

# Euro-iVET Berlin

## The Situation

- **Youth unemployment in Berlin has dropped significantly over the last five years**, from 14.1% in September 2011 to a low of 9.5% in December 2015, however Berlin's figures remain nearly twice as high as the figures for the federal republic as a whole (Feb. 2016: 5.5%).
- The proportion of unemployed youths without a school leaving certificate between the ages of 15 and 25 has been rising steadily, from 9.9% in July 2013 to 18% in February 2016. Thus, **the reduction in youth unemployment has occurred primarily among those youths who have a school leaving certificate.**
- **The proportion of unemployed youths (15 to 25 years old) without professional training** (without a completed VET pathway, including school vocational training or a university degree) **has risen significantly**, and made up 68.1% of all youth unemployment in September 2011; in February 2016 the proportion was 79%, down from 81.3% in December 2015. Again, **this reduction has taken place primarily among those with a completed VET pathway.**
- **Youth unemployment in the city varies from district to district, and is concentrated in areas with high levels of residents with migration background.**
- Persons with migration background are disproportionately affected by unemployment. **In September 2015, approximately 48% of all unemployed persons in Berlin had a migration background; the vast majority of these have Turkish roots.**
- In Berlin, **33.4% of all traineeship contracts are dissolved** before the completion of the final exam, a number which spiked between 2010 (27.1%) and 2011 (33.6%), and has remained at or around this level since then.

## EURO-IVET Practitioner

**Professional fields:** Social education (Sozialpädagogik), Educational counselling (Bildungsberatung), Vocational guidance (Berufsberatung), Coaching, Social work (Sozialarbeit), and Psychology (Psychologie).

### Key Skills/Competencies:

1. Empathy and access to the youths' reality (above all in taking their hopes & dreams seriously, and helping them develop realistic goals)
2. Empowerment approach (Building self-confidence, conflict management skills & problem-solving)
3. Experience with trainings & role-playing (for example to work on discrimination & conflict role-playing and develop soft skills)
4. Knowledge & experience of the VET system, in particular with the employer side, in order to provide targeted advice

## Main Results

In our focus group work, we identified the following 10 topics relevant to the successful entry of youths with migration background into VET:

1. Expected and actual discrimination
2. Discrepancy between expectation and reality
3. Lack of appreciation for the value of professional training (and therefore problems with motivation)
4. Intercultural competence (as a strength)
5. Insufficient formal education
6. Insufficient communication and soft skills
7. Role of the parents
8. Resilience/Ending the training early for a variety of reasons
9. Multilingualism (as a chance or advantage)
10. Insufficient knowledge about the dual system

The topics were ranked by importance and then prioritized in two matrices:

- Importance/Satisfaction Matrix (Role for the successful entry into training)
- Impact/Effort Matrix (Ability to affect the topic through the Euro-i-VET Practitioner qualification)

In the end, only 8 of the topics were deemed appropriate to be addressed in the Euro-i-VET curriculum, and prioritized as follows:

Description	Importance	Importance/Satisfaction	Impact/Effort
<b>Discrimination</b>	10 votes	Threat (High importance, Low satisfaction)	High impact, Medium effort
<b>Expectation vs. reality</b>	8 votes	Threat (High importance, Low satisfaction)	High impact, High effort
<b>Motivation problems</b>	6 votes	Threat (High importance, Low satisfaction)	High impact, High effort
<b>Intercultural competence</b>	5 votes	Strength (High importance, High satisfaction)	High impact, Low effort
<b>Communication and soft skills</b>	4 votes	Threat (High importance, Low satisfaction)	High impact, Medium effort
<b>Resilience/Ending the training early</b>	3 votes	Threat (High importance, Low satisfaction)	High impact, Medium effort
<b>Multilingualism</b>	3 votes	Asset (Low importance, High satisfaction)	High impact, Low effort
<b>Knowledge about the dual system</b>	3 votes	Neutral (High importance, Neutral satisfaction)	High impact, Low effort

In addition, follow-up interviews with the focus group participants identified that:

1. The authority figures that the youths come into contact with before beginning a traineeship often don't have a lot of experience with companies, applications or traineeships (and therefore can't give targeted guidance)
2. Youths often don't know what is expected of them in which settings and situations and therefore act or react "incorrectly"
3. Youths lack experience with teamwork situations, and therefore are ill-prepared for the world of work.
4. Contact between youths and companies should be increased and happen earlier for better integration.

