NATIONAL REPORT

Germany

Situation and Needs of Counseling and Guidance Practitioners / Coaches working with Hard-to-Reach Groups in Germany

CONTENT

I. Executive Summary

The Universal Declaration of Human Rights obliges states to direct their policies towards achieving full employment to reduce existing unemployment and prevent new unemployment as far as possible. For this reason, the integration of hard-to-reach target groups into the labor market is a serious task for German politics and society.

This national report describes the target group of "hard-to-reach" and the careers guidance system in Germany. After a short definition of the target group and the local guidance system in Germany, which is both state-run and privately organized, the data collected from 11 questionnaires and three interviews with career guidance counsellors are analyzed. The aim is to provide an overview of the current situation, challenges and needs of consultants in order to develop a tailor-made online offer for the ERASMUS+ project ACCEnT.

1. Context and Background of hard-to-reach groups in Germany

In Germany, the term "hard-to-reach"[1] usually refers to people without formal educational qualifications, semi-skilled and unskilled workers - but also "people who are distant from education" or "people who are unused to learning".

According to Klein & Reutter (2016), people are considered "low-skilled",
- if they have a formal vocational qualification but have not found a corresponding job,

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[1] The expression "hard-to-reach" as the main characterization and classification of a target group is no fixed technical term in Germany and has no research tradition like in Anglophone regions.

- if their foreign qualifications are not recognized,
- if they have not obtained a certificate for the competences acquired in their professional activity,
- if they have never completed a professional career or their careers have been interrupted by frequent unemployment.

These target groups are affected by seven dimensions of educational inequality:

Social & cultural barriers	Economic Barriers	Institutional Barriers	Market disadvantage
- little access to educational information - unattractiveness of the terms "education" and "counselling" - childcare responsibilities - lack of knowledge of German - limited appreciation of education	- no educational offers that are compatible with the occupation - participation fees - travel costs to the educational institution	- participation fees - course times that are not compatible with time management - learning location (especially for learners living in rural areas)	- lack of recognition of qualifications and competences (esp. clients with a migration background) - expensive recognition process
Local Disadvantage	**Professional Barriers**	**Subjective structures of meaning**	
- lack of mobility - limited educational opportunities in rural areas - lack of public transport connections and long-distance journeys	- elimination of niche jobs - Recognition of qualifications and competences	- low expectations of self-efficacy - low self-confidence - failure to recognise the economic value of education	
Weiss, Wiedner, Miesmer (2018), Leitfaden zur Bildungs- und Berufsberatung für Bildungsbenachteiligte, p.7.			

The integration of formally low-skilled workers into the labour market is an unsolved task in Germany. At the same time, more and more low-skilled workers are being discovered

as skilled labour potential. The Report on Vocational Education and Training (2019) therefore stresses the need for more intensive career guidance and counselling in Germany (Berufsbildungsbericht, 2019, p.11).

1.1. Main characteristics of hard-to-reach groups and career guidance

In Germany, the Federal Employment Agency (Bundesagentur für Arbeit) is responsible for the majority of career guidance services in accordance with paragraph 29 of the Social Code, Book III (§ 29 SGB III).

By "career guidance" the SGB III understands "the provision of information and advice on career choice, career development and career change, on the situation and development of the labour market and occupations, on the possibilities of vocational education and training, on training and job search (as well as) on employment promotion services". But also the "provision of information and advice on questions of training grants and school education" are among the tasks of vocational guidance according to SGB III " to the extent that they are important for the choice of occupation and vocational education" (Krämer, 2001, p.1104). This also includes career guidance, which is provided by counsellors in schools or in career information centres of the employment offices (BIZ). In addition, career guidance offers the placement of in-company and school-based training places. In Germany, the career guidance is integrated into the general employment service. Since the abolition of the career guidance monopoly of the Federal Agency in 1998, there has also been commercial career counselling and job application training.

With an unemployment rate of 3.4 percent, Germany ranks third in the EU with the lowest unemployment rate after Malta and the Czech Republic (Bundesagentur für Arbeit, 2018, p. 7). While the labour market in Germany continues to develop well, the long-term unemployment sector in particular needs further support. The risk of becoming long-term unemployed is high for those people who have so-called job inhibiting characteristics. In addition to a higher age, the rather low qualification level of the long-term unemployed in

particular represents a significant obstacle to placement (Bundesagentur für Arbeit, 2017, p.12).

1.1.1. Definition of hard-to-reach groups: early school leavers, long-term unemployed people, migrants, refugees and asylum seekers

The following is a brief overview of the target groups focused in the ACCEnT project and their characteristics in Germany.

1.1.2. Recent situation, numbers, evolution and trends in Germany

- **Early school leavers**

The national average of early school leavers is six percent in Germany (Bildungsbericht, 2018, p.122). Persons without a school-leaving certificate are particularly at risk of not obtaining a vocational qualification. According to the Vocational Education and Training Report (Berufsbildungsbericht 2019, p. 49) affected persons bear a higher risk of unemployment, especially long-term unemployment, and earn significantly less on average than those with a vocational qualification. Against the background of demographic development, young people are also needed as skilled workers on the German labour market. In 2017, according to data from the microcensus, 14.2% (projected at 2.12 million) of young people between the ages of 20 and 34 in Germany had no vocational qualification and thus worse conditions for long-term qualified participation in working life. (Berufsbildungsbericht, 2019, p. 48).

- **NEET**

The so-called NEET rate is a further indicator of how well people are able to enter the labour market. It describes the proportion of young adults who are neither in training nor in employment ("Neither in Education nor Employment or Training"). In 2017, the NEET rate in Germany for 20 to 24-year-olds was 9% (Statistisches Bundesamt, 2018, p.26). Young women were slightly more affected than young men (8%) with a rate of 10% (Statistisches Bundesamt 2018, p.27).

- **Long-term unemployed people**

In Germany, the long-term unemployed have benefited below average from the positive development of the labour market. This is also shown by the continuing high proportion of long-term unemployment in Germany. The number of this target group amounted to 746.000 people in March 2019 (Bundesagentur für Arbeit, Statistik 2019). This means 32,4% of all job seekers have been unemployed for more than one year.

The chances of finding a job are extremely low for the long-term unemployed and consistently poor. The so-called "leaving rate in employment on the first labour market and self-employment" is stagnating at 1.6 percent" (DGB, 2018, p. 1). This means that out of every 1000 long-term unemployed people, only 16 can take up gainful employment in the following month and thus end their unemployment. For this reason, long-term unemployment is one of the key problems of the German labour market.

- **Migrants**

According to calculations based on the Microcensus 2017, 23.6% of people living in Germany have a migration background (Berufbildungsbericht, 2019, p. 50). Young people with foreign citizenship leave school more than twice as often as young people with German citizenship. Overall, the school-leaving qualifications of foreign youths are lower than those of German youths (Berufsbildungsbericht 2019, p.51). For young people of Turkish or Arab origin in particular, it is much more difficult to find a training place (Berufsbildungsbericht 2019, p.53). Possible explanatory approaches for the lower chances of placement in training for persons with a migrant background include not only the less advantageous school conditions but also different career preferences, other framework conditions such as the regional training market situation, a lack of knowledge of German, less participation in in-company work placements or the selection processes used by companies to allocate training places (Berufsbildungsbericht 2019, p.53).

- **Refugees**

The development of the German labour market is increasingly influenced by people seeking asylum. Since refugees grew up in completely different educational systems and work contexts, their educational and vocational orientation is of particular importance in Germany. In December 2018, 456,000 job-seeking refugges were registered in Germany, including almost 175,000 unemployed (Bundesagentur für Arbeit, 2018, p.8). According to Stoewe (2017), it is important to offer culturally sensitive educational and career guidance for refugees, to strive for tailor-made placement in training, as well as to further develop and use competence recording procedures at an early stage.

2. Career Guidance, Counselling and Coaching with hard-to-reach groups in Germany

The survey was conducted with the help of the Learning Management System (LMS) ILIAS. Using an integrated tool, ILIAS surveys can be published among users and evaluated anonymously. In Germany, eleven career counsellors filled out the questionnaire, in addition four career counsellors from church and private sector institutions provided information about their working life by means of semi-structured interviews. Due to the size and heterogeneity of the interviewees, no representative statement can be made about the population of career guidance counsellors in Germany. Individual statements by the interviewees are intended to highlight important results for the development of the AC-CEnT online format.

2.1. Personal, Educational and Professional Background

The following section gives a brief impression of the current situation of career guidance in Germany based on the questionnaire and interview respondents.

2.1.1. Professionals' Characteristics

The gender distribution of the respondents was almost evenly distributed between 54.55% women and 45.45% men. The average age range of respondents varied between

41-50 years (36.36%), 31-40 years (27.27%) and 20-30 years and 51-60 years (both 18.18%) and thus reflected a balanced picture of different age groups.

2.1.2. Qualifications and Professional Training

The majority of respondents hold a Master's degree (81.82%). Just two people completed a Bachelor's degree or vocational training. The fields in which the Master's degree was completed proved to be highly heterogeneous.

Fields of stated degrees:

Vocational education			
State Certified Business Economist			
Bachelor in:			
Bachelor in Pedagogy			
Master in:			
Cultural Studies	American Literature & Cultural Studies	Economics (VWL)	Social Work
Social Pedagogy	Pedagogy	Social sciences	Sociology

The answers to the question which courses, seminars or further training have prepared career counsellors for their work with „hard-to-reach " target groups can be divided into the following categories:

- Many years of professional experience
- **Subject-specific trainings**: "Systemic Consulting"; "Communication and counselling", "Successful counselling"; "Client-oriented Counselling"; "Conflict man-agement"; "Non-violent communication"
- **In-house training**: "advisory skills"; "knowledge of job profiles and the labour market"; "Courses as part of induction training to Jobcenter; "counselling training at Qualification Center (RQZ)"
- **Certified training courses:** "Chamber of industry and Commerce (IHK)-Coach"; "Personal Coach at distance learning university (SGD)"; "Business coach"

Many of the counselors have a very high level of education in Germany. In addition to their own training and further education, however, the counsellors consider their own wealth of experience, which they have acquired through their many years of professional experience, to be particularly helpful for their work.

The majority of the respondents work in church institutions (45.45%). The second most frequently cited institution was the private sector with 36.36%. Only 18.18% of respondents work in non-profit organisations. The institutions were specified in more detail as adult education centres (Volkshochschule), deaconries (Diakonie) and counselling centres for the unemployed at the Diakonisches Werk.

The exact professional title of the counselor was given as follows:

- Educational and vocational counsellor
- social pedagogue
- educational counsellor
- career counselor
- Job counsellor
- Professional and life counsellor
- Ecumenical unemployment counsellor
- State-certified business economist
- Business coach

Only two participants specified their occupations as "counsellors for a counselling centre for the unemployed" and as counsellors on educational issues in the vocational context (vocational orientation, reorientation, choice of studies, continuing education, financial counselling, training credit (Bildungsprämie), second chance education, competence assessment).

2.1.4. Collaboration and Career Development of hard-to-reach groups

The questioned counsellors work on average 30 hours per week with hard-to-reach target groups. Two of the respondents work more than 30 hours, three less than 30 hours with hard-to-reach target groups. Career Development of hard-to-reach groups mean for questioned counsellors to offer people a perspective or to point out possibilities and facilitate, mediate and support ways of doing things.

2.1.5. Clients' Characteristics

The counsellor's clients are divided into two large age groups of persons who are between 31-40 years (45.45%) and 18-30 years old (45.45%). The majority of our clients are male (66.67%). The rather low age of the clients thus shows that there is a high potential to participate in working life.
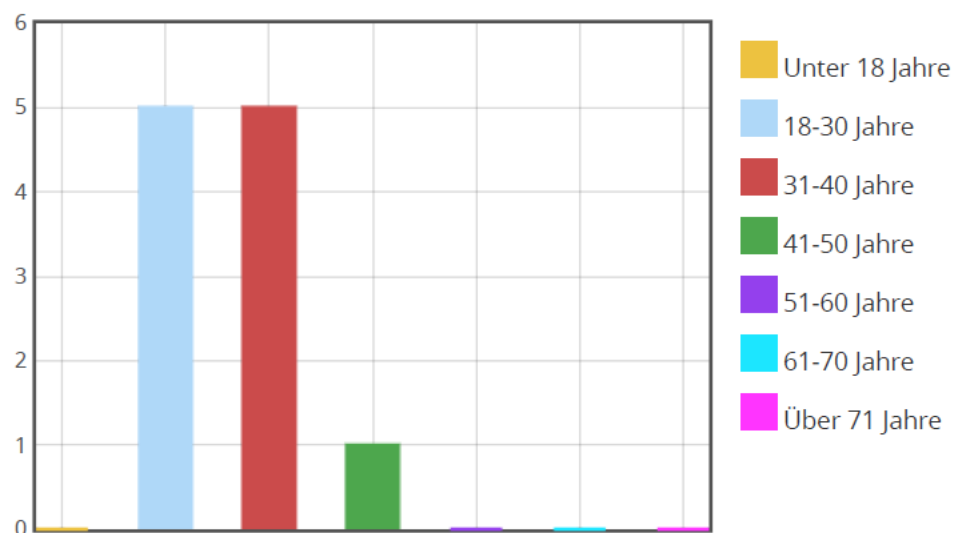
2.2. Working Challenges, Difficulties and Training Needs
2.2.1. Working Challenges and Intervention Concerns

The job description of counsellors is characterised by personal dedication but also a high level of psychological stress. The difficult life situation of the clients is reflected in the

counselling situations, which are frequently used as an outlet for frustration, as a quote from a counsellor shows:

Interviewee 4:
"What is difficult to endure - but where I have learned to deal with it - is despair, hope-lessness, aggression and rage."

Many of the problems experienced during work are also seen in the system of unemployment promotion and the perception of unemployment in society:

Interviewee 3:
"There is term called "group-related misanthropy"[2], which is a statistical value that is collected regularly. This is about which group the German population currently despises. In the past they were homeless, junkies and alcoholics, and for years now they have been the unemployed. That is a big problem. People are ashamed to be unemployed. This is due to the neo-liberal image of man – in our society everyone forges his own destiny - so the responsibility is transferred to the individual. The social system is not seen as helpful here. It is a great shame to go into the employment service. That creates retreat. As an unemployed person, you lose all your social status. With this psychological burden one is no longer open for offers of help."

As a result, career counsellors have to cope with the emotional burdens of their clients, but at the same time they have to deal with an implicit devaluation of the unemployed, which has also a negative psychological effect on their clients.

2.2.2. Experienced Working Difficulties

Difficulties of counsellors with the following target groups can be described as follows (ordered by occurrence):

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[2] Bundeszentrale für politische Bildung (2015). *Gruppenbezogene Menschenfeindlichkeit.* https://www.bpb.de/politik/extremismus/rechtsextremismus/214192/gruppenbezogene-menschenfeind-lichkeit

- **Long term unemployed**: helping individuals achieve their goals (50.00%), communication (28.57%), interpersonal relationship (21.43%)
- **Migrants**: intercultural competences (47.37%), communication (31.58%), helping individuals achieve their goals (21.05%)
- **Early school leavers**: helping individuals achieve their goals (43.75%), communication (31.25%), interpersonal relationship (25.00%)
- **NEET's** (Not in education, employment or training): communication (42.86%), helping individuals achieve their goals (50.00%), interpersonal relationship (21.43%)

The long-term unemployed and early school leavers have a very similar profile. Both groups need intensive support to achieve their goals and specific communication techniques. For refugees and migrants, intercultural barriers are most often perceived as a problem by counsellors.

In addition to the questions asked in the questionnaire, problems such as client passivity, psychological stress and an unknown benefit of counselling were reported.

Experienced working difficulties:

Interviewee 2:
- Young people who do not manage to seek advice from themselves and use it or only go when they are expected to.   - Making people realize that counselling is useful and adds value.   - Triggering the cognitive process: I want something and achieve it by going to counselling.   - People who are not used to counselling and are not motivated or cannot do it because they are, for example, in a depressive phase.

One of the overarching characteristics of the target group of the long-term unemployed, and refugees, can be defined in a lack of verbal skills of clients, which is caused either by

a lack of German language skills or by the lack of awareness of structured and career-oriented conversations.

Experienced working difficulties:

Interviewee 2:
- Language. Difficulty to care for young people with an escape background who do not speak German well yet. To express oneself in a simple language so that they understand what it is all about.   - There are also German young people who do not speak. Those who are not acquainted that someone asks them how they are doing, those who are not used to talking about their feelings and needs or professional goals or who have never thought about what their goal is. To get to these people. That is a high level here, which we assume from our training and we have to go very far down here.

Verbal expressiveness as a working tool and the basis of every counselling is therefore not self-evident for the target group of hard-to-reach and is perceived as a barrier to help. Furthermore, methods learned in training and studies sometimes do not match the client's level.

2.2.3. Frequency, Motivation and Areas of Needed Training

The training needs of the respondents were highest in the areas of coaching methods (24.32%), intercultural competences (21.62%) and using e-tools (21.62%).
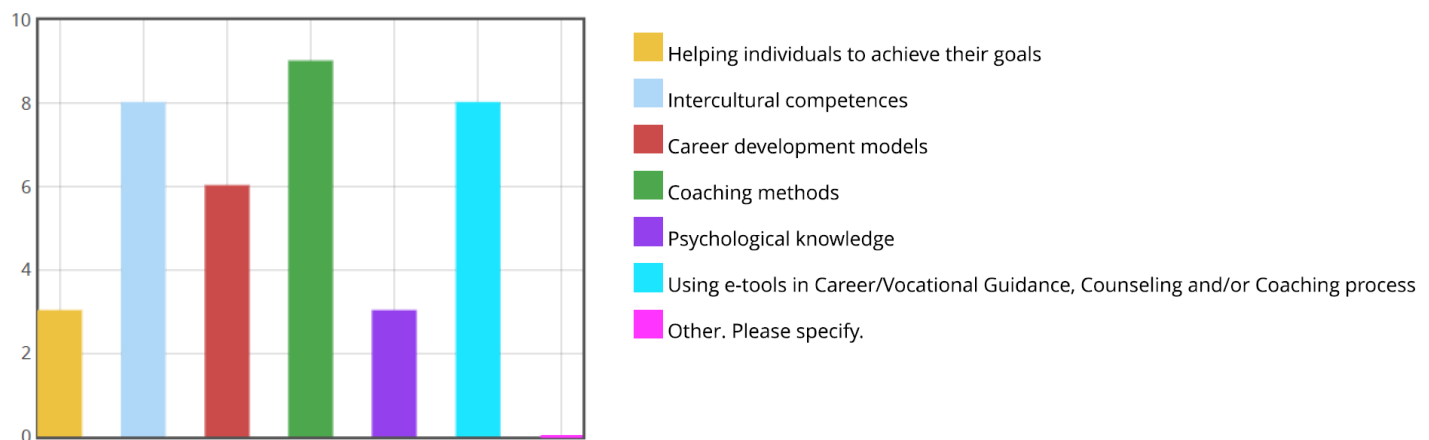
The need for training in the areas of psychological knowledge (8.11%) and helping individuals to achieve their goals (8.11%) was in comparison rather low.

The highest motivator for continuing learning was personal or career development (21.21%), closely followed by the need to become better at work (18.18%) and to specialise in a certain field (18.18%). While a training need for intercultural competence is partly already covered by the relevance of the topic in Germany, there is a gap in knowledge about further methods to communicate effectively with people with language barriers.

Need of more training (Interviewee 2)	No need for more training (Interviewee 2)
Conversational skills when someone just doesn't say anything during counselling. For example, how do I get hold of guys who tend to talk less? For example, you try to draw it on, but you can't get any further with it.	Intercultural competences have often been trained. Professional body offers many training courses about refugees.

2.3. Learning Content and Environment

In the following section, the training needs of interviewed counsellors are evaluated and transferred to the development of the ACCEnT online format.

2.3.1. Content and Type of Training

The career counsellors surveyed were most interested in learning more about intervention strategies (e.g. conflict management) in online courses (58.82%). At 23.53% and 17.65% respectively, the interest in learning about methodological approaches and operational tools followed at a considerable distance. At 61.54%, the desire to participate in e-learning was very high. Blended learning (15.38%) and online workshops (7.69%) scored significantly lower.
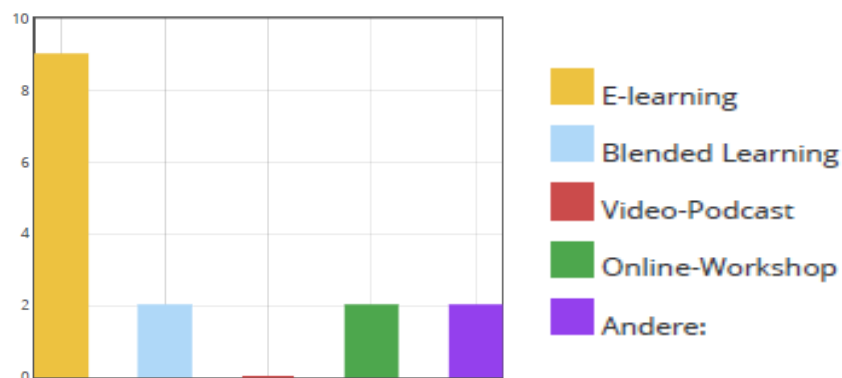
2.3.2. The Use of E-tools and E-learning Training Structure

Quizzes (56.25%) and step-by-step training structures (31.25%) were best received by the respondents to design the online course.
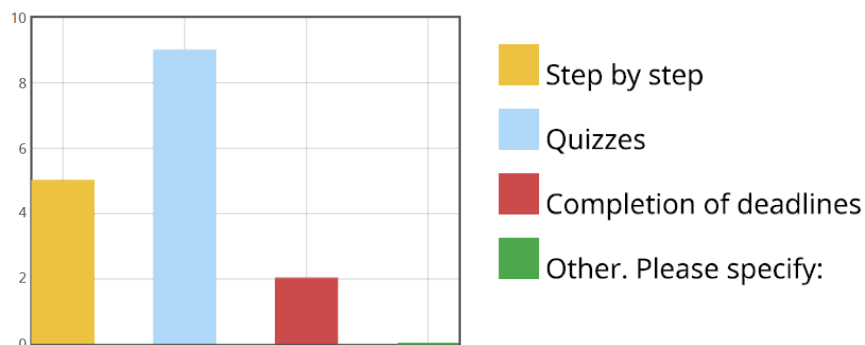
The interview showed that many counsellors already have problems with the concrete definition of the term "e-Tool". Mentioned examples referred to e-mail, Facebook and Whatsapp to keep in permanent contact with clients (especially young people, but also

refugees). In addition, the examples mentioned are only used sporadically and without concrete guidance.

2.3.3. Training Schedule, Frequency, Duration and Information

A clear majority of respondents prefer training during working hours (90.91%). None of the respondents would like to learn at weekends, while only one person (9,09%) would consider learning times after work. 10 out of 11 respondents prefer short learning units of 45 minutes (90.91%). Learning units of 90 minutes are only of limited use to respondents (9.09%), while longer learning periods are impractical. The majority of respondents (90.91%) would also like to participate in the training only once a week and be informed by e-mail. Only a few consider an additional source of information via newsletters or social networks.

3. Conclusion and Recommendations

The analysis of the situation of career guidance counsellors in Germany has shown that the placement of hard-to-reach target groups is a persistent problem. The target group of counsellors therefore needs flexible support in their work.

The following recommendation can be made for the design of the ACCEnT e-learning format:

- Convincing of counsellors of using e-learning formats because it is not yet part of their daily work. There must be a directly visible benefit.
- The clarification of roles and tasks in counselling: The counsellor must explain his job and his benefit but also the limitations of his job for the client without being intimidating.
- The counselor must introduce terms of the professional world in simple language. Ideas of empowerment and development opportunities should be promoted.

- The reference to counselling materials that match the verbal and educational level of clients.
- A bridge must be found between the academic degrees of the consultants and the university methods learned there to the needs of the clients, in which education and profession do not bring any obvious benefit.
- In particular, the term "e-Tool" must be explained and examples given for its use.

II. Annexes and/or Appendixes

Annexe I – References

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Appendix I – Templates of the Online Survey and Interview Guide

ACCEnT Survey

This survey has been produced as part of **Accelerating Coaching and Counselling through e-Tools and Innovative Training (ACCEnT)** project, which is co-financed by Erasmus+. The project aims to enhance the knowledge and qualifications of counselling practitioners working with people at risk. The direct target group of the ACCEnT project are European counselling and coaching practitioners working with hard-to-reach people at high risk of becoming long-term unemployed. The project is therefore intended to provide training designed to meet Career/Vocational Guidance, Counselling and/or Coaching practitioners' needs while working with hard-to-reach groups (such as early school leavers, long-term unemployed people, migrants, refugees and asylum seekers).

By completing this survey, you will help us not only to expand our knowledge about career guidance with hard-to-reach groups and deepen our understanding about the current situation as well as educational and training needs in the Career/Vocational Guidance, Counselling and/or Coaching field.

By answering the questionnaire we will transfer your experiences and needs into an innovative online-course to improve your daily work.

To protect your confidentiality, the survey will remain anonymous. The collected data will only be used for statistical purposes and to support the production of the learning content and training strategy within the ACCEnT Project.

Instructions

Below you will find open and closed questions where you can express your opinion, motivation and training needs. You will be also asked to indicate different activities/subjects you would like to have included in the training program.

I. PERSONAL INFORMATION

1.   **Gender** (single answer)

Female

Male

Other

2.   **Age** (single answer)

20-30 years old

31-40 years old

41-50 years old

51-60 years old

61-70 years old

Over 71 years old

II. EDUCATIONAL AND PROFESSIONAL BACKGROUND

1.   What is your highest qualification? (single answer)

Elementary School

Upper Secondary School Qualification

Bachelor's degree in_____

Postgraduate Diploma in _____

Master's degree in_____

Doctorate degree (PhD) in _____

Other. Please specify: _____

2.   What training, courses or seminars have you attended that has prepared you to work in Career/Vocational Guidance, Counselling and/or Coaching, and to work with hard-to-reach groups?

_____

_____

3.   What kind of institution do you work for?

Type: _____

Short Description: _____

_____

4.   How many hours per week do you work in Career/Vocational Guidance, Counselling and/or Coaching with hard-to-reach groups?

_____

5.   What is your professional title?

Title:_____

Short Description:_____

_____

6.   How frequently do you work with the following hard-to-reach groups? (single answer for each hard-to-reach group)

	Never	Rarely	Sometimes	Often	Always
Long-term unemployed					
Migrants					
Refugees and asylum seekers					

Early school leavers					
NEETs (not in education, employment or training)					

7. What kind of population do you work with the most (gender)?
(single answer)

Male

Female

Other

8. What kind of population do you work with the most (age)? (single answer)

Under 18 years old

18-30 years old

31-40 years old

41-50 years old

51- 60 years old

61-70 years old

Over 71 years old

III. EDUCATIONAL AND TRAINING NEEDS

1.   What difficulties do you experience most with each of the following target groups? (multiple choice under each hard-to-reach group, if possible)

	Helping individuals to achieve their goals	Communication	Interpersonal Relationship	Intercultural Competences
Long-term unemployed				
Migrants				
Refugees and asylum seekers				
Early school leavers				
NEETs (not in education, employment or training)				

2.   In which areas do you need more training? (multiple choice)

Helping individuals to achieve their goals

Intercultural competences

Career development models

Coaching methods

Psychological knowledge

Using e-tools in Career/Vocational Guidance, Counselling and/or Coaching process

Other. Please specify: _____

3.   What motivates you to seek training? (multiple choice)

Acquisition of new knowledge

Specialisation in a specific area

Solving / overcoming an identified skills gap

Personal or Career development

A need to always be better at my job

Adaptation to emerging changes in client base

Change in working conditions

Other. Please specify: _____

IV. LEARNING CONTENT AND LEARNING ENVIRONMENT

1.   Which content would you like to explore in this training program designed for career counsellors, practitioners and/or coaches working with hard-to-reach groups? (multiple choice)

Methodological Approaches (e.g. Career Development Models)

Intervention Strategies (e.g. Conflict Management)

Operational Tools and Resources (e.g. Group Dynamics)

Other. Please specify: _____

2.   Which type of training do you prefer? (multiple choice)

E-learning

Blended learning

Video Podcast

On line Workshop

Other. Please specify:_____

3.   What type of e-learning training structure do you prefer? (multiple choice)

Step by step

Quizzes

Completion of deadlines

Other. Please specify: _____

4.   What training schedule do you prefer? (multiple choice)

Working hours

After working hours

Weekend

5.   What is your preferred duration for the training session? (multiple choice)

45 minutes

90 minutes

120 minutes

Other. Please specify: _____

6.   How often would you like to attend the training program? (multiple choice)

Once a week

Two times a week

Bimonthly

Monthly

Other. Please specify: _____

7.   How would you prefer to receive information about the training course? (multiple choice)

E-mail

Social networks

Newsletters

ACCEnT website

Other. Please specify: _____

Comments:

_____

_____

_____

_____

_____

_____

Thank you for your participation!

Interview Guide

I. PERSONAL AND PROFESSIONAL CONTEXT

1. To what extent did your **initial job training** prepare you for **working with hard-to-reach groups**? **Do you feel well prepared**? Why / why not?

2. What do **career management and development** mean to you i**n relation to hard-to-reach groups**?

3. What does it **mean to you personally to work with hard-to-reach groups** (long-term unemployed, migrants, early school leavers, refugees and asylum seekers)?

4. Which **major challenges** do you face? Could you please briefly describe your **work routine**? What do you **like the least** and **the most**?

II. PERCEPTIONS ABOUT WORKING WITH HARD TO REACH GROUPS

1. What are the **main characteristics** of the hard-to-reach groups you work with?

2. In an online **survey,** Career/Vocational Guidance, Counseling and/or Coaching **experienced the following difficulties** over well over 50% of respondents working with Long Term Unemployed 66.6%, NEETs 50% and Early School Leavers 51% reported difficulties with helping someone achieving their goals when working with hard-to-reach groups (whereas only 25% Migrants and 36% of Refugee and Asylum Seekers when working with this group). What explanation can be given for this? Do you feel the same way? If so, why? If not, why not? Secondly Communication was highlighted for Migrants 44.44%/Refugees and Asylum Seekers 33.33 but equally for NEETS 23.33%/ Early School Leavers 29.63% groups why do you think this was

3. Do you experience **other difficulties** while working with hard-to-reach groups? If so, with whom? And, what are they?

4. Which **strategies** do you think would be **beneficial to implement** in order to work with these groups and help them to be better integrated into the labour market? Please give examples.

5. Which **tools** do you currently use to work with these groups? Do you use e-tools for Career/Vocational Guidance, Counseling and/or Coaching? If yes, which e-tools are you using? If no, which obstacles do you see in using e-tools (from your point of view and from the point of hard-to-reach groups)?

6. Which **tools** would you consider beneficial for your professional development? Which tools are not helpful? Which tools are you not using yet? And why?

7. What are your preferred working **approaches** with these groups?

8. What are your **intervention concerns** while working with these groups?

9. Have you had relevant **professional training** in the last three (3) years? If so, please specify.

10. In an online **survey,** Career/Vocational Guidance, Counseling and/or Coaching identified the **main areas i**n Ireland 21% identified using e-tools in Career/Vocational Guidance Counselling process the area **in which they may need more training.** The other areas that were high were Career Development Models 18% and Coaching Methods 17%. What explanation can be given for this? Would you consider beneficial to receive training in the same areas? If so, why? If not, why not?

11. Which **skills** and **competences** (e.g. coaching, motivating and communication skills, intercultural competences) you would like to explore in the

training program. How will learning about and implementing these skills impact your professional development?

Interview Framework Guide

Interview Framework Guide

		Interview 1	Interview 2	Interview 3
I. PERSONAL AND PROFESSIONAL CONTEXT	**1.** Preparedness of initial job training to work with hard-to-reach groups	Initial training: Studies in American Studies, then worked on the Welcome project (integration through study). Is from Syria himself. Has also worked as a volunteer and with the Syrian Red Cross.	Initial training: Studied social pedagogy at the Bamberg University of Applied Sciences.	Initial training: diploma in social pedagogue Additional training: computer media pedagogue and Quality Management Representative
	2. Meaning of career management and development linked to these groups	Offer people a perspective to point out possibilities and to facilitate, mediate and support ways of doing things.	Put people on the right track, show them a future.	Provide people with information about their rights and opportunities.
	3. Meaning of work with these groups	It is a very meaningful task to place these people in work.	Finds this task interesting and yet challenging.	It is true that successes with this target group are difficult to achieve, but it is all the more pleasing if someone makes it.
	4a. Major work challenges	- First challenge: Which residence permit does a refugee have (are they recognised or not)? If they are recognised, they have more prospects and less fear. Non-recognised refugees (toleration) have more anxiety. They want to find an apprenticeship, no matter in which field. Open questions are here: What status does a person have, what perspectives does it offer? - Second challenge: linguistic dimension for refugees. There is a lot of feedback from companies that say that fugitives are practically very good, but have problems with the technical language in the vocational school. Technical language is particularly difficult to learn. Open questions: How can people manage an apprenticeship if they do not speak German well enough? - Third challenge: The psychological stress of many fugitives. Many fugitives are separated	- Young people who do not manage to seek advice from themselves and use it or only go when they are expected to. - Making people realize that counselling is useful and adds value. - Triggering the cognitive process: I want something and achieve it by going to counselling. - People who are not used to counselling and are not motivated or cannot do it because they are, for example, in a depressive phase.	- There is term called "group-related misanthropy" , which is a statistical value that is collected regularly. This is about which group the German population currently despises. In the past they were homeless, junkies and alcoholics, and for years now they have been the unemployed. That is a big problem. People are ashamed to be unemployed. This is due to the neoliberal image of man – in our society everyone forges his own destiny - so the responsibility is transferred to the individual. The social system is not seen as helpful here. It is a great shame to go into the employment service. That creates retreat. As an unemployed person, you lose all your social status. With this psychological burden one is no longer open for offers of help. - Often it is not at all about work at first. It's about stabilizing people and build-

		from their families (family reunion, family reunification support, etc.). Fugitives still have spouses and children at home.		ing a relationship of trust and activating resources so that people tell what's really going on. That is long-term. It's about accompanying people so that they can orient themselves to the labour market again in the long term. It's about creating transitions. - The typical thing about the work is that there is nothing typical. Everyone comes to us - from the highly specialized academics to the low-skilled. People with very high language barriers also come to us. Some people have been living in Germany for a long time and still don't speak German. We also have a lot of illiterates who can't handle the paperwork.
	4b. Work routine description	- Individual consultation (normally no registration required) - first assessment of the client's language level - Consultation in Arabic or English on request - Curriculum vitae should always be brought along and clients should introduce themselves briefly. - A copy of the residence permit should also be brought along. - Then an individual application coaching will take place (also scan certificates).	- Possesses plan with fixed consultation dates - Participants have regular appointments - Each participant should be provided with one appointment per week. - Does application training and seeks internships with the participants - Short-term appointments (If, for example, participants do not understand the letter from the Job Center.) - Distribution of tasks in consulting: How can I support them? What does the participant do? - Problem discussion - Application planning and training. - Interview training - Checking of possible trainings and alignment of competences - If participants cannot do it alone: Telephone training to acquire internships	We work exclusively by appointment. We have no open office hours. People are sent by the employment agency. There are people who come once and there are people who come several times. First we discuss what we want to do. The person then presents their request - more or less understandable. 90 percent of the consultations are Jobcenter consultations.
	4c. Most liked work dimensions	- Helping people and fellow countrymen	- Contact to young people - We can give them a lot of family feeling here, because we have very small groups and we are very committed to the participants. And that is also what the participants miss: a steady reference person. - Staying close to the new generation. - I have great freedom in my daily schedule.	We have everything here from application training to coaching. It's a very versatile job.

	4d. Most disliked work dimensions	- Explaining facts in German can easily be misunderstood. - Dealing with the fears of tolerated refugees and difficult to offer them a long-term perspective if the system does not exist. - Work permit approval is not in one's own hands - Recognition of certificates (takes a very long time and also bothers refugees), as they cannot apply and only have to wait.	Administrative stuff. There are a lot of ESF guidelines (let participants fill in lists etc.).	Paperwork. Sometimes the job is very bureaucratic.
II. PERCEPTIONS ABOUT WORKING WITH HARD-TO-REACH GROUPS	**1.** Main hard-to-reach group characteristics	- Refugees and asylum seekers who are recognised or unrecognised, speak poor German, and want to work	- Language. Difficulty to care for young people with an escape background who do not speak German well yet. To express oneself in a simple language so that they understand what it is all about. Or we have young people who are very psychologically strained. You always have to look at which crises could exist at the moment. Does it need just still further support. - For single parents it is often the case that childcare is an issue. So someone cannot come because the child is ill or because the caregiver has just broken away. If someone like that is planning an apprenticeship, it has to be addressed. - There are also young people who do not speak. Those who are not acquainted that someone asks them how they are doing, those who are not used to talking about their feelings and needs or professional goals or who have never thought about what their goal is. To get to these people. That is a high level here, which we assume from our training and we have to go very far down here. - There are also problems that the parents do not support. It is often the case that we agree something with the young people but they need even more people who are behind it and ask questions at home. And that is simply not given. We often get in contact with the parents and often reach their limits.	By staying in the system for a long time one loses faith in one's own self-efficacy. Often people come and say: I can do nothing. With this attitude I can't apply anywhere and sell well. What the labour market needs is often not available.

4. Beneficial work strategies	- Counselling in Syrian mother tongue : Clients tell more here, it is easier to explain something to them and they can imagine things better.	My experience is that you have to motivate people over and over again. The regularity. That young people notice that they are being cared for - that they are not being sanctioned all the time. That you also work more with rewards. That you stick to it on a regular basis and don't just offer a conversation and then that evaporates again. And then also agreeing on goals and looking at what we agreed last time, what was your job, what should I do, what have we achieved? So that the young people realize that it is important what I do, it is important what I want and I am taken seriously.	Often it is not at all about work at first. It's about stabilizing people and building a relationship of trust and activating resources so that people tell what's really going on. That is long-term. It's about accompanying people so that they can orient themselves to the labour market again in the long term. It's about creating transitions.
5a. Used tools and/or e-tools	- rather few to no e-Tools - Electronic recording of client data (including data protection form) - Data is then forwarded to companies for mediation, for example. - Telephone advice	By phone: Ask if someone is not coming or send WhatsApp. We also notice a shift here. The telephone is no longer the medium used by young people. Facebook is the topic. Others also have contact via Facebook.	With the refugees, it's all about whatsapp. For the others it's via email and phone.
5b. Obstacles in using tools and/or e-tools: professional perspective	Personal counselling is more effective	E-tools like Facebook is not suitable for an older generation of consultants (in her opinion).	There are not developed yet.
5c. Obstacles in using tools and/or e-tools: lay perspective	Clients use cell phones. But only for photos and WhatsApp. More competencies are usually not available.	Some of the clients don't have a computer.	Many of the clients have only little computer knowledge. For example, they cannot create PDFs for their applications. They also have major problems with online forms (e.g. for temporary employment agencies).
6a. Beneficial and non-beneficial tools for professional development	Learning about Best Practice.	Sketch something, simple language.	Clear, realistic examples and innovative approaches for the target group.
6b. Tools not used and reason	Facebook because I have an aversion to it.	We use whatsapp. However, due to data protection this is controversial.	
7. Working approaches	Counsellor comes from Syria himself. Has the same cultural background. This is seen as a big advantage.	The target group needs personal contact. This cannot be replaced with e-Tools.	Many people feel unjustly treated by the job centre and come to the counselling with this feeling. We are from the church, which means we are neutral ground. People can talk very freely here, which burdens them. Here we have the opportunity to explain a lot. People are often very emotional because they feel treated unfairly. We can deal with that relatively well here. Feelings can be softened by information and explanation.

8. Intervention concerns	Language barriers make counselling more difficult.	Usually there are different problems that overlap. Here it must be recognized which problem is the most urgent.	The point is to consider which obstacles I have to remove first so that I can work again at all. It has been proven that long periods of unemployment make a difference to people. You cannot be unemployed for five years and start a full-time job overnight. On the one hand, the chances of getting a job are difficult because of the long gap in your CV, on the other hand it is a challenge to structure yourself completely differently from one day to the next.
9. Professional training in the last 3 years	Didn't directly have any training on the subject. Only marginally in further education studies at the University of Konstanz (intercultural competence). Intercultural seminars also as part of the studies.	Has repeatedly done further and advanced training such as conversation skills, intercultural competence. Has been in the profession since 1992 and has been doing further training courses every year since (if possible for the employer). They have a training contingent of 5 working days. Counsellor has not made any additional training but has already made advanced training with the Bavarian national youth welfare office and with the professional association Evangelist youth social work in Munich. They have also very special advanced training courses for these target groups in the offer.	A lot is offered by the organization, especially on the subject of flight and integration.
10a. Explanation to need more training in key surveyed areas	- Intercultural competence is most important, the second most important is application coaching.	Conversational skills when someone just doesn't say anything during counselling. For example, how do I get hold of guys who tend to talk less? For example, you try to draw it on, but you can't get any further with it.	E-Tools. It would be great to get a definition and get examples demonstrated.
10b. Benefits or irrelevance of receiving more training in key surveyed areas	Definitely interested in digital tools there.	Intercultural competences have often been trained. Professional body offers many training courses on the subject of refugees.	Regular training courses on rights and obligations already take place.
11a. Skills and competences to be explored in the training program	- how and where to get certificates, professional and university degrees recognised	E-Tools	Intercultural competence and professional integration
11b. Impact of skills and competences in professional development	Improvement of safety and speed at work	The need to become better at one's own job would be confirmed.	It would be possible to solve difficult cases in this way and to communicate better with people, which would relieve me.