth personal involvement, a strong group process was the consequence.

In the course of the training and under the guidance of their trainer, the participants moreover drew up a competence record of their individual abilities and qualifications, which will be useful for further job applications and their self-presentation on the labour market in general. The goal was for the participants to get an increased awareness of their own abilities and on the other hand to gain specific knowledge for the further application process.

Another focal point of the three months' training was the **development of the guided tours** and the preparation of the public presentation of the project. Six very different guided tours, which had been designed by the women themselves, were introduced to the public in May 2009.

Training period:

January 26 to May 25, 2009

Scope:

- 53 days of training (half-days, i.e. 212 training units)
- 6 hours of one-to-one coaching for establishing the competence record
- Additional one-to-one coaching for empowerment and career orientation
- Internships in cultural organisations in Linz and projects organised in the framework of Linz09.
- Development of specific guided district tours commissioned by Linz09 – European Capital of Culture, as well as their implementation in the district Linz Mitte – Wiener Strasse in May (in teams of two) for interested tourists and locals.
-

Contents of the training:

- Biography work – Individual orientation – Self-reflection – Strengthening the individual (32 training units)
- Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action (12 training units)

- Migration: life in a pluralistic society (4 training units)
- Intercultural competence – Intercultural communication (8 training units)
- The cultural labour market – Cultural mediation (8 training units)
- Presentation techniques – Rhetoric – Speaking in public (32 training units)
- Conflict management (8 training units)
- Techniques for guided city tours – Working with groups (8 training units)
- Project management – theoretical basis & individual practical project (40 training units)
- Analysis of the social environment – Becoming acquainted with the city district in question and the programme of Linz09 – European Capital of Culture (16 training units)
- Development of a guided tour (16 training units)
- Self-perception – perception by others: video workshop at Ars Electronica Center (16 training units)
- Job application training (12 training units)
- Internship (duration as per individual agreement)

Description of training modules and module contents

Seminar

- **Biography work – Individual orientation – Self-reflection – Strengthening the individual (32 training units)**

The participants engage in their biographies, their migrant backgrounds and their individual migration stories by writing, talking and reflecting. Working with their own biographies is designed to help them come to terms with their individual stories by bridging the gap between life before and after migration. Key competences and qualifications of migrants they acquired before, during or after migration (migration itself is seen as a qualification) are made visible and broadened and can therefore be integrated into their present lives.

Working on visions serves to determine initial positions and can be used to find new ways out of a specific problem situation. It is a creative process in the course of which future is envisioned and designed. Working with visions is the starting point of important decisions which determine the individual work with oneself. It is all about seeing where the first step may lead in order to be able to take a second step.

The process of vision development can be compared to a continuous oscillation between the envisioned future on the one hand and the past with its resources on the other hand.

Individual resources and options already present in the environment are sought, (re)discovered and strategically targeted for future use, while the programme is accompanied by a targeted training for strengthening the participants' self-confidence.

- **Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action (12 training units)**

The participants are confronted with different approaches to culture and question their own understanding of culture (in a workshop-like atmosphere). With a view to their future occupation as culture pilots, the participants should achieve a shared understanding of culture which allows them to perceive their own living environment and their migrant way of life as cultural phenomena and communicate them as such to culturally aware individuals.

- **Migration: life in a pluralistic society (4 training units)**

Austria is an immigration country where immigrants from many different countries want to build a life. Migration issues and other related issues such as uprooting, reorientation and intercultural problems are dealt with. Life in a pluralistic society with its impact on coexistence is another topic.

- **Intercultural competence – Intercultural communication (8 training units)**

Intercultural learning describes the development process from ethnocentricity to acceptance and appreciation of other cultures. Those who engage in this process should be able to acquire intercultural competences in the course of this exploration. One precondition for this process is the ability to take a critical distance to one's own understanding of culture and values as well as confront oneself with one's own sets of values. A pluralistic society is in need of people who have developed intercultural competence, but also of socio-political framework conditions (legal and social equality, possibilities for participation, etc.)

- **The cultural labour market – Cultural mediation (8 UE)**

An overview of the cultural labour market and existing networks of cultural institutions shall be given. A visit to a cultural association, for instance, could provide an impetus for active networking. Moreover the participants are encouraged to consider the whole topic of intercultural work from as perspective where migrants consider themselves as having an active role in project management.

Current fields of work and occupational profiles in the area of culture and project management are presented and possible career options after completion of the project are outlined.

- **Presentation techniques – Rhetoric – Speaking in public (32 training units)**

The participants are familiarised with presentation techniques, they learn how to present themselves and how to make a good impression in public.

In addition, their appearance in the event of interviews is trained as well as how to work in groups. Once more, strengthening the participants' self-confidence plays a vital role with regard to how they should present themselves.

During a test run, the focus is on presentation technique as well as on possibly arising difficulties / barriers / conflict potential among the individuals taking part in a guided tour, culture pilots and the population with the aim of preventing them. Another essential point is the development of a list of questions aimed at the culture pilots. Still another topic is how to deal with different questions and to outline a possible scope of actions.

- **Conflict management (8 training units)**

This module is concerned with self-perception, perception by others, enemy images, religion, communication and the behaviour in intercultural areas of activity as well as the causes of conflict. Intercultural conflicts are mostly value and distribution conflicts, which cannot be resolved by adopting a stubborn or dominant position, but require a critical and attentive attitude. Intercultural conflicts and their multifaceted aspects shall be discussed and constructive models for conflict management presented and put into practice with the aim to reflect upon individual attitudes, expand the individual range of behaviours and reduce the fear of conflict.

- **Techniques for guided city tours – Working with groups (8 training units)**

Groups have their own rules and functioning, even though they come together only for a short period. The participants are familiarised with the processes of group work and reflect upon their own group processes as well.

Useful techniques for guided city tours are imparted which should help organise the individual guided tours in a professional way. The objective is not to copy existing approaches to guided city tours, but develop individual methods and approaches.

- **Project management – theoretical basis & individual practical project (40 training units)**

The participants shall get an insight into procedures of project planning and organisation, in general and specifically targeted towards the culture pilot project, so they can locate themselves in the project.

The life cycle of a project, project phases and their special characteristics as well as concrete milestones shall be discussed, a timetable shall be drawn up. Further focal points are team-building and allocation of competences.

Teams of two participants each shall be formed and develop a guided tour together.

- **Analysis of the social environment – Becoming acquainted with the city district in question and the programme of Linz09 – European Capital of Culture (16 training units)**

The participants, who deal with their own living environment on different levels, will be familiarised even further with their city district. They shall moreover be familiar with the programme / further projects of Linz09 in order to be able to pass on their knowledge.

- **Developing the guided tour (16 training units)**

Based on the analysis of their own living environment, the teams devise guided tours placed under a topic / motto and define “places of interest”. The aim is to grant multifaceted insights (sometimes diverging generation- or gender-based interests and approaches) into migrant living environments.

- **Self-perception – perception by others: video workshop at Ars Electronica Center (16 training units)**

The participants shall be familiarised with modern media and can learn in a playful way how to handle video and audio records and the relevant processing techniques. By choosing the topic “Self-perception versus perception by others”, the participants’ self-confidence is addressed.

- **Job application training (12 UE)**

The participants develop professional job application papers and concern themselves with possible occupational profiles and jobs for the future.

Internship

All participants do an internship at a cultural institution in Linz or at a project of Linz09 – European Capital of Culture. The internships have to be organised individually and are started already at the beginning of the training, if possible (matching): by doing so, the requirements of the internship organisations as well as the constraints of the participants (child care responsibilities) are taken into account. The objective is that all participants gain practical experience in the cultural area and that contacts can be made in view of a later employment. In addition, the skills acquired in the course of the training (e.g. project management, communication skills and intercultural competences, etc.) can be put into practice in the internship and further skills can be gained by “training on the job”. As within the group, there occurs exchange on the different internship places and the tasks involved, the occupational area “culture and culture mediation” can be explored even more into depth.

One-to-one coaching / Competence record (8 training units for each participant)

In addition to the general training units, there are eight one-to-one units available for each participant. These units are used for drawing up a competence record and, if needed, for coming to terms with individual concerns.

Purpose of the training

The training shall enable the participants to work as culture pilots in their own subjective living environment and has the objective of making already existing key competences visible, broadening them and making them consciously usable. Moreover, the training should impart general project management skills and culture mediation techniques which can be applied/used by the participants in other areas as well.

Based on the understanding of culture as a “dynamic, ever changing system of social action” (Fedorowicz, Hania M., 2006) the participants are meant to reflect upon their own living environment and their intercultural way of life, know and understand these as new phenomena and learn to appreciate them as an asset.

The purpose of the training is empowerment through biography work, self-reflection, increased visibility of key competences (strengths and potentials), confidence building, working on intercultural competence, acquiring general knowledge on project management as well as presentation techniques and self-presentation.

Key competences, also called “soft skills”, is actually a generic term coming from the area of economy and expresses the changing requirements on employees in the context of problem solving strategies, communication skills, capacity for teamwork, etc. What is meant here are “basic abilities and capacities”.

“Soft skills” are opposed to “hard skills” which mean specialised knowledge and professional competence, which job applicants are simply assumed to have. Besides professional competence, key competences are increasingly considered an important selection and employment criterion for the private sector as well as public administrations.

In the working environment, the following soft skills or key competences are particularly sought-after:

- communications skills
- capacity for teamwork
- time management
- intercultural competence
- conflict handling skills
- facilitation and presentation skills
- self-confidence, ability to self-motivate
- individual orientation, decision-making ability

These skills are behavioural skills, they become visible when people act and interact and can be trained to certain level!

Due to gender-based socialisation, the so-called key competences are more easily accessible for women. Parents, teachers and other role models particularly impart abilities and qualifications like communication, flexibility or conflict management to girls and young women with regard to their assumed later family role. Starting a family trains these competences even further, as activities like child rearing and household organisation require a high level of organising abilities and communication skills.

As the focus of the training is placed on project management, the key competences learned can be translated into action immediately. The basics of project management, in combination with their practical implementation in the context of guided tours, enable the participants to handle projects in their working environment on their own responsibility.

A major concern of the training was laying a solid foundation for the participants' future professional activities. Beyond the scope of the project, the participants should also have the opportunity to work as cultural mediators, district culture workers or migration mediators, and they should be able to successfully use, in other fields as well, the practical and theoretical skills they learned in the context of project management.

Learning outcomes

Knowledge

- Project management in theory and practice
- Ideal project progress
- Time management for projects
- Knowledge about the social environment specific for the district and its characteristics
- Knowledge about the cultural activities on offer in the district / in the city
- Awareness of communication styles and communication behaviour
- Knowledge on conflict solving strategies
- Awareness of cultural differences
- Basic knowledge on culture theories
- Basic knowledge on rhetoric and speaking in public
- Knowledge about different techniques for guided city tours
- Knowledge about group formation and group dynamics

Skills

- Ability to understand different cultural traditions
- Use of cultural awareness in a professional environment
- Application of cultural theory models in practical projects
- Intercultural competence
- Awareness of different job profiles in the context of intercultural competence
- Ability to take into account varying individual needs when developing a project
- Ability to systematically collect and process information in order to make use of it in a project
- Ability to use materials as a basis for a summary presentation
- Taking part in a study or work group / capacity for group work
- Improved spoken and written language skills
- Strengthened self-confidence and awareness of individual abilities
- Improved conflict solving skills
- Conflict solving skills in intercultural contexts
- Improved individual time management
- Ability to come to terms with individual biographies and present them in public
- Ability to link personal experience with migration experience in general

- Ability to turn difficult life experience, that may be an emotional strain, into a resource
- Ability to develop visions of one's own as well as positive visions concerning individual future developments in private and professional life
- Presentation skills – presenting oneself positively
- Development of individual competences – practical use in job application and the search for a new job
- Putting into practice the contents learned by developing and guiding a public tour of the district

Competences

- Competence record
- Practical implementation of the guided tours

Benefits to the participants

- Empowerment: strengthening the individual and her self-confidence through resource-based, holistic work with her own biography
- Identifying and further developing specialised and key competences by building upon existing qualifications
- Training a large scale of competences like: biography work, working with resources, project management, different approaches to culture and cultural awareness, intercultural competence and communication, analysis of the social environment, development of the guided tour, rhetoric and presentation skills, conflict management, and many more.
- Drawing up a competence record
- New career options to be opened up by further training once this training is complete (e.g. trainer, kindergarten assistant, etc.)
- Improved opportunities on the labour market by taking part in the training and the project
- Public presence and media coverage

By attending the training and working as tour guides, the participants have been qualified for accessing new fields of activity such as, for example, (migrant) culture mediation in cultural institutions, museums, public institutions, schools, etc. Due to their strengthened key

qualifications and their further education in project management they are also qualified to work in different areas of the private sector.

„Restriction“ to female participants:

The decision to admit “only” female participants was taken because female migrants are in many respects confronted with double discrimination: due to their role as a woman (care responsibilities, limited career options, etc.) and their migrant background. This was supposed to be counteracted by giving them the opportunity to get a comprehensive training. Another reason was the assumption that personal and cultural topics would be easier to discuss in a women’s round as some taboos are less relevant in such groups.

Trainers

The main parts of the training, process facilitation, project management and coaching, were conducted by one person. The continuous guidance by one trainer proved to be successful for the group process. It allowed for developing a basis of mutual trust which in turn favoured the person-centered, but also the content-based processes.

In addition, specialised lecturers were invited to present specific areas and topics (rhetoric and self-presentation, Theatre of Change, guided city tours ...)

The main trainer was required to have the following qualifications:

- Experience in project management
- Experience in training and coaching in adult education
- Intercultural and social competence
- Intense involvement in intercultural topics
- Experience in the fields of education and culture
- Experience in dealing with migrants and intercultural conflicts
- Open-mindedness, readiness for getting involved in processes
- Creativity
- Systemic-constructivist approach to the training

The decision to exclusively admit women to the culture pilots group entailed the recruitment of a female trainer. Male trainers joined the training for specific topics.

Due to her continuous presence in the group, the main trainer also played the role of a group process facilitator. She was also the first contact person for personal concerns and the development of the guided tours.

In case there had occurred individual problems with the main trainer, there were external contact persons in administration who were known by the participants.

Process-oriented structure / systemic approach to the training

The training and the imparting of the modules within the culture pilots training were planned and held in a process-oriented way. This means that it was up to the main trainer to prepare the contents according to the participants' needs. By doing so, there is less importance attached to imparting of all the contents in the same way as they are contained in the curriculum, but the emphasis is placed on the current requirements of the participants.

For the implementation of a process-oriented training, rolling wave planning is required. The training contents were defined at the beginning, just as the single modules, but the exact implementation was modified again and again in the course of the training. By doing so, the focal points within the planned contents as well as the timetable could be changed. The overarching goal was the participants' empowerment. Starting out from their previous knowledge and learning experience, they should benefit to the largest possible extent from the training and therefore also have the best possible chances on the labour market.

The theoretical framework for this structure is a systemic approach to the training. The trainer should be familiar with this approach.

For transfer of the training and the underlying approach – which has contributed decisively to its great success – a train-the-trainer course will be held, where the model and the training approaches shall be explained into detail. It will less be about theory and knowledge but being familiarised with a systemic approach.

The basic principles of the systemic-constructivist approach are the following:

- Systemic thinking is observer-centered: Whenever reality is described, what counts is who is doing it. Systemic thinking breaks with the assumption that the question what is “true” and “real” can be answered objectively.

- Systemic thinking is inspired by the functioning of living systems as opposed to views of the world and the human beings which define people and social systems as simple input-output machines.
- Systemic thinking is context-oriented. Only the reference to a specific context makes “sense”, i.e. gives meaning to observations. Systemic thinking therefore distinguishes itself from banal and linear descriptions of complex systems.

All this implies for learning processes that:

- learning is a form of perception, a process of constructing or reconstructing reality;
- the outcomes of learning processes are new or modified maps. These maps cannot be perceived from outside. They become visible when they reveal themselves as a behaviour and therefore enter the sphere of communication;
- learning processes are individual and autonomous and cannot be steered directly from outside: each single system decides on the basis of its structural conditions and experience whether something is learned or not, or what is learned (cf. Ruth Seliger: Theoriegrundlagen Systemisches Training, in: In Aktion – Systemische Organisationsentwicklung und Supervision, ibs Verlag 2000).

As ex-cathedra teaching appears impossible in the framework of this way of thinking, this implies other forms of teaching as well:

In this context, teaching is a targeted form of communication working on particular contents and having the intention that these contents be integrated into the other person’s own map and activated for new actions. Learning processes cannot be “generated”, they can only be stimulated.

Therefore, teaching means:

- encouraging by irritating habitual patterns of thinking and behaviour,
- giving room for observation and reflection,
- creating adequate framework conditions for knowledge building and transfer.

As far as the trainer’s attitude is concerned, Ruth Seliger suggests the following:

- Modesty: Bid farewell to the desire for direct control of your participants’ learning processes. Accept that your participants learn what they want and at the same time may learn what you teach.
- Respect: Bid farewell to the old-fashioned fundamental differentiation made by outdated learning and teaching models saying that expertise is incumbent on the teacher,

ignorance on the learner. Acknowledge that the participants are experts for their own learning.

- Curiosity: Be curious to find out what effects your efforts have on learning processes and allow yourself to be surprised by what you yourself may have learned.
- Neutrality: The teacher is always on the side of “new knowledge”. Learning also means that things that have already been learned must be unlearned and that each learning process may imply hurt. Neutrality as an attitude implies for the trainers to be unbiased towards old and new knowledge and to recognise the hurt brought about by learning.

For the training itself, it is therefore less important which methods are used; a systemic approach to the training rather attaches importance to the way a method is used and further developed.

This approach, which was pursued in the training as well as the coaching, was essential for the participants finding their own way and (re)discover and broaden their competences. The great success of the project (from the visitors' and general public's viewpoint) as well as its sustainability (with regard to the participants' development, the later resumption of guided tours and the training as well as the independent establishment of an association) proves the original approach right.

2) Training curriculum

The training comprised a total of 53 modules. In addition, there were the competence record, the internship and additional modules. Within the modules there was scope for possible modifications concerning the timing and the selection of focal issues.

Module 1 (4 TU): Introduction

Biography work – individual orientation – self-reflection – Strengthening the individual

- **Opening words / introduction of the trainer**
- **Clarification of the framework conditions:**
Timetable, breaks, way of collaborating: first name terms, trust, open-mindedness, input, bringing in individual topics ...
Objectives: creating a feeling of safety, providing initial information
Duration: approx. 30 min
- **Systemic introductory game: Inventing people** (cf. Exercise 1)
4 people form a small group and invent one of the participants.
Objectives: getting to know the other members of the group, creating an atmosphere of trust, comparison self-perception/perception by others – how do others perceive me?
Duration: 5 – 10 min for the invention of each participant + exchange within the small group, total: approx. 50 min.
- **Introduction posters**
Each participant makes a flip chart poster (name, symbols, important personal data) of herself, the posters are kept in the room for the duration of the training.
Objectives: creating a memory aid which is useful for further getting to know each other, posters can be reused again – starting point, where am I standing now?
Duration: approx. 30 min
- **Individual introduction of participants**
Who am I? How did the others invent me?
Objectives: getting to know one another other, group building
Duration: approx. 1 h

Module 2 (4 TU): Expectations and contents of the training

Biography work – Individual orientation – Self-reflection – Strengthening the individual

- **Brief presentation of training contents – rough overview**

Duration: 10 min

Objective: providing an initial orientation

- **Expectations of the participants:**

Write down questions on flip chart: Once I have completed the training successfully, what will I have learned? What would I like to learn here? How will I know that this was exactly the right training at the right time for me?

Find answers in groups of four, write them down on cards.

Duration: approx. 30 min

Objective: getting an overview of the participants' expectations.

What were your specific expectations when you started the training?

• better opportunities / further development / challenge • no expectations, but hope • I got everything I wanted • knowledge about intercultural aspects and communication • job orientation • improve my German • more knowledge about culture, a highly fascinating field, through Linz09. An opportunity to be active myself? • I thought I would be able to work as a guide after the course • open for everything and curious • should help getting back to work after maternity leave • learn something new • having better opportunities after the training • strengthen and identify dormant potentials • getting better opportunities and perspectives • be a cultural mediator

Excerpt from the feedback forms – culture pilots, May 2009

- **Talking about expectations**

The expectations are presented and reconciled with the training contents. As there are provided periods for self-directed learning within the training and contents can always be modified, the contents requested by the participants can still be taken into account where possible.

The exact timetable for the training is presented and discussed.

Duration: approx. 1.5 h

Objective: reconciling expectations and contents

- **Desires and framework conditions for the group**

Here, the participants get once again the possibility to tell about their ideas concerning framework conditions and the way of working together in the group.

Common rules for the group are established (e.g. be on time, have coffee breaks together, celebrate birthdays, give appreciative feedback, ask questions when they come up, turn off the mobile ...)

Duration: 1 h

Objective: creating group cohesion

- **Formal framework conditions to be observed in the training**

Compulsory attendance, signatures, certificates, procedure in the case of illness, non-attendance etc.

Duration: 0.5 h

Objective: clarifying formal conditions, creating safety

Modules 3 and 4 (8 TU): Biography work

Biography work – Individual orientation – Self-reflection – Strengthening the individual

- **Biographical method: My story as a „stranger“ / migrant / immigrant**
 When did I realise I was different? What was it like when I was a child, a teenager, an adult?
 Who was I before I migrated? Who am I now?
 In groups of four, each person speaks for about 15 minutes, the three remaining ones listen and ask questions, stick to the time limit, each participant should have the same time to talk!
 Exchange in the small group, subsequently exchange in the overall group, outcomes: identify correlations, details people have in common, differences and write them down on the flip chart.
 Duration: 2.5 h
 Objective: Coming to terms with one's own individual story – what does it mean to be “a stranger”?
- **Who am I now?**
 What experience have I made?
 What are the strengths I have developed in the course of my life story?
 Where may weaknesses or learning potentials remain?
 Individual task of participants
 Participants write down ideas and then exchange them while going for walk in pairs.
 Duration: taking notes 30 min, walk 30 minutes, taking notes again 15 min
 Objective: getting to know oneself, reflecting and getting new ideas while exchanging thoughts, knowing one's own strengths
- **My values** (cf. exercise 2)
 Work alone, fill in questionnaire
 Duration: 15 minutes
 Objective: self-reflection
- **My role models**
 Collect role models in the overall group – who do we admire for what?
 What are the characteristics, qualities of these role models?
 Which of them can I acquire, too?
 Are there role models from different cultures?
 Duration: 30 min
 Objective: recognising learning goals and opportunities for oneself
- **I am proud of ...** (cf. Exercise 3)
 Work alone, fill in questionnaire
 Duration: 30 min
 Objectives: self-reflection, strengthening self-confidence
- **A letter to myself** (cf. Exercise 4)
 The participants write a letter to themselves which they will be sent at the end of the training.
 Questions: Where am I standing today? What would I like to tell the person I will be at the end of the training? What is particularly important? How would I like to see myself in three months? Who am I going to be? What are my desires?
 Duration: 1 h
 Objectives: self-reflection, goals for the training

Module 5 (4 TU) Migration: life in a pluralistic society

- **Group work on migration**

In the group, analyse the terms migration / integration / intercultural / multicultural ...
collect ideas on flip chart, discuss them

Duration 1 h

Objective: definition of terms

- **Reasons for migration**

Find reasons together – each woman names her reason for migration

Are there more reasons?

Discussion: In what cases is migration justified?

Duration: 1 h

Objective: linking your own migration story with the migration of others – your own story is at the same time a social phenomenon

- **How our society deals with migration and interculturality**

Work in groups of three: What have I experienced myself? What have others told me?

What is my opinion on ...

Appraisal in the overall group

Duration: 2 h

Objective: working out what the participants' impression of opportunities and difficulties is

Modules 6 and 7 (8 TU): Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action

- **What is culture?**
Brainstorming: What does culture mean to me? What do I associate with it? What words come to my mind spontaneously?
Brainstorming and discussion in small groups, collect words on facilitation cards. Finalise in the overall group, pinpoint facilitation cards to pinboard.
Duration: 1.5 h
Objective: finding out where the views of the group members on what culture is converge
- **Theoretical input: Presentation of different approaches to culture over time - introduction of the dynamic approach to culture**
Duration: 1 h
Objective: understanding that culture is nothing given or inalterable, but a construct subject to constant change, a process all the participants themselves take part in.
- **Culture and identity**
What are the cultural characteristics that define me? Where have I been conditioned, what has marked me?
Brainstorming in small groups about these questions, exchange.
Evaluation in the overall group.
Duration: 1.5 h
Objectives: making aware of cultural conditioning and where it occurred, making aware of cultural identity
- **Exclusion/marginalisation – my own experience**
How did I deal with it? In which cases did I myself marginalise others?
Work in small groups
Finalise in the overall group, theoretical details in addition
Duration: 1 h
Objective: getting to know discrimination as a social phenomenon
- **Ways of changing society – what are my hopes?**
Group work with overall group, theoretical approach in addition
Duration: 1 h
Objective: finding ways to bring about changes in society

The five master suppression techniques by professor Berit Ås

- **Making invisible**

Groups of people are forgotten, ignored, silenced, marginalised in discussions.

- **Ridicule**

Involvement of specific groups of people is ridiculed, mocked, or compared to the behaviour of animals.

- **Withhold information**

Those who possess information only address specific other groups of people – as a matter of course or due to a position of power. This means that important information is knowingly not forwarded or that specific groups are excluded from the decision-making processes.

- **Double bind (Blame people regardless of how they act)**

This technique is used towards those you have a prejudice against.

- **Heap blame / put to shame**

Heaping blame on someone or putting to shame someone is done by ridiculing, embarrassing, exposing and offending someone.

- **Individual approach**

What type of behaviour I usually display has the potential to foster integration?

What type of behaviour I usually display has the potential to prevent integration?

Go for a walk in pairs, evaluation in the overall group

Duration: 2 h

- **“Theatre of Change”**

The selection of the topic is made by the group, in this case, the general topic will be migration, marginalisation/exclusion, integration ...

What if miracles truly happened – what would it be like?

Duration: 4 h

Objective: playful method that allows to view the topic migration from a different angle.

Modules 8 and 9 (8 TU): Analysis of the social environment, becoming acquainted with the district / excursion to Linz09 – European Capital of Culture

- **Tour of the district**
in small groups of two
Duration: 2 h
Objectives: getting to know the district, gather first ideas for the guided tours
- **The small groups present the district to the overall group**
What did we see? What is special?
Draw a map of the district together (on a large sheet of paper)
Duration: 2 h
Objective: getting to know the district, gather first ideas for the guided tours
- **Excursion to the Capital of Culture office**
Presentation of the contents of Linz09 – European Capital of Culture
Duration: 2.5 h
Objective: getting to know Linz09 – European Capital of Culture
- **Culture pilots in the Capital of Culture**
Discussion in the group: How can we fit into the Capital of Culture?
What topics would we be able to cover?
What excursions could we develop (first gathering of ideas)?
Duration: 1.5 h
Objectives: finding links with the Capital of Culture, generate commitment to the guided tours

Module 10 (4 TU): Gender mainstreaming

in the framework of project management / Theoretical basis and individual practical project

- **Theory – What is gender mainstreaming?**
Duration: 1.5 h
Objective: getting to know the approach of gender mainstreaming
- **Role perception**
What is the perception of women's and men's roles in my culture of origin?
How have I transferred this perception into this culture here? Are there differences/similarities ...
Work in small groups, evaluation in the overall group
Duration: 2 h
Object: applying gender mainstreaming to oneself
- How can we integrate gender mainstreaming issues into our families, our work, our presentations in the framework of the Capital of Culture (guided tours) and put it into practice?
Group work in the overall group
Duration: 30 min
Objective: putting into practice gender mainstreaming issues

Modules 11 and 12 (8 TU) Intercultural competence - Intercultural communication

- **Theoretical input on communication**

alternately with corresponding exercises

Duration: 2 h

Objective: a better understanding of communication

- **Game on perception**

What is observation, what is interpretation, what is judgement?

The trainer plays a non-verbal role-playing game with a volunteer (whose task is to simply stand still): luring, rejoicing, attacking, rejecting ...

Evaluation in the overall group – what has been observed?

Duration: 30 min

Objectives: coming to the conclusion that we cannot observe from a neutral position; bring about a better understanding of communication

- **Exercise “Four Ears”**

Gather example sentences: “It’s green over there”, “The soup is cold”, “The woman is wearing a headscarf”, ...

In small groups: How could these sentences be understood/interpreted by 4 different ears? How do people “usually” understand it?

Duration: 1.5 h

Objective: a better understanding of the different forms of communication

- **Rumours / prejudices**

The story of the hammer (cf. exercise 5)

Story for playing “Telephone Game” (cf. exercise 6)

What is left from the original story when different people retell it several times? – a few participants leave the room; one by one, they come in again, they are told the story and in turn tell it to the next participant coming in ...

Duration: 1 h

Objective: improving communication

- **I-statements**

Work through examples for training in the group (cf. exercise 7)

Duration: 1 h

Objective: improving communication

- **Intercultural communication**

What particular forms of communication are there in my culture?

Is my culture of origin different from the culture here in terms of communication?

How can I cope with it?

Work in small groups, discussion and presentation in the overall group

Duration: 2 h

Objective: a better understanding of intercultural differences in communication

Modules 13 and 14 (8 TU) Conflict management

- **Theoretical input: Conflict management**
Duration: 2 h
Objectives: a better understanding of conflicts, finding possible solutions
- **Questionnaire on conflict management** (cf. exercise 8)
What is my usual conflict behaviour?
Form small groups depending on your conflict behaviour, discuss: What are the advantages of my conflict behaviour, what are the disadvantages, what can I learn for the future?
Evaluation and discussion in the overall group
Duration: 2 h
Objective: a better understanding of one's behaviour in conflict situations
- **Drawing game "Still life"**
Create a still life in the centre of the circle of participants. The participants get the task to make a drawing of what they see, they change their perspective 3 times and at each time have to draw what they see on the original drawing.
Evaluation in the overall group - What feelings are coming up when I have to destroy my drawing?
Duration: 1 h
Objective: achieving flexibility in view of different perceptions of reality
- **Exercise: "It makes me angry when ..."** (cf. exercise 9)
Do task individually, debriefing in small groups
Duration: 1 h
Objective: getting to know one's own behaviour in conflict situations
- **Exercise: "Value judgements"** (cf. exercise 10)
Do task individually, debriefing in overall group
Duration: 1 h
Objective: broadening one's range of behaviour
- **Dealing with conflicts**
Gather examples, in overall group, find way how to deal with them
Duration: 1 h
Objective: improving the way how participants deal with conflicts

***Modules 16 – 18 (16 TU) Self-perception – perception by others:
video workshop at Ars Electronica Center***

- At a workshop organised by Ars Electronica Center, the participants create short videos on the topic of “Self-perception – perception by others”. Under professional guidance, they create a presentation that, at a later stage, will be shown at the guided tour opening event.

Gather more topics for the guided tours

Duration: 4 times 4 h

Objectives: becoming familiar with modern media and presentation techniques, overcoming one's fear of the camera, dealing in a playful way with self-presentations

Modules 19 – 22 (16 TU): Project management – theoretical basis and individual practical project

- **Teamwork – theoretical input**
alternately with exercises
Duration: 2 h
Objective: learning more about the theoretical basis of teamwork
- **Self-assessment: closeness - distance / questionnaire** (cf. exercise 11)
Do task individually, assessment in small groups, discussion of outcomes in overall group
Duration: 2 h
Objective: getting aware of one's own behaviour when working in a team
- **Role analysis: Self-assessment / Third-party assessment** (cf. exercises 12 and 13)
Do task individually, mutual assessment in small groups, discussion of outcomes in overall group
Duration: 2 h
Objective: getting aware of one's own behaviour when working in a team
- **First team-building in view of the guided tours**
Who is interested in what?
What are possible topics for the guided tours?
How can we make things fit together?
Duration: 2 h
Objective: first voting on possible topics
- **Project management – theoretical input**
Duration: 2 h
Objectives: learning to understand project management, becoming familiar with terms used
- **Defining the project objective**
Example project: guided tours for Linz09 – European Capital of Culture
Work in small groups to define objectives
Evaluation in the overall group
Duration: 2 h
Objective: learning how to define objectives
- **Basic definition of a project**
In small groups, development of guided tours for Linz09 – European Capital of Culture based on the example project, evaluation in the overall group
Duration: 2 h
Objective: putting project management into practice
- **Analysis of the project environment**
Who is concerned by our project, possible stakeholders, who could be against it ... who are we aiming at? Target-group work
Do task in small groups, evaluation in the overall group
Duration: 2 h
Objective: putting project management into practice

Modules 23 and 24 (8 TU) Biography work – Individual orientation – Self-reflection – Strengthening the individual

- **What I am particularly good at**
Do task individually – define your own strengths
Step in front of the group, say them out loud, everybody applauding
Gather strengths in the overall group, “I can still learn something from the others”
Duration: 1 h
Objective: strengthening self-confidence
 - **When I did particularly well ...**
In small groups: each participant tells an event where she did particularly well, the others listen and take notes, they write each positive characteristic and strength they hear about in the story on a card and complement them with the participant’s qualities they already know about. The participant is then presented with the cards which constitute an individual “record of strengths”
Duration: 2 h
Objective: strengthening self-confidence
 - **Train your quick wit**
How can I react when ...
In the overall group, gather examples for attacks, prejudices, possible unpleasant situations; in small groups, devise possible reactions
Evaluation in the overall group
Duration: 2 h
Objective: strengthening of quick-wittedness
- My Declaration of Self-Esteem** (cf. exercise 14 – Declaration of Self-Esteem)
Use for meditation
Discuss in small groups how it can be put into practice in everyday life
Duration: 1 h
Objective: strengthening self-confidence

My Declaration of Self-Esteem

I am me.

In all the world, there is no one exactly like me.

There are persons who have some parts like me,
but no one adds up exactly like me.

- **Assertiveness strategies**
What helps me in difficult situations? How can I strengthen myself?
Joint development in the overall group
Duration: 1 h
Objective: strengthening self-confidence

- **The energy sphere** (cf. exercise 15)
NLP exercise aimed at strengthening inner self-confidence, anchoring in the body
Draw or make a symbol for the energy sphere or look for it out in nature – anchoring in the external world
Duration: 1 h
Objective: strengthening self-confidence

Module 25 (4 TU): Analysis of the social environment – becoming acquainted with the district in question / Excursion to Linz09 - European Capital of Culture

- **Tour of the district**

In the same small groups that have been formed for the guided tours, gather information for the individual tours

Gather topics for the tours

Debriefing in the overall group, exchange of information

Duration: 4 h

Objectives: strengthening identification with the Capital of Culture and the district, knowing more about the district, gathering information for the individual tour

Modules 26 – 30 (20 TU): Project management – theoretical basis and individual practical project

- **Reassessment of team building**
Are the topics and teams still up to date? What other teams could be formed for the guided tours? Group work in overall group
Preparation of a summary of topics by the trainer – bring forward suggestions
Duration: 2 h
Objectives: reaching agreement on team composition; if required, changes within the teams
- **Project management applied to the tours**
Application of the tools of project management to the planning of the tours
Project management for the closing event of the training – presentation / planning a public event
Work in small groups, discussion in the overall group
Duration: 4 h
Objective: training the application of the project management tools
- **Agreement on the guided tours and topics**
Developing titles and specific contents, allocation of teams
Team work in the corresponding small groups, exchange in the overall group
Duration: 6 h
Objectives: allocation of teams, developing title and contents as a basic structure for the tours
- **Self-directed learning and development of the guided tour**
In the corresponding groups of two, jointly develop the tours.
The trainer is available for advice.
For each group, concluding round and discussion in the overall group
Duration: 2 times 4 h
Objective: developing the guided tours

Modules 31 and 32 (8 TU): Development of the guided tour

- **Self-directed learning and development of the guided tour**

In the corresponding groups of two, jointly develop the tours.

The trainer is available for advice.

For each group, concluding round and discussion in the overall group

Duration: 2 times 4 h

Objective: developing the guided tours

Modules 33 and 34 (8 TU) Techniques for guided city tours – Working with groups

- **Keynote speech and presentation by a trained tour guide**
Joint discussion and opportunity to ask questions
Duration: 4 h
Objective: getting information on techniques for guided city tours
- **Working with groups**
Theoretical input on group dynamics
As a group, where are we standing in the team culture cycle? How can we use the team culture cycle for the guided tours?
Duration: 1 h
Objective: becoming acquainted with group dynamics
- **Guessing the group's mood**
The group agrees on specific non-verbal mood signals after a few participants have left the room, then those come back in again and try to guess what mood the group is in. Jointly define strategies for dealing with these moods.
Duration: 1 h
Objective: improved dealing with group situations
- **Team leadership – making leadership visible**
Work in small groups: How can I present myself as a leader?
Evaluation in the overall group
Duration: 2 h
Objectives: developing ideas and gaining safety in group leadership situations and for individual guided tours

Modules 35 and 36 (8 TU) Presentation techniques – Rhetoric – Speaking in public

- **Theoretical input: rhetoric**
Duration: 2 h
Objective: becoming acquainted with the basics of rhetoric
- **Preparing a speech on an individually chosen topic**
Individual preparation time, trainer is available for advice and specific questions.
One option is to prepare a speech including a presentation for the closing ceremony (end of training, at the same time opening ceremony of the guided tours)
Duration: 2 h
Objectives: getting to know individual preparation processes, preparing the closing ceremony of the training
- **Theoretical input on feedback**
How to give feedback, how to accept feedback
Duration: 30 min
Objectives: knowing about feedback, getting prepared for speech situations
- **Making individual speeches**
5 – 10 minutes per participant, subsequent verbal feedback
Duration: 3.5 h
Objective: individual speech training

Modules 37 and 38 (8 TU) Development of the guided tour

- **Self-directed learning and development of the guided tour**
In the corresponding groups of two, jointly develop the tours.
The trainer is available for advice.
For each group, concluding round and discussion in the overall group (1 h)
Duration: 2 times 4 h
Objective: developing the guided tours

Modules 39 – 42 (16 TU) Presentation techniques – Rhetoric – Speaking in public

- **Dealing with stage fright**
Joint development of the topic, becoming acquainted with helpful strategies
Duration: 2 h
Objectives: reducing fears, creating a feeling of safety
- **Relaxation techniques**
Duration: 2 h (after the presentations and before the training units)
Objective: becoming acquainted with relaxation techniques
- **Voice training** (cf. exercise 16)
Duration: 2 h (after the presentations and before the training units)
Objective: becoming acquainted with voice training techniques
- **Dealing with incidents**
What is the worst thing that may happen during a presentation?
Dealing with fears and actual incidents
Joint development of the topic, becoming acquainted with strategies
Duration: 2 h
Objective: reducing fears, creating a feeling of safety
- **Training and presentation of the guided tours**
in the seminar room; under real life conditions in the district
Feedback coming from the group and the trainer
Duration: 8 TU
Objective: finalising the presentations

Module 43 (4 TU): Analysis of the social environment – becoming acquainted with the district in question / Excursion to Linz09 - European Capital of Culture

- **Excursion to an event of Linz09 – European Capital of Culture**
Follow-up in the group
Duration: 4 h
Objective: Strengthening the identification with Linz09 – European Capital of Culture

Module 44 (4 TU) Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action

- **The role of culture in our presentations / guided tours**
What are the aspects of our cultures that we want to integrate into our presentations?
What should the visitors and participants come to know?
What are ways to present culture and ways to present our individual way of life?
Work in small groups (mixed presentation groups), evaluation in the overall group.
Duration: 2 h
Objective: getting aware of the cultural aspect of our guided tours and presentations
- **Theoretical input on the systemic approach**
Duration: 1 h
Objective: understanding culture as behaviour
- **Exercise: Systemic triangle**
The behaviour of single persons always influences all of us.
Choose a position in the overall group, then each participant chooses two points of reference (persons), without verbalising whom. Subsequently move through the room and at the same time try to always form an isosceles triangle with your two reference persons (without making verbal agreements).
What happens when I start moving?
What happens when someone else starts moving?
Playing and evaluating in the overall group
Duration: 1 h
Objective: realising that one's own behaviour, and therefore culture as well, can be changed

Modules 45 and 46 (8 TU) Presentation techniques – Rhetoric – Speaking in public

- **Training and presentation of the guided tours**
in the seminar room; under real life conditions in the district
Feedback coming from the group and the trainer
Duration: 8 TU
Objective: finalising the presentations

Modules 47 and 48 (8 TU) The cultural labour market – Cultural mediation

- **The cultural labour market**
Conducting interviews with competent individuals (possibly from the internship organisations) – What is required? What qualifications are required in the case of employment? How can people get a job interview? ...
Devise a guideline for the interview (in the overall group), conduct the interviews, report to the overall group.
Duration: 4 UE
Objective: becoming acquainted with the cultural labour market
- **Career visions – questionnaire** (cf. exercise 17)
Do task individually, discuss in small groups
Duration: 1 h
Objective: getting aware of individual career visions
- **Career anchors by Ed Schein** (cf. exercise 18)
Do task individually, evaluation in the overall group
Duration: 1 h
Objective: getting aware of individual tendencies and abilities
- **My individual vision of a field of work**
Linking together individual visions, the career anchors (abilities, tendencies) and culture as an area for work and employment.
Discussion and development in the overall group
Duration: 2 h
Objective: finding an individual goal in the context of work in the cultural field or other areas.

Modules 49 – 51 (12 TU) Job application training

- **Theoretical input: Job application training**
Duration: 1 h
Objective: basics of job application
- **Preparing a CV and a letter of application**
Do task individually, the trainer provides support
Duration: 3 h
Objective: finalising the application portfolio
- **Job vacancies**
The participants search for job vacancies
Discussing possible strategies – What can I apply for? When do I think I have sufficient knowledge and abilities?
Development of the topic in the overall group
Duration: 2 h
Objectives: creating a feeling of safety, testing different options
- **Rehearsing job interviews**
Duration: 6 h
Objective: creating a feeling of safety in job application situations

Modules 52 and 53 (8 TU) Biography work – Individual orientation – Self-reflection – Strengthening the individual

- **Target questions** (cf. exercise 19)
What do I really want? What is actually important in my life?
Duration: 2 h
Objective: knowing one's own visions
- **Dealing with stumbling blocks**
What can stop me now? How can I deal with that?
Duration: 2 h
Objective: learning how to deal with obstacles
- **Completion of the training**
Evaluation, verification of outcomes, celebrating the completion of the training
Duration: 4 h
Objective: Completing the training within the group of participants

One-to-one coaching: Competence records and career orientation (8 TU per participant)

Each woman got the opportunity to start establishing a competence record according to a model of Zukunftszentrum Tirol. A competence record is a coaching procedure designed to help people determine their current situation by making them aware of their strengths and abilities and encouraging them to set specific goals and steps for the future. A competence record consists of 4 appointments per 2 hours: one introductory workshop and three one-to-one interviews. In the course of these sessions, the participants get aware of important experiences and abilities and recognise the importance of different life situations. Jointly with the coach, these skills and competences are analysed and subsequently the competences identified are handed over to the participants as a kind of certificate, the “competence record”. Its contents are confidential and exclusively intended for the particular culture pilot. It is recommended to use this competence record in future application procedures, but if they do so or not is entirely up to the women concerned.

In addition, with the intention to act in a demand-oriented way, further career orientation coaching was conducted in order to give the women a best-possible start into the job application process.

This was the my benefit from one-to-one coaching and working on my skills records:

• I appreciate my competencies far more than before, I focus much more on them now • clarity / courage / self-confidence • being at the forefront without being afraid or feeling insecure • I have made a lot of experiences in my life, but I was not really aware of that • The one-to-one coaching was very helpful, I even found out things about me I hadn't been aware of, like “new” competencies ... • I learned more about my strengths • analysing my life, setting and achieving career goals • a better understanding for my actions • I got a fairly clear idea of my competencies and my way forward • motivation • orientation • a lot, but I think, however, there was not enough time

Excerpt from the feedback forms – culture pilots, May 2009

Excursions, internships and „projects within the project“

Excursions were also part of the training so that the future culture pilots could know more about the offers and institutions they wanted to integrate into their tours. In the course of these excursions, the culture pilots visited among other things the Linz09 information office, the archives of the city of Linz, associations like Arcobaleno (language training centre), Kinderfreunde (the international women's cafe), the office of the primary school headmistress, etc.

An absolutely central piece of the basic approach in terms of orientation on the labour market and gaining experience was that all the women could gain practical experience in the area of culture and cultural mediation. This is why each of the twelve women attended at least one internship in the field of culture such as, for example, at the AEC, at the office "Linz Kultur" or with projects of Linz09 like Extra Europa, the Harbour of Longing, the Sick Rabbit, the House of Stories, etc.

The internships encompassed translation tasks, assistance to the project management, classical cultural mediation, office work and much more.

The new Ars Electronica Center (AEC), the museum of the future, provided special support to the project by giving each of the twelve women the opportunity to do an internship at the museum. Three women were able to do a more intensive internship after the basic internship and were given the opportunity of getting a job interview.

In addition, before the overall project started, a special project was planned with the AEC. **A three days workshop hosted by video artist Nicole Bair**, placed under the motto "Self-perception and perception by others", in the course of which each of the women created a very personal short movie on her view of intercultural coexistence in Linz. All the films were shown during the opening ceremony and are available on DVD. All the women have approved of the AEC further showing the movies.

Another special project involved the **method "Theatre of Change" by and with Renate Daimler**. The stage experience gained was also designed to strengthen presentation skills that would be required at a later stage. In terms of contents, this method was mainly concerned with the topics of migration and integration, specially focusing on the migrants'

competencies and the way society deals with them. What do we have in common? What separates us? What are the problems?

As Ms Daimler's approach includes a "solution and miracle sequence", new insights and possible solution scenarios can be developed. When the participants first met Ms Daimler, they were familiarised with the method and chose to develop, in the training context, a play based on the topics of migrants, labour market and competences. It was a deeply moving play in two acts.

As it turned out to be such a great play, the idea was born to invite the public to an evening event, introducing the "Theatre of Change" on the topic of intercultural dialogue. This was to be the first public event organised by the culture pilots. An audience of 36 people, who jointly determined the contents of the play, followed the invitation.

What was generally expected were "separating" topics such as culture, history, tradition. It turned out, however, that both migrants and non-migrants are moved or hampered by the same topics: friendship, fear, freedom, diversity, the foreign in the familiar, open-mindedness and love for ALL played an important role. There are so many things we have in common, so why always emphasise the differences?

Another special project was **Kepler Salon**, a discussion forum of Linz09 designed for knowledge transfer, where the culture pilots project was presented in the framework of the "Insights into Living Environments" series and some of the culture pilots took part in a highly interesting discussion.

A minor special project was **cultural mediation for Linz09 in terms of promotion targeted to a migrant audience**. To give an example, a culture pilot of Turkish origin presented the project "Extra Europa" to the Turkish community. As a result, 20 women came who had never been to a theatre before. In that context, organiser Petra Hansche attended several times the training and informed on special projects or guided museum tours in the province's museums.

The symposium "**Migrants in the Museum**" turned out to be a major project. Ruth Karner was invited to make a speech and the culture pilots to hold a workshop at Landesgalerie Linz located in the Upper Austrian Landesmuseum. The input of a group of culture pilots (which they had prepared outside the classroom) provided a great deal of food for thought. It became noticeable that a participatory approach can bring about great changes, as the discussion is not "about" but with a target group.

The director of the museums of the province of Upper Austria was immediately ready to consider further cooperation in this area. That day encouraged the culture pilots to think beyond the project and consider further activities in the area of intercultural mediation. The symposium, among other things, inspired the culture pilots to get organised in an association.

Another part of the project was the creation of a **training blog**, whose objective was to document the training, with the culture pilots being co-authors. Primarily due to the dense programme designed for the culture pilots, and partly because of language barriers when writing texts, the culture pilots themselves hardly ever wrote texts for the blog, but regularly read the trainer's updates.

<http://www.bfi-ooe.at/projekte/kulturlotsinnen/> [in German]

3) The guided tours

Developing the guided tours

The itineraries and topics of the tours were defined in the course of the training by the participants themselves. In each team, two migrants from different countries developed a tour.

After in-depth analysis of the social environment in the blocks around Wiener Strasse, equipped with a lot of cameras and time to ask questions, all of the women dealt with topics concerning cultural life and coexistence in this special district.

They decided what institutions and offers, what “sights” of the district they were most interested in and what topics were a particular concern for them in terms of contents.

In addition, they went on focusing on their own biography topics. Why did they migrate? Where and how did they arrive? What is their everyday life like and where is it located? What kind of obstacles do they have to overcome in Austria?

Moreover, they concerned themselves with topics along the lines of intercultural dialogue: What does intercultural dialogue mean? What is their approach to Austrian culture and how do they experience/live Austrian traditions? How do they experience/live their own culture (in Austria)? How and in which way do they participate in social life?

Based on this very personal search for topics oriented towards possible expectations of potential visitors, each woman defined her preferred focal points for the tours in a participatory and independent approach, without receiving any instructions. And on that market of possibilities, all the twelve culture pilots went looking for partners, as at any time two culture pilots should jointly develop a tour.

Organising the tours and advertising for them

As starting points of the tours, the BFI OÖ building at Bulgariplatz and Hauptplatz, the main square of Linz (according to the wishes of Linz09, in order to pick up people who are not familiar with the place) were chosen. The ending points were chosen by the women themselves and varied from one tour to the other. An invitation for having coffee together at the end of the tour was also an integral part of it. Experiences could be exchanged,

discussions pursued and new acquaintances made – another offer which was accepted very well by the visitors.

Each tour was offered five times in the framework of the programme of Linz09 – European Capital of Culture. So altogether, thirty tours were performed for Linz09. In addition, there were special tours (e.g. for BFI OÖ staff).

For advertising purposes, a general flyer and a descriptive folder for each tour were created. These print materials were available at the Linz09 information points. The opening of the culture pilots project was celebrated at the Laguna Restaurant and Cafe at Bulgariplatz. Already on this occasion, the culture pilots were pleased to welcome about 150 visitors – a first sign for the great public interest, which also became manifest during the guided tours.

Another special characteristic is that main trainer should accompany each tour – on the one hand, as a reflection partner for the women once the tour was over, and on the other hand, to keep the records and to document the attitudes of the people taking part.

For each tour, 20 free tickets in the form of reservations were handed out by the Linz09 office.

Images of the tours:



The festive opening of the tours:

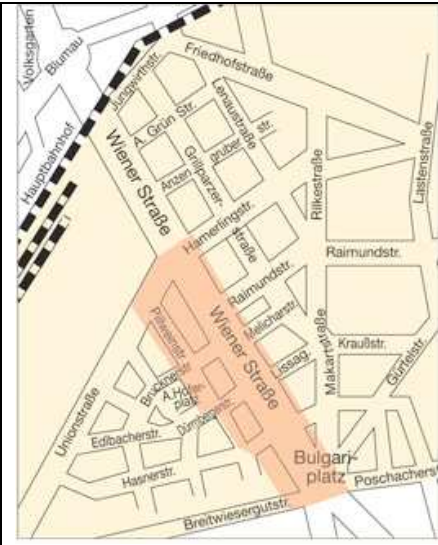
The festive opening of the tours developed by the culture pilots was held on April 29, 2009. Very special guests could be won for interviews and opening speeches, such as National assembly speaker Barbara Prammer, Ulrich Fuchs, deputy director of Linz09 – European Capital of Culture, Birgit Gerstorfer, deputy managing director of the Austrian Employment Service AMS and Christoph Jungwirth, managing director of BFI OÖ. Jessie Ann de Angelo guided through the programme. The twelve culture pilots presented themselves and showed their short movies created at AEC. The overall organisation at BFI OÖ's Restaurant and Cafe Laguna, Bulgariplatz, was ensured by Erika Rockenschaub.



The tours

Respect & Work

Women's lives, with all the associated topics, such as work, migration, culture, competences as well as reconciliation of work and family life, are in the centre of interest. Do all people actually have the same rights and are they seen as individuals in the first place, regardless of race, culture, religion, or gender? How do migrants, jobless people and asylum seekers really feel? How does reconciliation of work and family life work? What is life like when you carry more than one culture in your heart? Telling from their experience, the two mothers present multicultural life in Wiener Strasse.

	<p>Stationen des Rundgangs Respekt & Arbeit:</p> <ul style="list-style-type: none"> • Bulgariplatz • AMS • Kindergarten • Arcobaleno • City-Kebab • Soma • Herz Jesu Kirche • Indisches Geschäft • Türkisches Textil Gömer • Telefongeschäft • Russisches Geschäft • Türkisches Geschäft 	<p>The stops of the Respect & Work tour:</p> <ul style="list-style-type: none"> • Bulgariplatz • AMS (Austrian Employment Service) • Kindergarten • Arcobaleno (language training center) • City-Kebab • Soma • Herz Jesu Church • Indian shop • Turkish textiles Gömer • Telephone shop • Russian shop • Turkish shop
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Culture pilots:

Nadjeschda Dollentz (Belarus)

Mariem Reiter (Morocco)

Together & Side by side

In the centre of Linz, many different nations live next door to each other, side by side. The two culture pilots who designed this tour consider life in Wiener Strasse a biotope, in the sense of a colourful, multicultural (co-)existence. In a biotope as well, all life is interconnected. Is this also true for Linz? Against the backdrop of these questions, they address people living side by side or next door to each other in the centre of Linz. In addition, at one point insight is given into the life of one of the women, who lives in this district. It is essential to find the things we have in common and to focus on exchange and cooperation instead of the existing differences.

	<p>Stationen des Rundgangs Miteinander & Nebeneinander:</p> <ul style="list-style-type: none"> • Bulgariplatz • Kindergarten Brechtwiesergutstrasse • SOMA • Otto-Glöckel-Schule • Konditorei Café Bruckmüller • Indisches Geschäft (Afro, Asia Lebensmittel) • Pizzeria Mafiosi • Asia Bistro • Afro Shop Mann Field • Arcobaleno 	<p>Stops of the Together & Side by side tour:</p> <ul style="list-style-type: none"> • Bulgariplatz • Kindergarten Brechtwiesergutstrasse • SOMA • Otto Gloeckel primary school • Cafe and pastry shop Bruckmueller • Indian shop (African and Asian food) • Pizzeria Mafiosi • Asia Bistro • African Shop Mann Field • Arcobaleno (language training centre)
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Culture pilots:

Sabina Dadic (Bosnia)

Allessandra Klimpel (Brazil)

Culture & Competence

Is multiculturalism an opportunity brought about by diversity? What about the open-mindedness of the people of Linz? The two culture pilots who designed this tour will present intercultural encounters and multicultural co-existence as an option for everyday life as well as in terms of art and culture. Moreover, they dedicate themselves to an important topic for people from migrant backgrounds, i. e. the nature of intercultural, transnational transfer of competences. Who decides who is able to do what on what grounds? In addition, they give an insight into cultural mediation in the centre of Linz as well as an artist's life and work.

 <p>Stationen des Rundgangs Kultur & Kompetenz:</p> <ul style="list-style-type: none"> • BFI • Arcobaleno • Pamir-Afganisches Geschäft • Theater Phoenix • Seyam - Russisches Geschäft • Weipold • Galerie Art Park 	<p>Stops of the Culture & Competence Tour:</p> <ul style="list-style-type: none"> • BFI • Arcobaleno (language training centre) • Pamir – Afghan shop • Phoenix Theatre • Seyam – Russian shop • Weipold • Galerie Art Park (Gallery)
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Culture pilots:

Aldona Raichaudhuri (Poland)

Azar Dadgostar-Darani (Iran)

Life & Death

Multicultural life and living together in the centre of Linz are focal points of this tour. What's the long-established business people's attitude to how things develop in Wiener Strasse? The emphasis is on cultural spare time activities and their links to people from migrant backgrounds. What's the importance of specific cultural clubs? Do migrants play a role in Austrian institutions of high culture? It's particularly high culture that focuses on death in plays and operas. So does this tour. What do cemeteries tell about people and their life stories, what do they tell about the district?

	<p>Stationen des Rundgangs Leben & Tod:</p> <ul style="list-style-type: none"> • Unionkreuzung • Uhrgeschäft • Theater Phoenix • Anzengruberstrasse Musiktheater • OÖ Archiv • Friedhof • Polnischer Club • A1 - Orange Park • City Tower 	<p>Stops of the Life & Death tour:</p> <ul style="list-style-type: none"> • Unionkreuzung • Watch maker • Phoenix Theatre • Music theatre Anzengruberstrasse • Archives of the newspaper OÖN • Cemetery • Polish Club • A1 Orange Park • City Tower
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Culture pilots:

Bogdana Bologescu (Romania)

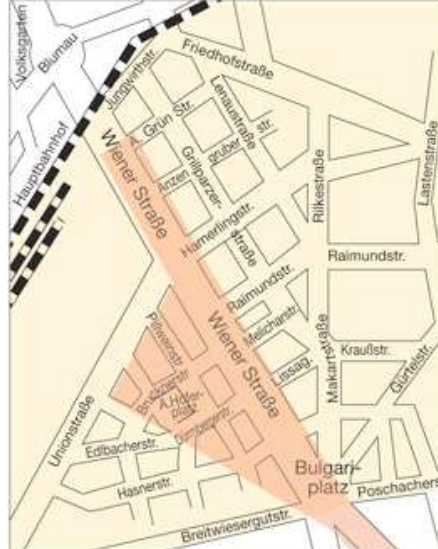
Donata Bauer (Poland)

Past & Future

One of the many causes of migration may be the wish to escape from political situations like war. This district also holds the memory of war. An air-raid shelter bears witness of that time. The new generations should succeed in not repeating the errors of the past.

What is offered to children and young people by schools and recreational facilities in this district in the centre of Linz? What is so special about growing up in a multicultural society?

What of their culture do two mothers with a migrant background pass on to their children regarding traditions, values, lifestyle and cuisine?

	<p>Stationen des Rundgangs Vergangenheit & Zukunft:</p> <ul style="list-style-type: none"> • Bunker • Spielplatz Andreas Hofer Platz • Otto-Glöckel Schule • Geschäfte im Herzen der Wienerstraße • Arcobaleno • Kids-Mix • VSG-Produktionsschule factory • Kuba Kultur-Jugendzentrum 	<p>Stops of the Past & Future tour:</p> <ul style="list-style-type: none"> • Air-raid shelter • Playground Andreas Hofer Platz • Otto Gloeckel primary school • Shops in the heart of Wiener Strasse • Arcobaleno (language training centre) • Kids-Mix • VSG-Produktionsschule factory • Kuba (cultural youth centre)
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Culture pilots:

Jasmina Huskic-Santic (Bosnia)

Anilia Memic (Brazil)

Alone & Linked

The focal issue of this tour is “being a woman”. Being a woman against the backdrop of cultural, value-based conditionings, where the woman considers family and her role as a mother the central topic. But are these values really different? Does not every mother have similar issues and challenges she has to cope with? Two women from Linz with a migrant background give insights into their start in Linz, making their first steps, alone, in a foreign country, only to discover later that there are support options and networking. Moreover, they give insight into their cultures in terms of everyday life and cuisine.

 <p>Stationen des Rundgangs Allein & Vernetzt:</p> <ul style="list-style-type: none"> • Familienzentrum kidsmix mit dem Eltern-Kind-Zentrum Bulgariplatz - minikids • Kindergarten Breitwiesergutstraße • Arcobaleno • SOMA • Otto-Glöckel- Schule • Aktion Tagesmütter • Karina, Russisches Geschäft • Türkisches Lebensmittel Geschäft 	<p>Stops of the Alone & Linked tour:</p> <ul style="list-style-type: none"> • Kidsmix family centre with <ul style="list-style-type: none"> • Parents-child centre • Bulgariplatz – minikids • Kindergarten Breitwiesergutstrasse • Arcobaleno (language training centre) • SOMA (social market) • Otto Gloeckel primary school • Aktion Tagesmütter (day nanny association) • Karina – Russian shop • Turkish food shop
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Culture pilots:

Songül Kücükçaya (Turkey)

Liubov Studener (Russia)

Reflection on the tours (trainer/culture pilots/visitors)

The immediate contact and personal experience allowed interpersonal relationships between the culture pilots and the visitors which also foster multicultural understanding. The foreign became tangible and understandable, interest in the others' life was raised. The culture pilots themselves were tremendously surprised by the "great interest". At the beginning, they had been sceptical in view of the 30 tours planned within one month: Would it be possible to fill them with interested individuals? The fact that all the tours took place, and many of them even with more than the admitted 20 participants (average number of visitors of 18.3) moved them deeply.

Culture pilot: "This showed to me that people do want to know more, that closer relationships are possible. It gives me hope. Maybe for our children's generation it will be a lot easier."

Culture pilot: "I learned tremendously many new things. Before, I had never spoken in front of a group. I now make speeches and facilitate discussions, and all this in the context of a topic that concerns me. (...)

Culture pilot: "It's totally awesome when I feel how people get involved, start asking questions. (...) Even though not all the questions are pleasant, they are great, because you feel the people are all thinking."

In the general feedback forms, most women stated they had felt sufficiently prepared and that they had very much appreciated they could freely choose the topics they wanted to present. Some would have liked to have more time for practising. That the visitors took such a great interest in the guided tours was highlighted as an overwhelming experience by most women. The opportunity to have real encounters and dialogue was emphasised as a key element of the tours.

My remarks on the tours:

- Carefully selected topics, well prepared, well rehearsed
- This means something special to me, to my life. The participants were very much interested in our topics and it would be great if this could go on, as something unique in the area of tourism.
- An amazing experience, but not enough tours.
- The development was very interesting: contents, stops, motto – it was great to see how things developed.
- Great teamwork
- Not enough time to prepare the tours
- We too learned a lot from one another
- I was surprised how interesting it all was
- A very special and unforgettable experience
- This kind of dialogue is very useful. It should go on!

Excerpt from the feedback forms – culture pilots, May 2009

We also interviewed some visitors immediately after the tours. Here are some reactions and impressions:

Man from Linz:

“I felt it was great we went to the shops. I would never have gone there just like that.”

Woman from Upper Austria:

“The issues we are having, with the foreigners, it needn’t be like that, but you only realise when you get to know each other. So from that perspective I think the idea is quite good ...”

Man from Upper Austria:

“I am a medical doctor, many migrants come to see me every day. This is why I was interested. In my surgery I never have time to talk longer. (...) These women are awesome. So ... they really have no work?”

Man from Linz:

“I thought they would have more socially disadvantaged women here. These women here are fabulous, the way they are dressed, the way they talk ...”

From the culture pilots’ and visitors’ point of view it may be stated that the guided tours have to be judged very positively. The feedback was to a large extent positive. It happened on two occasions that “normal” city tours had been expected and that the “foreigner thing” (quotation) was perceived as irritating. This is why the statistics uses brackets for these cases – 23 (-15) and 18 (-5) – as these people, each time a group of people belonging together, left the tours after a few stops.

Apart from that, the interest taken and the willingness to engage in dialogue were basically great. At some stops, there were intense discussions, not exclusively with the culture pilots, but primarily among the visitors. Many of them accepted the opportunity to have a coffee together after the tour and resume discussion.

Some visitors did not have enough time to do so and they stated they would have liked to know in advance.

Finally it can be stated that on many occasions, attitudes and perspectives were critically examined and that a reflection process was started, sometimes also on the culture pilots part. Sometimes the tours were “consumed” like a lecture, but on many occasions, real encounters, in the spirit of the idea, happened.

It sometimes happened that it turned out to be necessary to remind the visitors that the presentations reflected the culture pilot’s individual view and were no statements based on scientific research.

All in all, a lot of encounters and movement was brought about by the guided tours, as is also shown by the tremendously positive feedback from all sides.

Both the culture pilots and the visitors strongly felt it was a pity the project was limited to one month. The high demand at the information centre also showed that many interested people got not ticket.

4. Flagship project and transfer

The culture pilots project may serve as a model – the training is an empowerment project for women from migrant backgrounds and focuses on those competences that may be called intercultural competences in the wider sense. By becoming aware of their own resources, abilities and talents, women were able to open up alternatives and a wider scope of action as well as new fields to work in.

Another reason why the project may serve as a model is that no specific training for a particular job was provided, but a strengthening of key competences which can be used in many different areas. Because of this, the target group was heterogeneous, both in terms of school education and previous professional qualifications. This implied that also within the group, a specific learning process among the participants occurred. The participants originally came from nine different countries and all live in Linz now. This offered the opportunity to have a first-hand experience with interculturality and diversity, to learn from in and subsequently make use of it e.g. professionally.

The tours, each of which was offered by two women of different origins, brought about direct encounters and dialogue between individuals from most diverse cultures, living environments, professions, positions, status etc. By offering an individual approach and insights into the migrants' living environments, these women moved to the centre of attention, and at the same time, mutual understanding was fostered and curiosity for the other generated.

Moreover, the training may serve as a model due to the joint development and implementation of the concept by an educational institution (BFI OÖ), the Upper Austrian Employment service (AMS OÖ) and the organisers of Linz09 – European Capital of Culture. This cooperation has been the first of its kind.

Transferability potential of Culture Pilots

The project

- opens up new fields of work for individuals from migrant backgrounds,

- offers the opportunity of direct encounters and dialogue between individuals from the most diverse cultures,
- brings about that visitors get to know and develop understanding for migrant living environments
- offers the migrants the possibility to immediately apply their key competences in their respective (new) working environments.

The project is suitable for transfer to other Austrian and European cities. Transferability is therefore ensured both for the overall project in terms of a further implementation under modified conditions and for parts of the project, such as intercultural dialogue and labour market policy.

Innovation and sustainability

The immediate contact and the personal experience provided by the guided tours allow for interpersonal relationships which foster multicultural awareness. The unknown becomes familiar, interest in the life of the other is raised. The project wants to be an example of integration put into practice and aims at providing impetus beyond the city district.

Starting point for the Culture Pilots project and foundation for the culture pilot training is the analysis of different approaches to culture and the understanding of culture as a “a dynamic system of social action” (Fedorowicz, Hania M., 2006). An in-depth reflection on their own biographies, living environments and ways of life opens up new perceptions of themselves to the migrants and is susceptible to strengthen their self-awareness as migrants (empowerment). The participants are becoming protagonists of culture allowing the public to gain insight into their subjective life experience.

One benefit of the comprehensive culture pilot training is the sustainable character of education. In the course of the training, key competences are identified and broadened, and as the emphasis is placed on project management, the key competences gained can be put into practice right away. The basics of project management together with the practical application enable the participants to manage projects in professional life on their own responsibility.

Two projects were initiated before official completion of the training:

„Culture Pilots – An Exhibition“

Evolving around the rehearsals of the guided tours, artist Michaela Ortner produced photo portraits of the culture pilots – portraying each woman, but also each team against the backdrop of a meaningful place taken from their guided tour.

Culture pilot and artist Azar Dadgostar very much changed her painting style due to her involvement in the culture pilot project. Using newly discovered approaches, she painted a series along the lines of the topics: development, migration and education.

Both artists exhibited their paintings on the premises of BFI OÖ for two weeks.

The resumption of guided tours

Due to the great public interest the project had raised, the demand for taking part in guided tours was so overwhelming that many requests for places had to be turned down. For this reason, more guided tours were organised for autumn 2009 and spring 2010. For 2011, new guided tours are planned.

Association ibuk www.ibuk.at

One project has been managed by the culture pilots fully autonomously: The association ibuk (Association for intercultural encounters and cultural mediation) was founded by the culture pilots and even now, two years after the training is complete, employs two culture pilots. Among the activities of the association count, among other things, intercultural museum tours, projects promoting reading skills in schools, the development of intercultural communication approaches etc.