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education.economy.ethics.

chances

The magazine that creates perspectives.



Education!

Issue 01/2016

How Ali Mahlodji has taken
advantage of his chances
Page 14



**EDUCATION IS THE
MOST POWERFUL
WEAPON
WHICH YOU CAN
USE TO
CHANGE
THE WORLD.**

Nelson Mandela (1918-2013)

education

01/2016



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The news in brief from all over the world

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We believe

that the world would be a better place if all people had the same chances when it comes to education.

We think

that we should emphasise strengths and encourage talents.

We want

to give people space for personal development and to show them the possibilities when orientation is necessary.

Sustainability

is the root of business activity. Companies think about tomorrow and set the course for it today. Admittedly it does not offer a fast return on investment. But it is reliable, secure and sustainable.

The future belongs to people

who determine their lives independently and responsibly, who see the wider picture and who form their own opinion.

The future belongs to the companies

which recognise that their success rests on these people – now and in the future.

The Umdasch Foundation is an initiative of Hilde Umdasch and Alfred Umdasch which has been established with the goal of linking together the fields of education, economy and ethics. It supports projects within their companies, the Doka Group and the Umdasch Shopfitting Group. And it also supports initiatives which focus on the topics of education and knowledge transfer worldwide.

This magazine presents such initiatives. And people who are involved with their ideas and visions in a world which is changing fast. Who do so with confidence and courage – and not with pessimism and cynicism. And above all without moralising undertones.

This magazine targets employees, partners and customers – and people who combine business with values and who recognise knowledge as the biggest chance for our society.

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seeing chances

HILDE UMDASCH, ALFRED UMDASCH AND
ANDREAS J. LUDWIG IN CONVERSATION



Socially committed & SUCCESSFUL

Why social responsibility and economic success go hand in hand.

The owners of Umdasch Group, Hilde Umdasch and Alfred Umdasch, met Andreas J. Ludwig, the Chairman of their international company, for *chances* in order to discuss this concept and to present their ideas.

HILDE UMDASCH

Whenever people talk about Corporate Social Responsibility, I always ask myself whether a responsible corporate approach is not in itself sustainable. Efficiency in the use of resources, the implementation of new business models and the development of people – for entrepreneurs these have always formed the basis for long-term and therefore sustainable business activity.

ANDREAS J. LUDWIG

That applies to many companies. But just think how often in recent years public discussion has turned on fast and short-term maximisation of profits in order to serve the even more frequently quoted “Shareholder Value”. And then the machinery of marketing invented CSR. To prove that this isn’t the case. Have you noticed that it is above all the dirtiest businesses that put the most effort into proving that their image is the cleanest?



ALFRED UMDASCH

That is why I have little use for this CSR idea which has become so modern in recent years. I would far rather speak about what companies can contribute towards really making the world into a better place. Because they do just that.

ANDREAS J. LUDWIG

I find it very important that the measures and initiatives in which we invest here should also provide an added value for us as a company. Distributing money indiscriminately is one thing. But for me sustainability starts where we consider how we can also earn it sustainably. The decisive question is: What must we introduce today so that our business model will still be profitable tomorrow? That is a basic responsibility that ensures the survival of the company in the long term.

HILDE UMDASCH

The idea of including training and further education in our governance as an essential and even pressing aspect of our company is based precisely on this principle. And it aims at a win-win situation. Firstly, our employees profit. They can continue to develop in many areas, not only in their areas of expertise. The platform for this is the Umdasch Academy. In that we have now considerably extended our radius, we also reach society as a whole. Because I am convinced that we need to start with children and young people. In order to do justice to the future development towards a knowledge-based society, we need to start today to support the employees of tomorrow with their individual skills and talents. In future the focus of our social commitment will therefore lie even more strongly on educational projects.

“In future
the focus of our
social commitment
will lie even
more strongly on
educational
projects.”

Hilde Umdasch

ANDREAS J. LUDWIG

That will also be worthwhile for us as a company. We are already experiencing significant signs that we shall suffer from a shortage of human capital in the medium and long term. In future it will be even harder to find the best people for our key positions. The good basic training and specialisation which corresponds to both interests and talents represents a treasure which we must retrieve if we want to continue to be competitive in future. In that respect we cannot afford to allow talent to fall through the grid or to fail to develop it. That applies to young people from less-educated segments of society as well as to those from an immigrant background. We cannot do without any of these talents.

ALFRED UMDASCH

I would put it this way: we have to give them the chance of living an independent and varied life. We owe them that. We owe it to society. And ultimately we owe it to ourselves as a company.





grasping chances

Ali

wants to change the world

Ali Mahlodji (34) was a refugee child who failed to finish school and then went through a succession of jobs. Today he is a living example of free entrepreneur; and he has an ambitious goal. He wants to change the world – and he explains to us why.

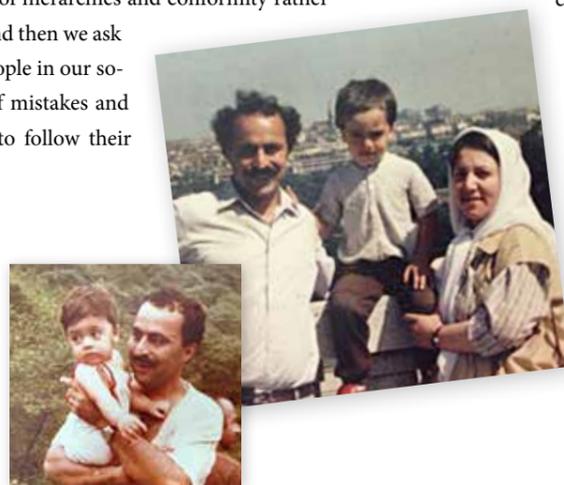


If we are to believe economic researchers, innovation is what drives and acts as the foundation of the economy, guiding the ability of a society to continue to develop for its own good. If we look at what drives innovation, on the one hand it is curiosity, but it is also the ability to follow a path which no one has taken before. Which means that we should put our faith in a future for which there is no guarantee. People have often suggested to me as the founder of a company that my future would lead to uncertainty and a loss of security. I came to Austria as a refugee and yet today I have created over 40 jobs, so for me this fear is something I simply do not understand. How can it be that we live in such a safe and socially secure society and yet we are still afraid we might make a mistake?

Are we victims of our educational system?

The good news is: All people are born with a culture of innovation which they bear within themselves. Just look at children. They play, are curious, want to know why something is the way it is and will not rest until they find out. And they are also the ones who pick themselves up after falling out of a tree and try to climb back up it again via a different route. In 2010, when I was working as a teacher in grammar school, I became aware of this contradiction: if a child does a test with 20 questions, the assessment will point out that 4 of the answers were wrong – but not that there were 16 correct ones. Accordingly, children learn at an early age to avoid mistakes rather than relying on their strengths. And they also learn to repeat what they have learned in the way that their teachers expect to hear it. All too frequently, attempts to question it in more detail will not be welcomed. And so the system encourages the maintenance of hierarchies and conformity rather

than curiosity. And then we ask ourselves why people in our society are afraid of mistakes and do not step out to follow their



...
Ali Mahlodji was born in Iran. He helps other people to plan their career goals. Since he himself has had over 40 jobs, he knows how stony the path towards finding oneself can be. As a result of his experiences he founded whatchado.

own path? And why there are companies that are desperate to find employees who will act pro-actively and think for themselves, but who are hard to find?

A radical change at school

In order to re-introduce an innovative environment we logically need to start where this culture of learning from mistakes and curiosity are frequently nipped in the bud – in school. What we need is a radical change in the educational system. That means an investment aimed at an orientation towards career and life, away from schools as institutions where assessments are made and towards them as academies for discovering potential. But here we must all work together and must not leave this responsibility solely to the politicians. We must all act: parents, teachers, businessmen, citizens. Everyone, in fact, who serves as a role model for children.

And what about the “big” children?

Adults were once children too, and bear within them the ability to learn from mistakes and curiosity – and so today it is more important than ever that executives in companies should be made aware of their role as “Mindset-Change-Makers”. They have the power to abandon old thought processes that focus on mistakes and a hierarchical leadership style. If we want employees who think and act in an entrepreneurial way and who learn from their mistakes, we have to permit mistakes to be made. Leaders of a new generation must understand that their activities will move away from the issuing of orders and towards acting more like a coach whose task it is to reveal the potential of employees. If we change that, future generations will find it easier to find their true purpose and to contribute to making the world a better place.



“Failing was the best thing that ever happened to me!”



The principle of **whatchado** is simple and yet helpful: people speak in short video stories about their profession, their career and their life. By using whatchado-matching users can search for specific careers, companies and users who correspond to their own interests. The aim is to support people in their search for their own strengths and talents so that they can go their own way independently of their origins, gender and age.

WhatchaSKOOL is the new form of career orientation in schools. Within the framework of an interactive lecture the broad range of career opportunities is shown, together with the activities involved and how to embark on these careers. It aims to show young people that there are no boundaries and that they should believe in themselves and follow their own chosen path.

We repeatedly hear that there is a shortage of well-trained people in technical professions. In that respect Daniel Peter made the right choice when he decided to study Civil Engineering and Infrastructure Management at the Vienna University of Technology. "Since I was a child I have been interested in technology and business.

Daniel the civil engineer

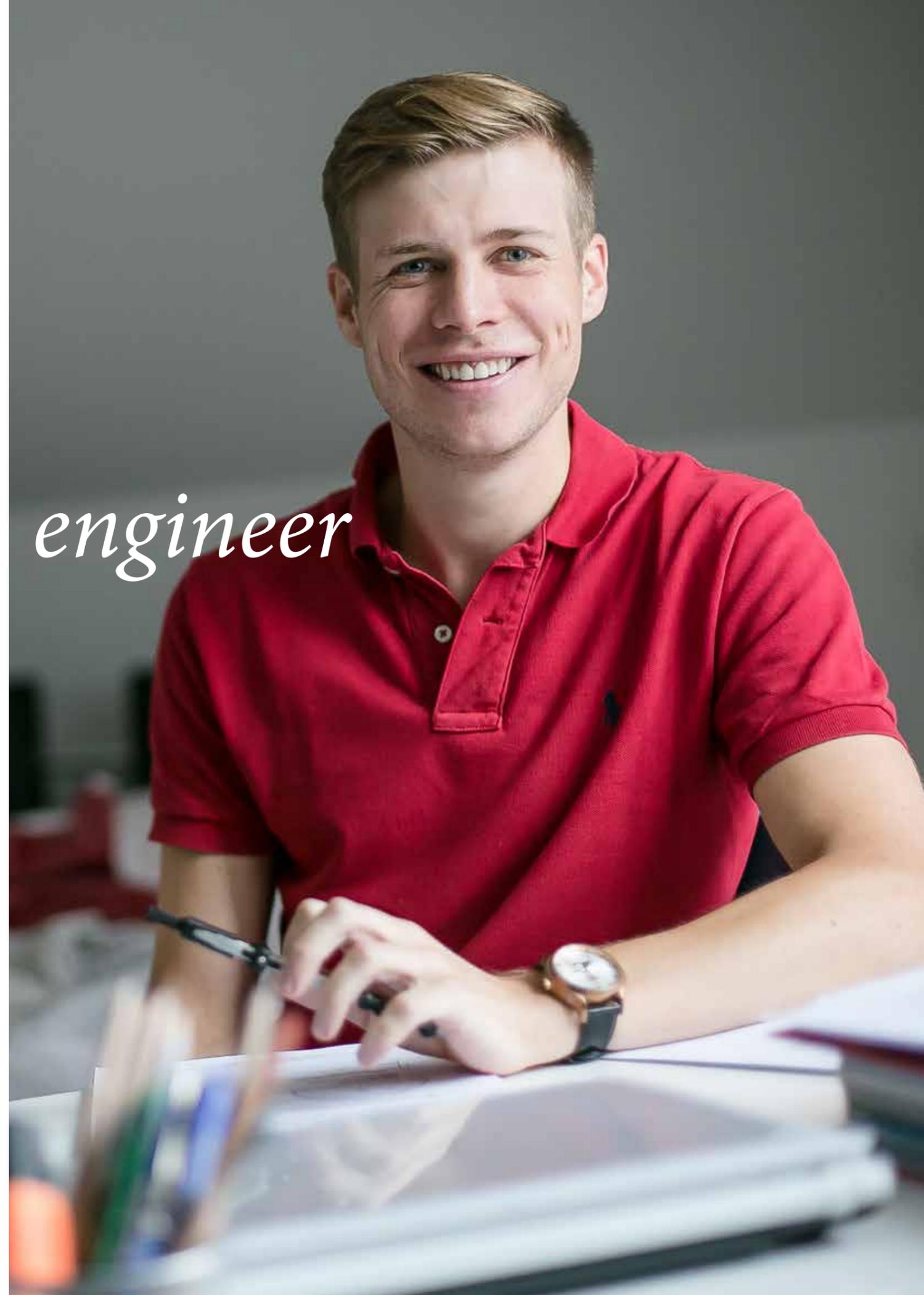
I am just fascinated by the possibility of planning unique structures and then following the stages involved in building them." Daniel Peter is 26 years old and is currently working on his Master's dissertation on "Monitoring concrete in tunnel construction - a win/win situation for client and contractor". His supervisor is Alexander Reinisch of Doka. Daniel is of the opinion that in future employees will be required to demonstrate even more flexibility with regard to location. But opportunities for further training will also be expected of companies. "I want to work in an international context, but I plan that Austria will always remain my main place of residence", he says and can scarcely wait to start on his professional career and take part in his first construction project.

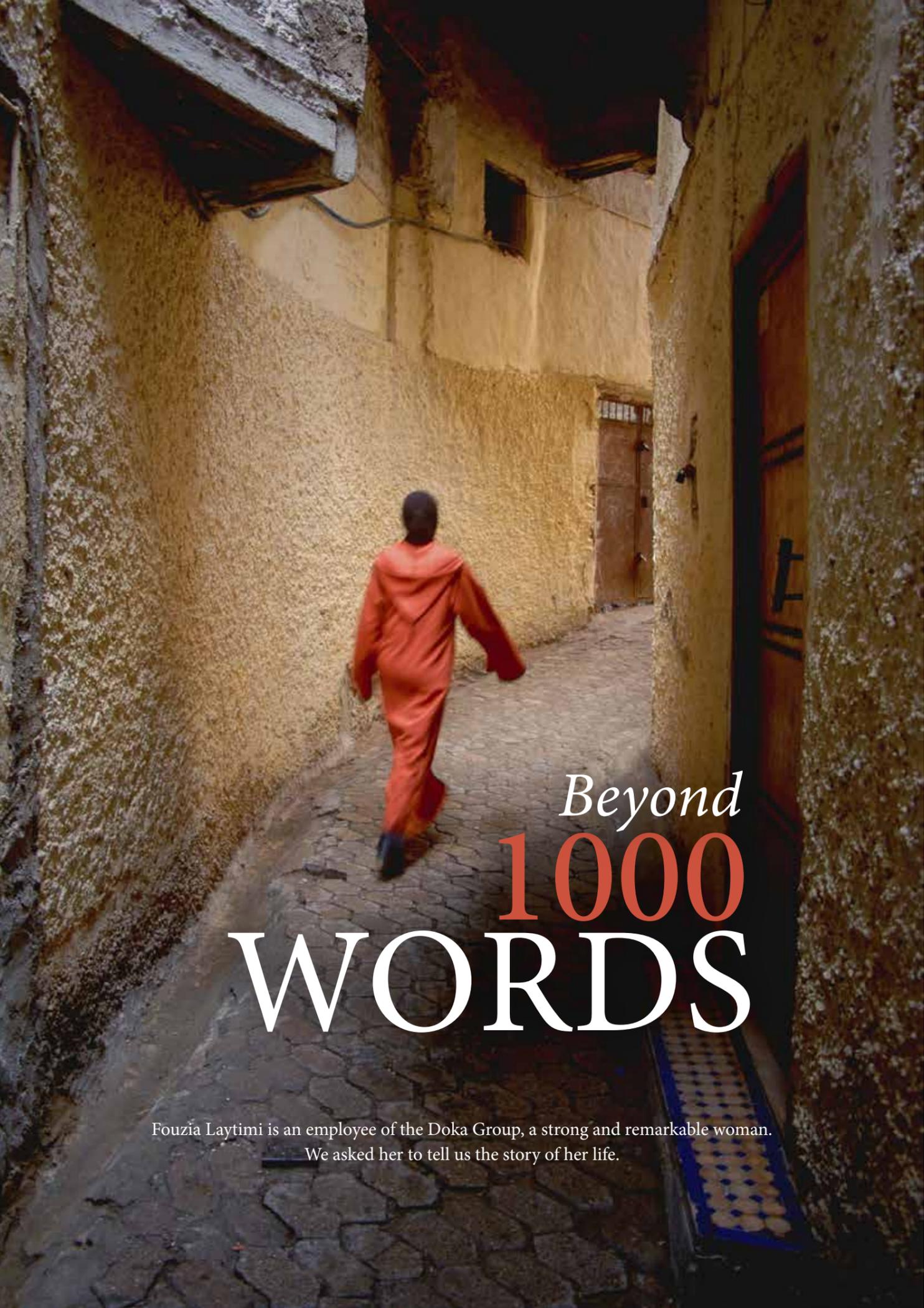
**Josef
Umdasch** foundation
research prize

Calling for innovative minds who like combining scientific research and practice!

With immediate effect, students may enter their Master's dissertations within the framework of the Josef Umdasch Research Prize, valued at € 50,000. And work on pioneering topics with a company which operates worldwide.

For the current invitation to enter:
www.doka.com/researchprize





Beyond 1000 WORDS

Fouzia Laytimi is an employee of the Doka Group, a strong and remarkable woman. We asked her to tell us the story of her life.

TEXT BY FOUZIA LAYTIMI

I grew up as one of ten children in Rabat, the capital of Morocco. My mother had very little schooling as a child; she had to help at home. My father was an orphan and had no education. My parents strongly believed that a good education helps in having a better life.

10 euros to study in France

The aim of having well-educated children never left my parents' mind, and we are all very grateful to them for that. My father could not read the exams which we brought home, but he regularly asked our teachers how we were doing at school. I can still remember clearly how my father punished me for doing badly in a test. From that moment onwards I studied even harder. My great inspiration was my mother: when my father died, she took lessons and learned to read and write Arabic and French at the age of 65. After passing my baccalaureate, I travelled abroad by train for the first time in my life. I had the equivalent of 10 euros in my pocket, and my plan was to start studying mechanical engineering in Lille. And I did it!

Chance: Success in America

After successfully completing my studies, I initially returned to Morocco and worked in the maintenance department of the national airline, where I was responsible for the documentation of the maintenance processes. But I soon realised that I was finding it increasingly difficult to come to terms with the traditional social system in Morocco and especially with the position of women there. It was a difficult time for me, as I was one of very few women working in a male-dominated profession. So I applied for a scholarship to do a Master's degree at Kansas State University in the United States. I was accepted into the department of Mathematics, but I also had to teach Mathematics to first and second-year students at the university. It was a huge challenge for me to cope with the foreign language, my teaching job and the pressure of having to achieve good grades. After finishing my Master's degree in Mathematics, I realised that teaching was not my passion or what I wanted to do all my life, and decided to go for another master's degree in Statistics, as at that time, data analysts were very much in demand. I was able to study Statistics at the Faculty of Statistics. And here I found the field which I was not only good at but enjoyed most.



My great inspiration was my mother: when my father died, she took lessons and learned to read and write Arabic and French at the age of 65.

To Austria with love

After completing my second degree of study, my life became somewhat easier. I had various jobs as a data analyst in the food, online, financial and media industries. While in the US, I met my husband, who was working for Doka in Chicago at the time. Our route to Austria was a roundabout one. A short while ago, I had the chance of a position in the Strategic Marketing department at the Doka Headquarters in Amstetten. Now my job involves supporting Doka branches in their Marketing strategic planning. I had always supported myself during my education, as did my four brothers and five sisters, who finally all got a good education and are now accountants, engineers, even doctors and university professors. I am sure my parents are very proud of us up there!



Seduced!

What we need when shopping

You know the feeling: you go to the supermarket with the intention of buying just one or two things, but then you come home with far more than you planned. We are seduced. Every day. Everywhere. Christian Mikunda, the acknowledged expert in shop dramaturgy, explains the ideas behind this and how particularly attractive shopping locations affect us.

Mr Mikunda, how are we seduced?

CHRISTIAN MIKUNDA

People are hungry for experiences, because experiences make them feel more alive. If we are interested in stories, then it is because we are interested in the scripts in our heads which are slumbering within us and which are prompted by the stories, so that we can enter into another life and take part in it temporarily. And then we are hungry for feelings of elation – for Glory, in other words grandeur; or Joy, the feeling of ecstasy. But also Bravour, when someone explains something to us in a way that we can understand sensuously. There are seven feelings of elation, and these are three of them. We like places that are a sort of ‘home away from home’. A well-designed shop is not only a place where we go to do something specific or to buy something. It is also a place where we go to find out who we are.

What part do feelings play here?

CHRISTIAN MIKUNDA

People need to be touched by an experience; they must feel it physically and emotionally. Shopfitters create a world which is not only ecologically sustainable, but also aesthetically sustainable – corresponding to people’s psychological mechanisms. First we take the psychology of people seriously, and then we seduce them. We are not only thinking beings; we are also physical beings. We want to be able to experience life physically. So, for example, we want good lighting in a shop, lighting that moves us and doesn’t attack us like a blinding light.



Originally a television dramaturge; since 1995, Christian Mikunda has been regarded as the founder of shop dramaturgy with “The Forbidden Place, or: the Staged Seduction”.

In comparison with the past, when the range of products was much smaller in every respect, today we practically need to re-invent ourselves every day in order to remain interesting, mustn’t we?

CHRISTIAN MIKUNDA

In the past a supermarket was an uninviting place; it was emotionally cold. Things have changed today. Sales staff used to be virtually figures of authority and you had to ask them to serve you. In upmarket shops you were inspected to see if you were a suitable person to purchase something there, and whether you had enough money. Shops today have become democratic, open and well-made places for everyone. Places that do people good emotionally. Side-effects are created by an experience which heightens the customers’ attention; they spend longer in the shop and they are put into a positive mood. That is to say, you have a positive approach to the products on offer; you start browsing through them and you stay longer. But that is a side effect. First of all customers are presented with an emotionally designed place that functions well. The customer smiles sincerely, experiences Joy, is happy and feels at ease.

How do you design a place so that it will “function well”?
Where do you learn “presentation”?

CHRISTIAN MIKUNDA

It is not generally known that you can learn it everywhere. The areas are not as strictly separated as you might think. It is a matter of cultural codes, which are also part of evolution. We see, for example, how the structure of a Japanese temple is reflected in a luxury flagship store. We gain inspiration in a museum or in an opera house and we can learn there how to create a flagship store or a hotel. We

can learn in a musical how lighting functions. And in some cases the stage builders or designers who do this are also the same ones. The dramatic tricks are repeated in all sectors. And they continue to develop. It is a matter of cultural skills. A shop is not a sales machine; a shop is first and foremost an emotional environment which we enter; a place with an incredible number of codes that contains a great deal of knowledge. On my teaching expeditions I try to show how the world is made, which psychological mechanisms lie behind it and how these dramatic tricks are found everywhere. You can find inspiration anywhere in the world.

Customers can learn from Christian Mikunda and Denise Mikunda-Schulz within the framework of this year’s shop expeditions:

Shop Dramaturgy LIVE! in Tokyo
26 – 30 June

Shop Dramaturgy LIVE! Special “Harmony of the Seas”
20 – 23 October Rome/ Mediterranean Sea/ Barcelona

Impressions of past shop expeditions:



Paris



Singapore



Barcelona



Tokyo

**umdasch
shop
academy**



Hello **World** Champions!



living
chances

Did you know that there is also a World Championship in a discipline like concrete engineering? The WorldSkills 2015 in São Paulo was the biggest professional competition of all time. Michael Haydn (21) and Alexander Hiesberger (22) of STRABAG

Engineering". They trained in the Doka Forum in Amstetten. Doka Brazil also provided the framed formwork Frami Xlife worth € 110,000 for the contest. "We are a team: each of us has our own field – I fetch and carry and he thinks. I knew we could win," explained Michael Haydn, laughing. Incidentally, the next WorldSkills will take place in 2017 in Abu Dhabi.

Smile please

Walter Emberger (57), the founder and Managing Director of the organisation Teach For Austria, campaigns for equality of education and opportunity for children. To this end he trains excellent teachers who bring new ideas into schools. His aim is that after finishing school, pupils should be fit to master the challenges of life and should face the future with a smile.



“I was so fascinated by the model Teach For All that I decided to bring it to Austria. It is also feasible here and above all it is urgently needed; the last PISA study made that abundantly clear.”

Walter Emberger

Mr Emberger, what made you decide to found the initiative Teach For Austria?

Walter Emberger: I was working as the Director of Studies at a university of applied sciences, where I could observe very clearly how a progressive polarisation of society is taking place. The distance between the poor and the good students was becoming larger all the time. There has to be something wrong with our system if students who have taken the Matura matriculation examinations are not able to carry out the four basic arithmetical operations or to write correct German, and if they cannot think in a logical manner. You can tell that the students themselves are not stupid, but simply that they have not been able to use their time in school to the best advantage. As a result of these personal experiences I asked myself what we can do about this. During the course of my research I came across the network of Teach For All. The principle is simple: You recruit young people who are highly motivated, who want to change things and who are capable of doing so. You prepare them and then you send them into the most challenging schools. The ones where you find the children whom nobody believes in. And you make these children believe in themselves.

What were the challenges involved?

Walter Emberger: At the beginning I had to work really hard to get people to take notice of Teach For Austria: not as a competing private initiative, but as part of the education system; an organisation that would bring a fresh approach to schools through its dedicated Fellows. But as soon as our first graduates started teaching, things suddenly became easier. Before that, however, many people could not imagine that it was possible.

What do you understand by the idea of “good education”?

Walter Emberger: My idea of good education is that after nine years of compulsory attendance at school people should be fit to face the challenges of life. At the age of 15 everybody should be in a position to be able to move on to further education or to complete an apprenticeship. And yet, for many people the subject of education is fraught with frustration. We want to encourage young people to be hungry for education and to be open to what life offers.

Were you good at school?

Walter Emberger: I didn't only have top marks. My teachers had to use the full range of marks when assessing my work. In the second class my mark in German was only “adequate”. And I can remember my drawing teacher very clearly. On one occasion he showed my drawing to the whole class and asked “Which of you produced such a poor drawing?” And I can remember exactly how I felt in that situation.

What would you have wished your teachers to do at the time?

Walter Emberger: To show empathy – to recognise how pupils feel. What distinguishes our Fellows is that they care about the children. It just wouldn't happen that they show up children in front of the whole class like that. But I also had a lot of positive experiences at school. I would probably have developed very differently if all my experiences had been negative ones. In that respect, perhaps, my school days were a good preparation for life.



Walter Emberger during the interview



Fellow Julian Richter teaching a class

Teach For All

Teach For All is a global network.

It consists of 39 independent partner organisations worldwide that are linked by a common goal: equal educational opportunities for all children, regardless of the income and status of their parents. To achieve this, Teach For All follows an approach which aims at improving educational

opportunities by encouraging talented young leaders worldwide and training them so that they can bring about the fundamental change to the system that will be necessary in an innovative way. The partner organisations work independently and are adapted to the social and educational requirements of the country in which they operate.

The Umdasch Foundation supports this idea and is therefore a partner of Teach For Austria.

More information: www.teachforall.org, www.teachforaustria.at

The *school* is ours!



How can you get children to spend their summer holidays sitting at a school desk? It's easy: let them carry out experiments during lessons, or do creative work or sports. The Umdasch Summer Weeks provide ample proof of how well this functions. They will take place again in 2016.

Boredom during the school holidays? That was in the old days. At the end of July last year the Umdasch Group organised the Umdasch Summer Weeks at the commercial academy Amstetten in cooperation with the initiative Teach For Austria. The programme is free of charge and is open to children and young people aged between 10 and 15 years. The focus is on a varied programme of learning, research, pleasure in experimentation, music, film, photography and sport.

Different groups

The mornings are designed to convey knowledge in different subjects. In contrast to normal lessons, however, the children could practise mathematics and languages or learn new facts through practical examples and without pressure of any sort. During the afternoons they worked on their own projects. While the research group carried out experiments and, for example, made a working battery from potatoes, the film group wrote their own film scripts and shot some short films with plenty of action. A special newspaper was produced for the Summer Weeks and the children also played music together.

Perfect supervision

The participants were supervised by the so-called Fellows of the initiative Teach For Austria (see p. 30). In this way the latter were able to prepare for teaching classes in schools. Since last September these young academics have been working for two years as temporary teachers in New Middle Schools.

"The holiday weeks were a hit", was a frequent comment from participants. The next Umdasch Summer Weeks will be held from 25 July - 5 August in Amstetten. www.umdach.com/sommer-wochen





Signs of

hope

Surviving in South Sudan

Peace still seems out of reach for the world's youngest country. A civil war is raging in South Sudan. 40,000 people are in imminent danger of starvation; 2.2 million have been forced to flee their homes. The situation in the refugee camps is dramatic. Photographer Sebastian Philipp (47) from Vienna visited the camps in the capital, Juba, and described to *chances* what moved him most.

A phone call, a decision. It was a hard-working day when the Caritas Austria called me. They offered me the chance of travelling to South Sudan to produce a photoreportage about the situation in the refugee camps. Countless questions occurred to me: surely the people there must be experiencing utter despair and helplessness? War? How shall I feel when I witness this misery? After some preliminary research I saw the commission as a challenge and accepted it. What followed brought me new knowledge and emotional moments.

A question of survival

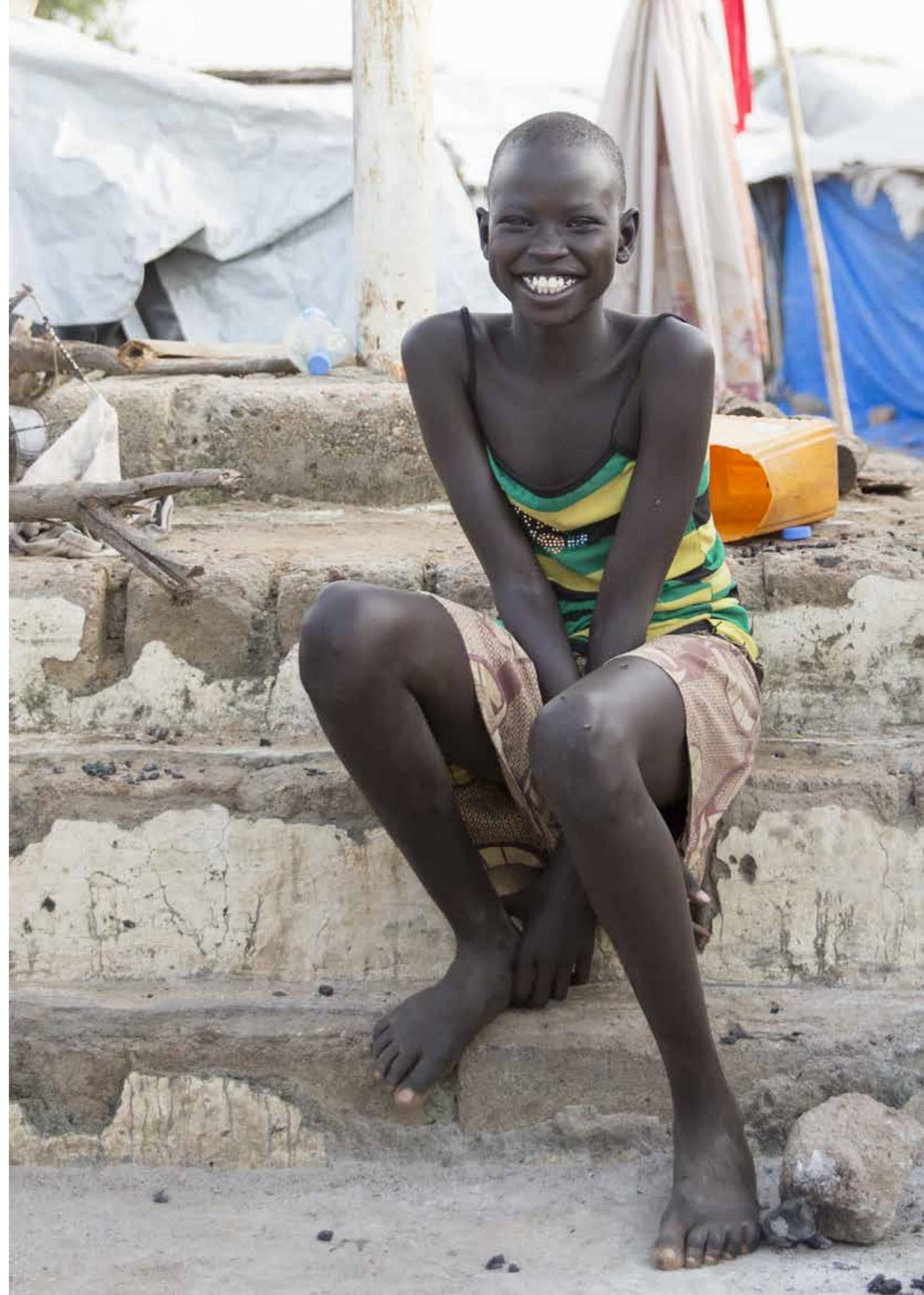
South Sudan is one of the most dangerous countries on Earth. Every year the bloody civil war drives increasing numbers of people from their villages and into an uncertain and hazardous future. The situation in the refugee camps is still catastrophic in many places. Countless children are suffering from chronic malnutrition and many of them die because there is no medical treatment. Shortly after I arrived in the capital, Juba, I realised: whether children and young people from the refugee camps get a chance to live in decent conditions in future depends entirely on international aid. You can tell everywhere that it makes a difference whether help is being provided or not. For many people it is ultimately a question of survival.

Food and education urgently needed

With the participation of international aid organisations, help is being provided here on all levels. Caritas Austria is also involved here: For example, the people in the largest refugee camp in Juba are being provided with food and toiletries. In a special Baby Feeding Centre several hundred babies are being fed every day. A school for over 400 refugees has been built in Gumbo, near Juba. A vocational school is training young people as urgently needed specialists. A hospital in Gumbo is being supplied with medicines and Caritas is also financing the salaries of two doctors and a laboratory assistant.

Hope for an entire generation

The fact that help is being provided here is encouraging. What gave me most hope, however, were my encounters with the people themselves. I was surprised to discover that in spite of their dramatic living conditions, in spite of traumatic experiences and



unimaginable hardships endured during their flight, they radiated an enormous will to live and friendliness. Children in particular have this incredible ability to face life with joy in spite of what they have suffered. And that is cause for hope, because the future of this generation does not seem to have been lost. If they have access to clean water and sufficient food, and if they can go to school, then these children and young people will summon up their own energy to create decent lives for themselves.

Giving something back

Many people whom I photographed in the refugee camps had never actually possessed a printed photo of themselves. In order to express my thanks I produced framed portraits which our contacts on the spot presented as gifts to some of the main people involved. It was a small gesture – and my attempt as a photographer to give something back.

What has remained

In my photos I introduce people who are directly affected by the humanitarian catastrophe in South Sudan. They are all remarkable personalities and now they urgently need help in order to survive and to have a chance of a decent future. My complete reportage on South Sudan can be found under www.sebastianphilipp.com/suedsudan. You will find more information about Caritas aid projects under www.caritas.at.



reporting chances

A vocational school for South Sudan

The organisation “Helfen wir!” (Let’s Help!) is currently building an agricultural college in Jalimo. The aim is to help the people to help themselves through sound training, and also to improve the quality of life of the local population. Doka is supporting the project with formwork solutions. “The support from Doka with 3-S eco formwork sheets helped us to erect the first building. Later, with Frami framed formwork we were

given a complete formwork system. Doka employees also gave me some basic training. Now we can use the formwork repeatedly because we shall be erecting several new buildings for the school,” explained Hannes Urban, chairman and founder of “Helfen wir!”.

More information under www.helfen-wir.org





1.

1. Sport as a way out

Doka Brazil is supporting the football school “Escola de Futebol Mathias” in the Guarulhos district of São Paulo. Children from underprivileged backgrounds are provided with sports and social support. Help is provided wherever it is needed: new sports equipment, a winter clothing collection and a shared Christmas dinner, a real highlight for the children.



2.



3.

2. Doka goes to school

The “Mohammed VI School for the Arts of Construction and Civil Engineering” (EMFMBTP) was opened in Settat, Morocco, in 2016. Over 500 aspiring technicians from all over West Africa will be trained here each year. Doka Morocco is a partner of the school and provides wide-ranging support in the form of practical units and formwork solutions. During the opening ceremony the King of Morocco even visited the formwork workshop personally. The school is part of Morocco’s state education programme (OFPPT), which promotes practical training and currently trains over 50,000 students in various fields of the construction industry.

3. Workshops in personal finance

Several times a month, Doka Chile organises staff seminars in cooperation with the Chilean social partnership “Fundacion Social”. The workshops provide personal support in the administration of finances and the planning of family budgets. Doka Chile provides this service free of charge for its employees in order to counteract the general trend to high consumer debt within the Chilean population.



4.

4. Umdasch Nest for the youngest ones

The compatibility of family and career can be quite a challenge. The Umdasch Group has established a day-care centre for employees’ children at its Amstetten headquarters. It has room for 15 children up to the age of three years. This means that mothers and fathers who want to return to work directly after their family leave can take advantage of good childcare facilities in direct proximity to their place of work. The day-care centre was opened at the beginning of 2016.



5. Employees help pupils

Pupils with learning difficulties can get help in the Red Cross education centre. Since 2010 Accenture Austria has provided not only financial assistance but also staff in Vienna; the latter help the young people through their compulsory school-leaving exams by providing extra tuition. Employees are permitted to count half of the time they spend as voluntary mentors as working time. Some 1,700 hours were spent in this way between 2011 and the end of 2015.



6. Professional training as a win-win situation

Especially in developing countries and emerging economies, training levels are frequently inconsistent and there is a shortage of skilled workers. The Austrian development organisation ICEP has developed and currently operates a global professional training programme on behalf of RHI AG. Its aim is to improve in the long term the training of young people at the RHI locations in Mexico and Turkey. This would help to counteract the lack of skilled workers and the young people would have improved career opportunities.



7. Internet for all

The initiative "A1 Internet for All" was founded in order to provide as many people as possible with appropriate access to the internet and therefore to a wide range of knowledge and educational initiatives. Within the framework of free training sessions, children, young people, adults and senior citizens can acquire the skills which they require for active participation in social life in the digital age. After the first four years, over 87,000 people have already taken part in the classes.



8. Business in the Community

"Business in the Community" (BITC) is the leading CSR network in the United Kingdom. To date the organisation has over 800 members – including both large international companies and small regional firms. The main tasks of BITC include the provision of support and advice, for example in the fields of education, equality, environment or business promotion. Programmes are developed and implemented in cooperation with the member companies.

“Education is the best
investment in the future.”

Hilde Umdasch

