

PATHS TO WORKING LIFE

EFFECTIVE CIVIL SOCIETY MEASURES
SUPPORTING WOMEN AND MIGRANTS



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NEW SKILLS ^{AT} WORK
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About New Skills at Work

The JPMorgan Chase New Skills at Work programme aims to identify strategies and support solutions that help improve labour market infrastructure and develop the skilled workforce globally. The initiative brings together leading policymakers, academics, business leaders, educators, training providers and nonprofits with the goal of connecting labour market policy with practice, supply with demand and employers with the workforce – all to strengthen the global economy and create economic opportunity for individuals.

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JPMorgan Chase & Co (NYSE: JPM) is a global leader in financial services, offering solutions to the world's most important corporations, governments and institutions in more than 100 countries. The Firm and its Foundation give approximately \$ 200 million annually to non-profit organisations around the world and lead volunteer service activities for employees in local communities, utilising its many resources and strengths, its global network, expertise and access to capital. In Germany, the JPMorgan Chase Foundation is cooperating with nonprofit partners whose activities include support for young people on their transition to working life and training in the necessary skills to compete in the job market.

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Study

PATHS TO WORKING LIFE

Effective Civil Society Measures
Supporting Women and Migrants

FOREWORD



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Despite relatively positive overall labour-market conditions, Germany faces serious problems with regard to ensuring a sufficient supply of skilled workers in the future. Three facts underscore the urgency of this issue:

- ▶ Every year, about 50,000 young people leave the country's school system without earning a diploma of any kind.
- ▶ Youths who have not earned a diploma qualifying them for higher education do not start vocational training until an average age of almost 20.
- ▶ A total of 13 percent of each age cohort begins their working lives today without any professional qualifications.

The labour market demands skilled workers. Those who lack traditional educational qualifications or who have not completed a vocational-training programme qualifying them to enter a profession face a serious risk of becoming – or staying – unemployed. The unemployment rate is five percent for people with professional qualifications and 20 percent for those without. How can this problem be addressed?

A diploma of some kind should be the norm for every student, especially for those with a migrant background. Vocational orientation and career-guidance classes must be made an integral component of the curriculum in the final two years of school. These measures need to be offered jointly by career-guidance counselling services and the schools themselves, and should take place in conjunction with extensive preparations for company internships as well as follow-up work after the internships are concluded.

The demand for support measures offered between schooling and vocational training has waned as the baby boom has passed, and as many as 250,000 spots in this so-called transitional system are no longer needed today. Resources now need to be redirected from preparation for vocational training to support during the training process.

A wealth of support options are available today, focusing variously on students while they are still in school, on the

transition period, and on the vocational-training experience itself. A broad range of stakeholders are responsible for providing services in these areas. The goal is to offer all young people the individualised support they need in order to bring their vocational training and education to a successful close. In the future, youth-employment agencies will work with parents and teachers to help determine the right career path and the right mix of support services for each young person.

Nor should students and recent school-leavers be the sole focus of this system. Single parents represent a substantial additional source of untapped labour-market potential. Of the 600,000 single parents receiving social benefits today, one-half have no formal vocational training or educational qualifications. Innovations such as part-time vocational training can help bring this population back into the workforce.

Secondary-school graduates who have earned the diploma qualifying them to study at a higher-education institution should be guaranteed a study placement, but more can be done to help all members of the workforce fulfil their potential. Every graduate from every type of school should have a right to entry-level education and initial vocational training commensurate with his or her interests, inclinations, and talents. If the market fails to provide this, either because the overall economy is performing poorly or due to local socio-economic weaknesses, the government should intervene to fill the gap.

The state cannot play every role within this system, but nor does it have to. Volunteer mentoring activities as part of the Joblinge project, for example, show that civil-society efforts providing individualised support help improve integration success rates, even for young people from difficult social circumstances.

Many parents view the German "Abitur" diploma, which qualifies secondary-school students to enter higher education, as a teen's ticket to a successful career. However, if all young people are to reach their full potential, the dual vocational-training and formal education system (Germany's "duales Ausbildungssystem") must also open up paths to higher education.



Heinrich Alt

Former member of the Executive Board of the Federal Employment Agency

PREFACE



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In publishing this report, our goal is to shine a light on areas in which this type of support programme can have an impact. In doing so, we will draw on descriptions of a wide variety of civil-society projects and support instruments that collectively paint a picture of effective action. We hope this picture – composed of many individual elements, but with clear general contours – will offer sufficient evidence that support programmes are justified, and will guide readers towards effective approaches as they join or continue their own efforts within the sector.

Many people regard Germany as an economic role model for the rest of Europe. Germany's youth-unemployment rate is the European Union's lowest, and its dual vocational-training and formal education system, which allows young people entering the job market to gain practical experience and school-based instruction in parallel, is an important factor in making the country an attractive location for business. However, many apprenticeships and training positions go unfilled every year, even as thousands of applicants fail to obtain a position within this training system, leaving them without a conventional pathway into employment. This evident failure to match supply and demand within the system indicates an urgent need for action, as failed transitions into the vocational-training system and the job market can have profound consequences for students and their futures, as well as for society as a whole.

What specific steps can be taken to help more young people make a successful transition? Our analysis of the current situation reveals that the various measures intended to support young people during the transition period from school to work are confusing and unclear, with some observers even likening the situation to a "jungle". While the need to adapt these measures to ongoing evolutions in the labour market is clear, opinions regarding the appropriate character of reforms vary widely. Our research, which focuses on women and young people from migrant families, makes it clear that there is no one-size-fits-all answer to the question of what support measures are most effective, as this type of activity must be tailored to the individual needs and personal potential of those involved.

The JPMorgan Chase New Skills at Work Initiative aims to facilitate pragmatic, evidence-based measures that help create the conditions of inclusive growth. In this report, we've identified a number of such measures and are happy to publish them with the launch of the New Skills at Work Initiative in Germany.

A handwritten signature in black ink, appearing to read "Andreas Rickert". The signature is fluid and cursive.

Dr. Andreas Rickert
CEO, PHINEO gAG

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A INTRODUCTION

A good education and fulfilling work are key factors in securing individual well-being. Yet ensuring a good education and skills development also yield benefits for society as a whole. Indeed, the direct costs of measures designed to help young people in Germany transition from school to work amount to several billion euros annually. There are also high indirect costs associated with unemployment in the form of public assistance transfers and lost tax revenues. We must therefore ask ourselves:

How can we help others improve their future job prospects?

This study addresses this question by focusing on the role of civil society. It identifies specific problems (Part C), the stakeholders active in this field (Part D), and describes practical approaches that have proven to be effective (Part E). Throughout, it traces the key stages in the course of an individual's educational and skills development:

- ▶ Early education (preschool and primary school) (E I.)
- ▶ Secondary school and career guidance (E II.)
- ▶ Transition to vocational training (E III.)
- ▶ Transition to working life (E IV.)
- ▶ Career transitions in later working life (E V.)

This report concludes with a summary of key findings (Part F) and an overview of practical examples (Appendix 1).

The study focuses on projects targeting the integration of young women and people with migrant backgrounds into the vocational training and job market. These groups are particularly important to the labour market as they bear considerable untapped potential.

Ensuring that tomorrow's skilled workers receive the education and skills they need is a sound investment in their individual future and ours as a society. Civil society projects with proven impact have recognised these individuals' potential and provide targeted support for measures designed to help young women and people with migrant backgrounds successfully navigate their transitions to working life. In order to achieve the best possible outcome, these efforts must be tailored to the needs and resources of individual target groups. Effective approaches draw on the following considerations for each stage in education:

1

Early education (preschool and primary school)

- ▶ Children from families with a migrant background have improved opportunities when exposed to families and childcare centres that are strengthened as places of learning.
- ▶ Young people with migrant backgrounds can transition successfully to intermediate secondary school (Realschule) and upper secondary school (Gymnasium) levels if holistic efforts are made to develop and cultivate their linguistic and social skills.

2

At the end of secondary school

- ▶ Forms of instruction geared toward hands-on vocational experience can increase graduation rates among at-risk youth and help them as they begin seeking vocational training opportunities.
- ▶ Tailored information, support and counselling provide young people guidance in the difficult task of choosing a profession, in particular with regard to gender-atypical jobs.

3

Transitioning to vocational training

- ▶ Support measures that look beyond job qualifications and focus on developing social skills help young people transition more smoothly to an apprenticeship or trainee position.
- ▶ Individual coaching and contact with local companies ensures the best possible fit between candidates and available positions.
- ▶ Vocational training models with flexible hours offer good prospects for young mothers.

4

Stepping from vocational training to a profession

- ▶ Identifying early on conflicts that may arise in day-to-day life as an apprentice or trainee and providing assistance in resolving them is key to ensuring the successful completion of a formal vocational training programme.
- ▶ Individual support for trainees and companies helps ensure a successful transition to working life once a vocational training programme has been completed.

5

In later working life

- ▶ Providing assistance with re-entering the workforce opens up career paths and new options for women with family obligations or whose career has been interrupted due to family-related obligations.
- ▶ Providing assistance with obtaining recognition of educational qualifications and retraining or continuing education programmes improves the match between skills supply and labour market needs.

For an introduction to the German education and vocational training systems, please refer to appendix 3 on pages 94–96.

B METHODOLOGY

The objective of this report is to use practical examples to show concrete ways in which civil society can help make transitions to vocational training and working life possible. It focuses on two specific groups: girls and women, and people with migrant backgrounds.

The needs and resources for each relevant stage of a target group's educational career path were researched. The specific disadvantages faced by these individuals as well as their potential were identified as places where civil society measures must be implemented in order to have meaningful impact. Relevant studies, reports, and articles in the literature were used in this process.

Drawing on the needs and resources specific to each target group, we have identified approaches and activities that have proven effective in tapping and cultivating the potential inherent to each group. The examples featured here were identified via a combination of methods involving Internet research, interviews with experts, and qualitative analysis of internal PHINEO informational materials as well as publicly available ones. This study also draws on a wealth of experience and knowledge derived from an analysis of nonprofit organisations in more than 10 areas of socially oriented activities.

In all, the text highlights over 50 practical examples in these areas. Some projects are presented in brief, while others are mentioned in order to highlight the range of possible approaches. A more detailed description of each project is presented in the overview of projects in appendix 1 of this study.

The "Wirkt-Siegel"

Since 2010, PHINEO has awarded a "Wirkt Siegel" certificate honouring charitable organisations with proven effectiveness in tackling specific problems in society. In the past, the analysis has reviewed organisations from the fields of vocational preparation, health, integration and combating childhood poverty. More information about the Wirkt-Siegel and the PHINEO analysis process can be found under www.phineo.org



The following experts were interviewed on key subjects in the report:

Matthias Anbuhl Education Policy and Education Department Head at the German Confederation of Trade Unions (DGB),

André Grabinski Research Associate at the Education Chain Service Office at the Federal Institute for Vocational Education and Training (BIBB),

Claudia Hilse Head of School-Career Transition Department at Kommunale Koordinierungsstelle REGE mbH, Bielefeld,

Tabea Schlimbach Research Associate at the German Youth Institute (DJI), focusing on transitions during adolescence and young adulthood,

Eva Viehoff Coordinator, "GenderKompetent.NRW" project team.

Challenges on the path to working life



18%

Early education (preschool and primary-school)

The **early-education participation rate is 18% lower** among children from migrant families than among non-migrant children (respectively 17% and 35% for children under 3).

After leaving primary school, students from migrant families move to **lower-level secondary schools (Hauptschule)** or **special-education schools (Sonderschule)** at a **disproportionate rate**.

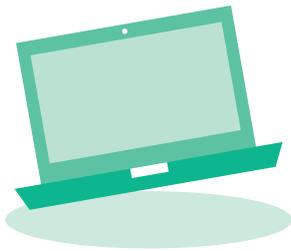
37,000

Transitioning to vocational training

One-third of all secondary-school graduates who lack the diploma qualifying them to move on to college-level education also **fail to transition directly into vocational training**.

37,000 vocational-training positions went **unfilled** in 2014.

2 million young people **have no vocational qualifications**.



58%

In later working life

58% of all working **women** work **part-time**.

3 million people living in Germany have **vocational qualifications from other countries**. Not all of these qualifications are recognised.



1



2



3



4



5



470,000

At the end of secondary school

470,000 young people have **no formal secondary-school diploma**, which severely limits their job-market opportunities.

Two-thirds of students have **no specific plan** for their professional future.

130,000

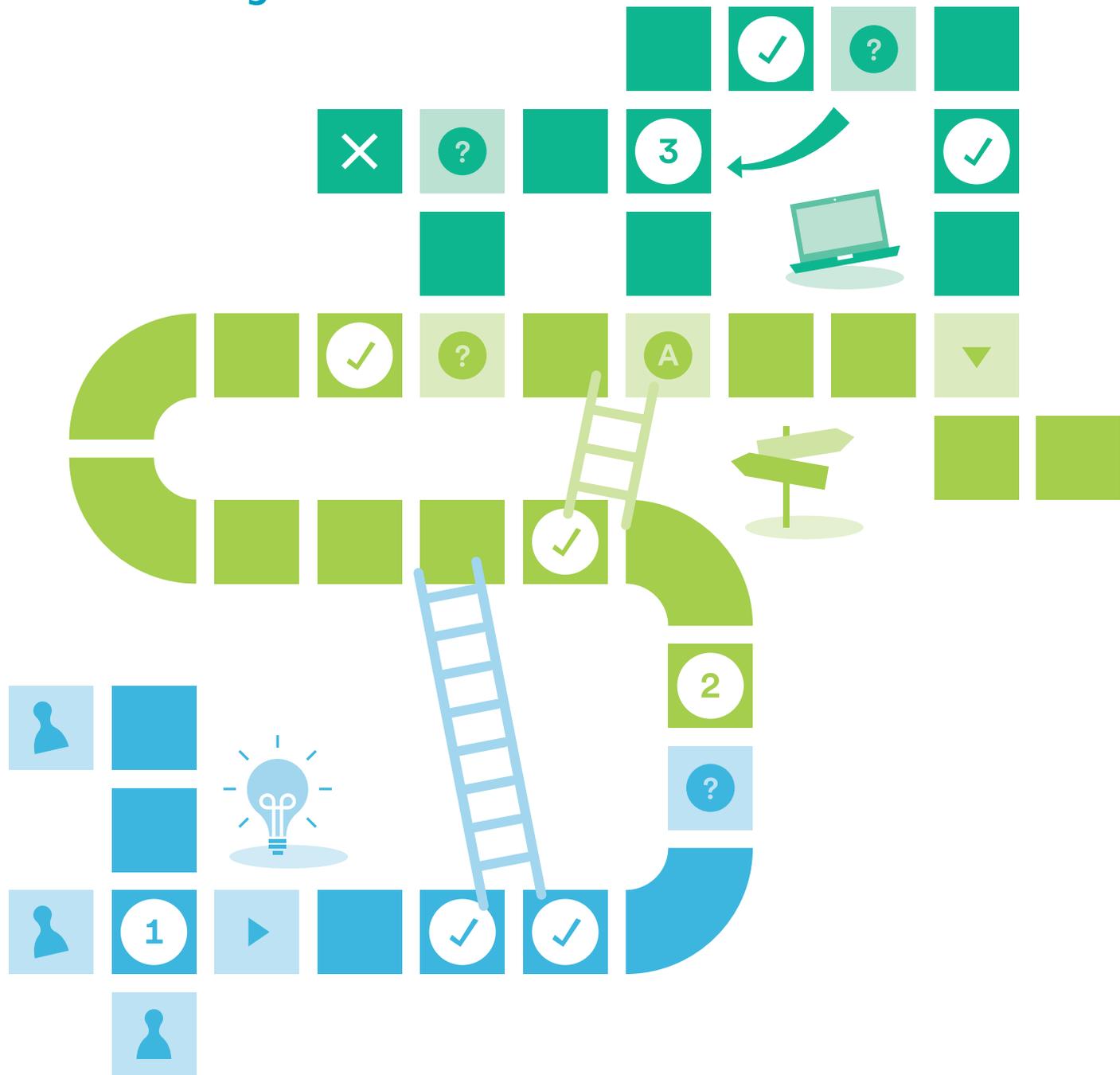
Stepping from vocational training to a profession

12% of all apprenticeships and traineeships are **terminated prematurely**.

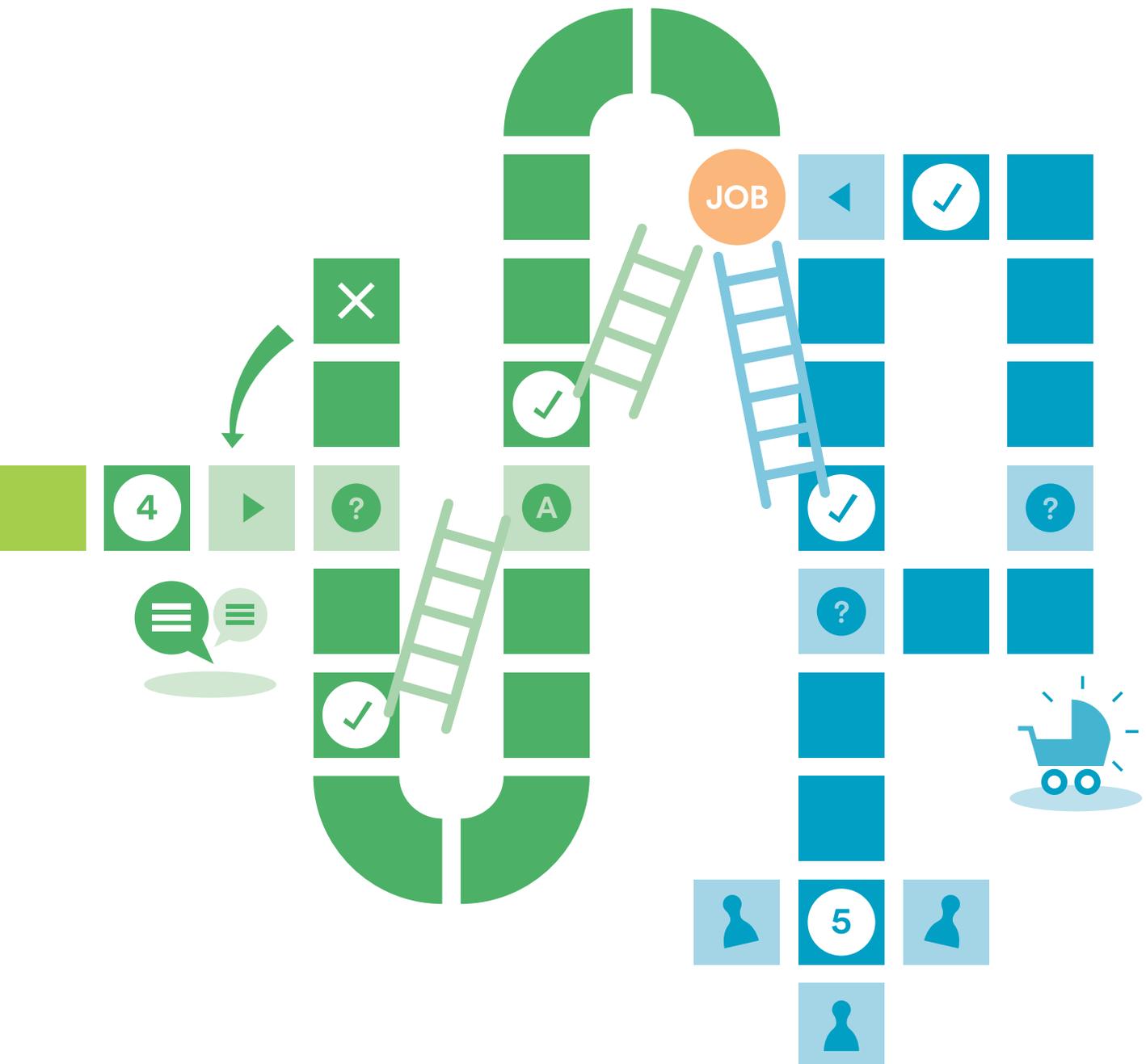
130,000 people with completed vocational-training experience registered as **unemployed** in 2013.



Paths to working life



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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Early education (preschool and primary-school) </p> <p> Children have improved opportunities when exposed to families and childcare centres that are strengthened as places of learning.</p> <p> Children can transition successfully to intermediate (Realschule) and upper (Gymnasium) secondary school levels if holistic efforts are made to develop and cultivate their linguistic and social skills.</p> | <p>2 At the end of secondary school </p> <p> Forms of instruction geared toward hands-on vocational experience can increase graduation rates among at-risk youth and help them as they begin seeking vocational training opportunities.</p> <p> Tailored information, support and counselling provide young people guidance in the difficult task of choosing a profession, in particular with regard to gender-atypical jobs.</p> | <p>3 Transitioning to vocational training </p> <p> Support measures that look beyond job qualifications and focus on developing social skills help young people transition more smoothly to an apprenticeship or trainee position.</p> <p> Individual coaching and contact with local companies ensures the best possible fit between candidates and available positions.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



4 Stepping from vocational training to a profession

Identifying early on conflicts that may arise in day-to-day life as an apprentice or trainee and providing assistance in resolving them ...

...are key to ensuring the successful completion of a formal vocational training programme.

5 In later working life

Providing assistance with re-entering the workforce opens up career paths and new options for women with family obligations or whose career has been interrupted due to family-related obligations.

Providing assistance with obtaining recognition of educational qualifications and retraining or continuing education programmes improves the match between skills supply and labour market needs.

Key

- Start
- Decisions
- Phases 1–5
- Successful completion
- Approaches
- Dropping out

C INITIAL SITUATION

I. Key challenges

1. Lack of skilled workers despite the large number of people seeking training

Lack of skilled workers is a concern...

Demographic change is leading to dwindling numbers of graduates and an ageing workforce in Germany and elsewhere. In combination with a (predicted) decline in enthusiasm for vocational education as more students go on to university, as well as some students' lack of the basic skills necessary to embark on a course of vocational training, a lack of skilled workers is emerging.¹ According to a forecast by the German Federal Institute for Vocational Education and Training (BIBB), the country will have a shortfall of 1 million skilled workers with formal vocational education in 2030.² Many of the most talented potential apprentices are being diverted away from the dual vocational-training and education system, as an increasing number of them are instead electing to pursue university studies. Those with lower skill or achievement levels are experiencing a mismatch between supply and demand, with many secondary-school graduates failing to qualify for training programmes. In the future, particularly acute recruiting difficulties are expected, primarily in occupational areas that require mid-level qualifications.³

...although many apprenticeship and trainee positions go unfilled...

As of September 30, 2014, the picture for the German vocational education and training market was as follows: A total of 522,200 young people held newly signed apprenticeship and traineeship contracts (approximately 500,000 of them at regular companies providing training).⁴ At the same time, there were 37,100 unfilled in-company training and apprenticeship positions, the highest such number in many years.⁵ Meanwhile, about 20,900 applicants were unable to find a training or apprenticeship position, rendering their next career step substantially more difficult.⁶

...many applicants cannot find a training position or apprenticeship.

In 2015, as in past years, a significant number of young people will come away empty-handed after looking for a position as an apprentice or trainee. This is especially true of graduates who have only a lower-secondary school diploma (Hauptschule level) and those with no diploma at all. A candidate's inability to find a vocational-training position is very strongly correlated with the educational qualification he or she has achieved. Among individuals who have no diploma at all, 63 percent lack a vocational qualification, while 32 percent of Hauptschule graduates lack such a qualification. This situation has left over two million young people without formal professional qualifications.⁷

Conclusion: Germany is suffering from a mismatch

The current situation in the vocational education and training sector is characterised by a mismatch between supply and demand. This is apparent both at the broader societal level and when considered from the individual perspective.

-
- ▶ Youth unemployment rates are declining across society at large. Nonetheless, the situation on the vocational training and education market is still as tense as ever, especially for Hauptschule graduates and young people lacking a diploma of any kind.
 - ▶ Viewed in individual terms, too, there is a contradiction in the fact that, on the one hand, companies are urgently looking for skilled workers and want to provide training opportunities, while often reporting in the media that they are unable to find sufficient suitable candidates, or that the candidates they do find lack basic skills and are not ready to embark on an apprenticeship. On the other hand, every year there are tens of thousands of graduates who are willing to enter vocational training, but are unable to find a position.

2. Structural disadvantages for women and people with a migrant background

Applicants from migrant families, as well as girls and women in general, face structural disadvantages as they attempt to enter vocational training and education programmes or the job market.

Those with migrant backgrounds suffer from persistent disadvantages when seeking vocational training and education.

Teens and young adults from migrant families – currently 28 percent of German residents aged 15 to 20⁸ – face disadvantages at every step of their education:

- ▶ They are more likely to drop out of **school** than non-migrant teens. This group also has disproportionately lower educational-attainment levels.⁹
- ▶ The transition from school to **formal vocational training and education** has increasingly proven to present a barrier for young people from migrant families in recent decades. Research on vocational training and education has found that youths from migrant families have significantly lower chances of obtaining a position in the dual vocational training and education system than do non-migrant youth. This holds true even when researchers control for factors such as school grades, educational-attainment levels, home environment, and behaviour during the application process.¹⁰ Only about 29 percent of young people from migrant families take on apprenticeships or trainee positions, as compared with 44 percent of young non-migrant Germans.¹¹
- ▶ Cases of discrimination based on employees' origin recur frequently in **daily working life**.

Girls and women are still at a disadvantage in terms of career opportunities.

Although girls and women have seemed to come out ahead in the educational system for years – they are less likely to fail in school, often graduate with better grades, and account for a lower percentage of those in the transitional system – they still face specific disadvantages.

- ▶ **Training and job choices** for girls and women are still geared heavily to gender-specific roles and clichés that impede their individual career opportunities and are not in step with the needs of the German economy.¹²

-
- ▶ Within the **vocational training and education system**, young single mothers face particular disadvantages. This represents a significant number; more than one in six children in Germany is now being raised by a single parent. Growing up with just one parent is the norm for 2.2 million children.¹³
 - ▶ Women are better represented on the **labour market** than they once were, but they are increasingly affected by disadvantages such as part-time or minimal employment and by lower hourly wages.¹⁴ On the whole, women are given fewer opportunities and lower pay than men with comparable qualifications, positions, and performance.
 - ▶ Mothers within **migrant communities** are significantly less likely to be gainfully employed than their non-migrant counterparts. At the same time, many of them want to work.¹⁵ They feel that they will be better integrated into society if they are employed. This benefits these women themselves, but also their families – and their children most of all.¹⁶

The following analysis focuses on girls and women in general, as well as on young people from migrant families, as these groups require specific support during transitional phases, and represent a considerable source of untapped potential for the economy.

Note: In Chapters E I. through IV., when “young people” and/or “young adults” are mentioned, it should be noted that the age range in this area is very broad. Support measures for the transition from school to vocational training focus on young people between the ages of 15 and 24; in post-qualification and advanced further training measures, the age range is from 20 to 35. And when it comes to continuing education and re-entry into the workforce after a period without work (Chapter E V.), there is no upper age limit for participants. In addition, at least in Germany, participation in further education measures is correlated more closely with educational background than with age.

II. Requirements for effective solutions

1. Providing targeted assistance during system transitions

There are a large number of people seeking training...

An inability to obtain a vocational-training position can be related to a number of individual root causes, including poor educational qualifications and barriers emerging from the applicant’s specific life circumstances. Other crucial factors include social and motivational circumstances, the presence or lack of parental support, and an applicant’s work history even before leaving school.¹⁷ On the other hand, a simple lack of interest in obtaining vocational training and education evidently plays little role. In 2014, 810,500 persons “interested in vocational training and education” were surveyed.¹⁸ About a third of these individuals started a vocational programme at some point, but did not finish it. In these cases, too, apprentices and trainees with comparatively lower secondary educational levels showed a higher tendency to drop out of their training.¹⁹

...who need targeted help during transitions.

During a person's educational career, a number of specific transitions have a significant impact on the course of his or her later life. This is especially true for children and teens. Failures that prevent a student from graduating, or which prompt the loss of an apprenticeship or job, are events with significant effects within a person's life (including on a personal level). In many cases, individuals with this kind of experience have a hard time "recovering". This means it is crucial to help young people navigate these transitions before such failures take place. These key moments arise especially during transitions between systems, such as when entering the school system or leaving school for the vocational-training system, or when entering the labour market. Re-entry into the labour force following a period without work is another such critical time.

Young people making these transitions face unfamiliar structures and new roles, and are forced to shift their focus and prove themselves in the new environment. Adapting to these new circumstances can be difficult, requiring the young people to develop a wide range of new professional, personal, and social skills. In this respect, these transitions serve as a series of crossroads on the way to achieving success in society – but this means they also carry a risk of failure. Many people can count on support from their personal environments during this phase. Others are forced to rely on help from outside. This help should be targeted at the specific difficulties presented by these transitions.

2. Viewing people who seek vocational training not as the problem, but as part of the solution

The blame for problematic issues with transitions in the vocational training and education market is shifted back and forth in various ways, depending on political interests. Some claim the fault lies with the young people themselves, who are allegedly unwilling or unable to engage in vocational training. Other observers believe businesses are not doing enough to train the next generation.

- ▶ In a non-representative online survey of more than 15,000 industrial and commercial firms (Association of German Chambers of Commerce and Industry (DIHK), 2013), businesses cite the "lack of readiness" (75 percent) and the "lack of vocational orientation among applicants" (53 percent) as the biggest obstacles to filling apprenticeships and trainee positions.
- ▶ On the other hand, some observers accuse companies of having excessively tough requirements, of lacking a professional approach in the hunt for the next generation's workers, of offering low pay in certain vocational tracks, and of providing low-quality training.

Problems with transitions are most often attributed to students' lack of readiness to enter vocational training...

In the media, the business sector, and the political arena, the mismatch between vocational-training supply and demand is often reduced to the assertion that a growing number of young people lack the necessary "readiness" to enter vocational training, and thus do not yet meet the requirements for vocational education. Although there is considerable discussion regarding what constitutes readiness for vocational training, there is no generally accepted definition of the term.²⁰

As a general rule, the term is only defined negatively, encompassing several factors:

- ▶ an insufficient level of basic school knowledge,
- ▶ the presence of inappropriate working and social behaviour, and
- ▶ the lack of the maturity necessary to choose a profession, meaning the ability to recognise one's own needs and skills and consider them in relation to the requirements of specific professions.²¹

...and yet, a change in perspective can increase the likelihood of successful transitions.

Despite all the difficulties they face during the important transitional phase of their lives, young people in Germany express a fundamentally positive attitude. Some 60 percent of students say they look forward to the time after they graduate. The vast majority (87 percent) say having a job they enjoy is especially important, even more so than a good income or job security.²² With results like these, young people should not be viewed as the problem – or not exclusively, at any rate – but instead as part of the solution.

Business-sector recruitment efforts and government support measures should therefore be aimed not just at young people's weaknesses, but also – and most especially – at their strengths, which need to be identified and cultivated. This area offers considerable potential. For example, pilot projects involving underperforming youths (such as job-starter classes in Lower Saxony geared towards youths with a Hauptschule diploma), who are typically at a disadvantage in companies' selection processes, have shown that enabling them to have person-to-person contact with potential employers lets them be recognised as individuals with specific skills and potential to offer.²³

The same is also true later in professional life. During this stage, targeted assistance is needed for reorientation and retraining, so that those entering or re-entering the German job market after a period of family leave, after immigrating, or following other gaps in their employment history can successfully find their way back into employment. Each of these groups possess significant potential, job-related skills, and professional experience that could be made available to the labour market through appropriate support.

Part E presents civil-society approaches that have proved effective in cultivating and unlocking the potential of people in transitional situations. However, we will first examine the stakeholders involved in this area.

D STAKEHOLDERS AND THE ROLE OF CIVIL SOCIETY

Many different stakeholders provide support measures to young people as they undergo the critical transition to professional life. In addition to state and civil society organisations, companies are also actively involved, both by offering training programmes and through social sponsorships, as are schools (general education and vocational schools). In addition, personal networks of families and volunteers are an important part of the overall picture. The following section will briefly describe the stakeholders (I), what roles nonprofits play (II), and how they work together with other stakeholders (III).

I. Stakeholders

While the state mainly initiates and finances support programmes...

In transition management, **state agencies** act primarily as principals, by

- ▶ initiating (model) programmes and issuing a call for bids to implement them,
- ▶ financing aid programmes and support measures (most funding for support programmes in the transitional system comes from the federal, state, and municipal governments as well as the European Social Fund),²⁴ and
- ▶ creating legal frameworks through political decisions.

In addition, state stakeholders, namely the (local) **job centres**, provide social services relating to job placement services, employment promotions and incentives, and vocational choices.

...civil society organisations are often charged with implementing them.

As a rule, **civil society organisations** (mostly charitable associations and charitable limited liability companies (gGmbHs)) act as service providers in implementing support programmes. They lend their individual conceptual approaches to the programmes, work directly with participants to develop the specifics of the programmes, and cooperate with other project agencies to create a co-ordinated local support structure. As a result, they are often the interface for joint projects between businesses, the municipality, and civil society groups.

As they provide support to for people needing assistance during the transition to training and employment, they focus on concrete local needs, often focusing on helping people overcome hurdles in their educational paths as described in the following chapter (see the illustration on p. 25). In the context of the dual system, civil society organisations often either operate vocational training institutions or provide support to vocational schools and training centres.

Nonprofits can meaningfully supplement the work of schools...

Schools and **teachers** play an important role in students' successful transition to a trainee position, particularly in the key vocational guidance and orientation phase. Most students (81%) looking for more support in choosing trainee positions and careers ask the school and their teacher for this help.²⁵ Programmes that work closely with schools continue to be strongly shaped by the work of the schools themselves and by public agencies. However, many schools are unable to handle the task of offering suitable vocational guidance and orientation measures. Civil society organisations can provide effective support here.

...and should also seek to cooperate with training enterprises.

It is not just hard to find a trainee position; it is also hard to persevere and complete the training or apprenticeship. That is why extensive collaboration between **employer-run training programmes** and civil society stakeholders is crucial. Especially for the higher-risk groups of young people with migrant backgrounds and single mothers, the dual system should provide additional facilities where civil society actors can help ensure a life-work balance and prevent attrition among participants. **Chambers** of commerce are important partners when it comes to testing needs-based training conditions for trainees and firms alike.

Companies provide valuable support for school-to-work projects...

Many local **companies** can offer a wide range of support measures. These begin early on in the school years, during the vocational guidance and orientation phase – for instance when companies can offer student internships and provide information about training opportunities.²⁶

...but their role as committed volunteer organisations is still being overlooked.

Of the students who want more support in choosing a trainee position or career, 35 percent believe this responsibility should be shouldered by companies as well.²⁷ They primarily see companies as providers of potential apprenticeships and jobs. However, this overlooks other opportunities; companies can also provide broader volunteer-based assistance to students who need guidance. Known as "corporate citizenship", this role has become an (increasingly) important topic. For instance, local companies can help support the transition to professional careers by asking their employees to mentor young people. For example, experienced HR employees could give a talk or a workshop for young people in addition to their application training.

Overall, there is still a great deal of untapped potential for volunteers.

Transition management cannot be implemented effectively without volunteer work. One rapidly growing area where **volunteers** can help people transition into their professional careers is through mentoring. The possibilities range from personalised transition support to training and company mentoring. Volunteers can also lead training sessions on communications and self-presentation skills, or lead vocational-training projects. For programmes that require a high level of personalised, informal mentoring and support, this area is expected to keep gaining importance as a way to offer support.

Parents are an important resource during vocational training...

Until now, it has often been overlooked that children's educational success is largely influenced by the **family**. The vast majority of **parents** (including parents with migrant backgrounds) are highly invested in their children's learning and academic success, and want to support their educational and vocational orientation process.

- ▶ Just under two-thirds of parents consider it a given that they will participate in their children's vocational guidance and orientation, even if they think their influence on the choice of career is fairly low.
- ▶ 75 percent of students want support from their father, 85 percent from their mother.
- ▶ Almost all students (91 percent) receive at least some support from their parents.²⁸

...so they should be actively included in the support measures.

Parents are important figures for young people during the transition phase, though they are often overburdened. Effective support projects should therefore actively include parents in the measures so that their support does not fail due to a lack of knowledge or skill. The significance of parental support can be seen from the fact that students whose parents provide extensive support have an easier time choosing a vocation, and often have specific ideas about what they want to do professionally.²⁹ At the same time, students from households with lower levels of education, as well as students raised by only one parent, often want more help with vocational guidance and orientation.³⁰

II. The role of nonprofit organisations

Charitable agencies and nonprofit organisations have a growing presence as stakeholders in the transitional system. Charity organisations, nonprofit associations and gGmbHs, religious institutions and private donors are contributing a wealth of concepts and approaches to help young people, and supporting them along the difficult path to gainful employment.

Nonprofit stakeholders are active on various levels.

While no reliable count of civil-society groups involved in school-to-work assistance programmes exists, charitable organisations and large associations³¹ provide a significant portion of social and informal support services, a large majority of them from public budgets. They act as advocates for the weaker members of society, as providers of social services and institutions, as some of the largest employers in Germany, as entrepreneurs, as supporters of volunteer activities, and as monitors of quality standards in both their own projects and those of others.

Charity organisations providing young people transition support focus on training preparation and support, off-the-job training, vocational guidance and orientation, professional integration, and volunteer work. On-site, local offices maintained by large nonprofit agencies and smaller associations are familiar with the local structures, and have direct access to the people for whom their offerings are intended. In addition to their role as social service providers, they also build social capital. The spectrum of associations and gGmbHs is as broad as the scope of services offered by locally active organisations, which include those facilitative of the transition from school-to-work.

Foundations help promote societal innovation and regional development.

Foundations often act as pillars of support for creative initiatives that do not (yet) have a public forum. They can respond directly to urgent, even uncomfortable social issues beyond the strictures of political guidelines, responsibilities and budgets, and can provide inspiration for project expansions. One important task here is initiating innovative projects that can act as models. In some cases, successful projects can be implemented on a larger scale by working with charitable organisations and political representatives. Foundations also support research projects and network formation, provide advice as independent experts, and give effective projects the financial freedom they need, since government funding is usually very tight. The goal of foundation work, however, is not to relieve the (state) vocational training representatives of their core tasks or to remove the need for regular support. Foundations are already performing a wide range of tasks in the areas covered by this report (see Fig. p. 21, How foundations participate in the transition from school to work).

How foundations participate in the transition from school to vocational training programmes

Foundation tasks

Exemplary foundation measures

Foundations can act as a link between local companies and municipalities.



The Eberhard von Kuenheim Foundation from BMW AG worked with international management consultants at The Boston Consulting Group to found the Joblinge initiative. Companies, municipalities, foundations and private individuals can hold shares in the Joblinge gAGs.

Foundations can influence policymaking.



Drawing on a survey it conducted of companies training young people with migrant backgrounds, the Bertelsmann Stiftung developed policy recommendations for business and government.

Foundations can lead innovation in society.



Through its subsidiary JUVAT gGmbH, the Benckiser Foundation Future created the first Social Impact Bond which helps disadvantaged young people in Germany find trainee positions and jobs.

Foundations can develop and help spread tailor-made school-to-work support concepts



The JPMorgan Chase Foundation supported the development of a concept (JobAct) that combines theatrical pedagogy methods and traditional job application management processes (Project Factory). In the future, the foundation also plans to support requalification and vocational re-entry measures in Germany.

Foundations can support people who are not (or no longer) reached by traditional career support programmes.



The HIT foundation "Kinder brauchen Zukunft" mainly supports programmes and approaches that demonstrably help young people more effectively than conventional methods, or that solve previously unsolved problems.

Foundations can help strengthen urban society.



The foundation Stiftung Polytechnische Gesellschaft Frankfurt am Main helps provide access to education for children with migrant backgrounds. The Bürgerstiftung Hamburg offers a variety of projects to support access to training and education (e.g. "Jobbrücke", which provides coaching for the path to a vocation).

Foundations with links to companies can promote specific issues in the training and vocational market.



The Deutsche Telekom Foundation mainly focuses on supporting the next generation of professionals in the STEM fields (the ten professions with the greatest shortages of qualified personnel include five STEM fields).

Foundations can provide individuals targeted support (e.g. stipends)



The START Foundation, a project from the Hertie Foundation, supports young people with migrant backgrounds. And the Robert Bosch Foundation, with its Talent im Land scholarship programme, supports talented students whose social background creates barriers to earning a university entrance qualification (Abitur) or a vocational school certificate.

III. Interaction among stakeholders

Successful integration into the job market benefits the whole society

In order to use the existing potential for the training market and job market, all of society's forces must work together, contributing to job transition support and dismantling barriers that relate to background and gender. When this succeeds, everyone benefits. A well-educated younger generation is also an important basis for the development of society as a whole.

Taking action also makes economic sense.

The direct costs of the transitional system and the many vocational preparation programmes are immense for the state (according to various estimates, between 4.3 billion euros³² and 7 billion euros a year³³). Moreover, the indirect costs of youth unemployment are equally high. Instead of receiving income from unsubsidised, employment subject to social security contributions, unemployed youth involves spending associated with welfare and state-subsidised employment, and produces other downstream costs related to the population's higher susceptibility to drug abuse, criminality, and illness. If it were possible to halve the number of young people who do not graduate from the secondary-school level, public budgets would save subsequent costs of about 15 billion euros over the next ten years, according to a study by the Bertelsmann Stiftung.³⁴ Despite economic growth, youth unemployment remains an issue in Germany with consequences for society as a whole.

This also applies to improving the qualifications of young people with migrant backgrounds. Simply cutting the qualification gap between migrants and non-migrants in half by 2020 would create additional revenues of 6 billion euros per year.³⁵

Effective support during transitional phases requires cooperation.

Supporting young people as they transition from school settings to vocational training, and all the way the beginning of or re-entry into their careers, is not something that can be done by one institution alone. It requires a great deal of **cooperation**. However, given the diversity of the stakeholders involved (and their sometimes very different interests and perspectives), this is not easy.

Particularly in transition management, a coordination office is key.

Local support structures in the transition system are often very complex and therefore rarely coordinated. A central, on-site **coordination office** is needed to manage available support measures and participating partners. Employment agencies and job centres usually cannot fulfill this function. In some places, civil society organisations act as intermediaries, but only within the scope of the support tasks defined by their bylaws – not on a comprehensive basis. As a result, private-sector and academic entities have long agreed that a reliable body for



Municipal coordination for the transition from school to work

Excerpts from a conversation with Claudia Hilde,

Division Head of School-to-Work Transition at the REGE mbH municipal coordination office, Bielefeld:

REGE is a municipal (nonprofit) GmbH that coordinates school-to-work transition activities in the city of Bielefeld, and it works with local companies and various independent nonprofit groups as a coordination office. It can independently award funds from the municipal youth and vocational support budget to independent groups, but mainly keeps an eye on measures and needs relating to the school-to-work transition system. It performs annual monitoring services used to track the need for vocational preparation measures at schools as well as young people's educational paths.

One important function of REGE as a municipal coordination office is to create incentives for improving the quality of existing measures, and to develop new (communal) campaigns. One example is the action plan for an educational campaign that was recently initiated by REGE.

These kinds of joint programmes require constant coordination between city officials, businesses, stakeholders on the job market, and civil society organisations. The municipal coordination office is especially well suited for this – its task is to facilitate coordination processes between the various stakeholders and to generate shared results for the city of Bielefeld.

Collaborating with local (support) foundations in the region is part of the coordination responsibility. While these relationships do result in startup funding for innovative programmes, the partnership could be beneficially extended if more long-term funding for successful support activities was also made available. For instance, it could be used to provide more extensive support for personalised vocational guidance and orientation at high schools, and right now especially for vocational guidance, orientation and counselling for young refugees.

The municipal coordination office in Bielefeld has only existed since 2012, but we can already see that it will improve the regional support system for the school-vocation transition. It will tie up loose ends. In order to measure its success, we will first determine the implementation of the planned measures (output). But the actual changes (outcome) are harder to measure, since causal connections between a vocational preparation measure, for instance, and later successful training of the same young person can only be seen in the long term. However, REGE has formulated its own objectives, which are reviewed on an ongoing basis.

coordination, control and responsibility is needed to provide preparation and support for the transition from schools to career. Model projects have already been launched nationwide in Germany.³⁶ In a survey conducted by the BIBB and the Bertelsmann Stiftung, a large majority of experts (69 percent) agreed that coordinating the transition processes should be a municipal responsibility.³⁷ However, the previously tested models for successful municipal coordination differ in the details, and are not (yet) being used throughout Germany. By no means are all of the municipalities devoting the same level of commitment to this area. Still, a shift in political thinking has begun in many places, and corresponding measures with local stakeholders have been resolved and introduced.

For instance, the state of North Rhine-Westphalia (NRW) is currently introducing municipal coordination offices that will combine and manage school-vocation transition activities for all students in form 8 and above.³⁸ These municipal coordination offices have now been at least set up in every district and unincorporated area in NRW, and have begun their work. The “new” transitional system in NRW should be completely in place by the end of 2018/19.

E EFFECTIVE APPROACHES

Effective support measures for the transition from school to work do not begin with the failure to find a training position after completing school, they start well before that and take place during every important phase of education, mainly at the following critical junctures:

- ▶ preschool and primary school (see I) and
- ▶ at the end of secondary school (see II),
- ▶ during the transition to training (see III),
- ▶ stepping from vocational training to a profession (see IV) and
- ▶ during later points in the person's professional life, such as a return to the workforce after an absence (see V).

Effective transitional tools



Fig. 1: Transitional tools throughout the educational path

The following will examine each of the transitional phases listed in Fig. 1, and use examples to show how civil society stakeholders can help job-seekers develop their capabilities and find appropriate training and employment, particularly for people with migrant backgrounds, and women and girls more broadly, during the transitional phases to and during a career.

I. Support measures at the preschool and primary school levels

The groundwork for a (successful) career start is laid during the school years. If children and youth come to associate school primarily with personal failures, their chances of making a successful transition to a training programme and a career are already very low. Support measures should activate children's resources early on in order to prepare them for the school system.

1. Needs and resources

There are severe education inequalities in Germany.

A recent education report by the German Autorengruppe Bildungsberichterstattung research group shows that there are education inequalities in the area of early childhood education³⁹ – this particularly applies to families with a migrant background and their children. For instance, the education participation rate for children with migrant backgrounds at daycare facilities is 18 percent lower than the rate for children of the same age without a migrant background.⁴⁰ The average starting age for non-family childcare is also much higher for children with migrant backgrounds than it is for children from highly educated families without a migrant background.⁴¹ Children from families with a migrant background are also at a disadvantage when it comes to participating in non-formal educational programmes (such as sports clubs, music instruction, etc.).⁴² Thus the education report concludes that the offerings must be improved in order to give children with unfavorable circumstances appropriately high-quality support and funding.⁴³

Early childhood education significantly improves future job prospects.

Early learning experiences have a long-term effect on children's educational motivation and development opportunities. Studies have shown a direct correlation between early childhood education and later degrees earned, and/or employment. If children receive appropriate support even before they start school, they do better in school later on, have better job opportunities as adults, and earn higher wages.⁴⁴

Support is needed for preschool-level educational institutions...

Attending daycare is an important way to support all children and to reduce background-related differences early on. However, because early childhood education is not universal, not all disadvantaged children benefit. Efforts must be increased to create daycare offerings that speak to all parents, and that do not create any conflicting incentives to avoid early childhood education.⁴⁵

Instructors are a particularly important factor in ensuring a positive educational and childcare environment in daycare facilities. Having an adequate supply of qualified staff is crucial to ensure that there is a sufficient number of care facilities for every age group, and that all daycare facilities can perform the necessary education and care duties.⁴⁶ Given the wide range of educational and care backgrounds in the first few years of children's lives, it is all the more

important for instructors to address children's diverse family and non-family experiences as they begin daycare, day care, and to provide corresponding individual support offerings.⁴⁷ The instructors need assistance with this.

...and parents also need to be involved in early childhood educational support.

How family time is organised plays an important role in determining the scope of educational experiences that children have within the family. Parent-child activities, such as reading books aloud, doing craft projects or singing, create ways for children to have musical and aesthetic experiences and learn about narrative worlds.⁴⁸ Childhood learning often takes place during other everyday activities (informal learning). Some parents need help from experts in this area.

Children's education needs support not only to enable later academic success, but also for early (or earlier) vocational guidance and orientation. For instance, in order to attract more students to STEM majors, children's interest in research needs to be awakened early on. And in order to attract more women to less gender-typical careers, conceptions about gender roles have to be questioned at an early age. The foundation for this is laid as early as preschool.

2. Civil society measures

Successful support projects recognise that their assistance programmes should not wait until the end of secondary schooling and the start of vocational training to begin, but should ideally intervene (much) sooner.⁴⁹ Intervention or guidance early in a child's educational career can prevent undesirable developments that are difficult to correct later in life. Research findings and practical experiences alike suggest that high-risk groups in particular should be supported starting in preschool and school institutions, and that personal and social skills should be emphasised more strongly than has traditionally been the case.⁵⁰

The support measures mentioned below aim to improve children's chances of a successful school career through early education, which in turn significantly increases their opportunities for a good career start. They begin with educational transitions – both the transition to primary school and the transition to secondary school.

a) Support for families with migrant backgrounds

A high level of educational participation is an important way to help integrate people with migrant backgrounds, since prospects for societal participation and professional success are significantly enhanced by appropriate vocational training.⁵¹ As a result, measures that allow them to reach a higher level of education are recommended.

For many people with migrant backgrounds, language difficulties play a major role in their academic career. In order for children to understand the school curriculum, they must be able to understand and speak German. Since the first few years of life are key for linguistic development, support measures should start here, but should not be limited to these years. It is important to provide comprehensive support for children's cognitive, social and emotional development skills.

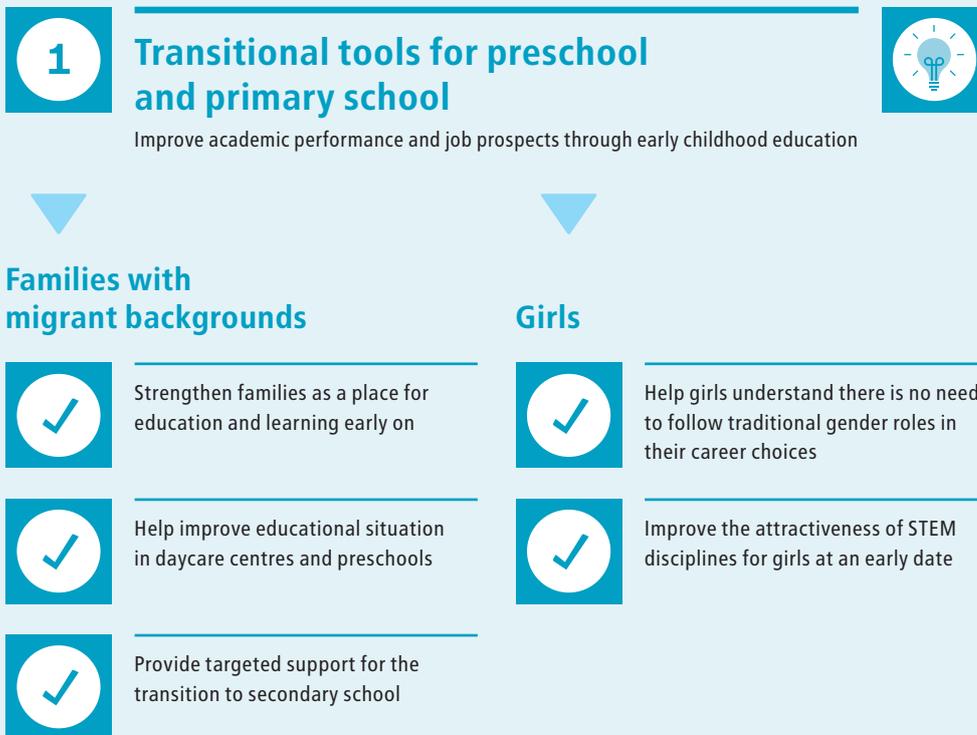


Fig. 2: Transitional tools for preschool and primary school

Strengthening families as a site of education and learning

As the framework where children grow up, the family remains the first and most important site for childrearing, education, and teaching values. That is why support projects should begin with the parents. This particularly applies to families with migrant backgrounds, since they are less likely to use non-family daycare services and learning opportunities for their children, or else start using these services later on.⁵² In the projects shown below, families are strengthened as places for education and learning, and the children's progress is regularly monitored and evaluated. This evaluation process has demonstrated that participating in these programmes has a positive effect on the children's (later) academic success.

PRACTICAL EXAMPLE: ELTERN-AG



ELTERN-AG (MAPP-Empowerment gGmbH) is a 20-week course for parents, facilitated by mentors. Each class is two hours long, with 8–12 participants and a subsequent self-help phase. The sessions are intended for young parents and/or families in difficult life situations, in order to indirectly improve the children's living circumstances. [↗ www.eltern-ag.de](http://www.eltern-ag.de)

OTHER PRACTICAL EXAMPLES



- ▶ **PAT Mit Eltern lernen** by PAT gGmbH ↗ www.pat-mitelternlernen.org
- ▶ **Opstapje** and **HIPPY** by IMPULS Deutschland Stiftung e.V.
↗ www.impuls-familienbildung.de

→ More information can be found in the overview of practical examples (p. 72)

Improving the educational skills of daycare instructors

Support should not be limited to parents alone; it should also help improve daycare facilities. This requires equipping educators and instructors with solid qualifications. For instance, there are various (publicly financed) certification initiatives to help promote language education skills, such as “Language education and support for children under three”, “Frühstart” (Early Start) and “Rucksack KiTa” (Backpack Day Care).⁵³ It is not just language education that is important, but also an integrated approach that offers social, emotional and intellectual support for personality development.

PRACTICAL EXAMPLE: KINDERGARTEN PLUS



The **Kindergarten plus** project by the Deutsche Liga für das Kind e.V. provides targeted support for the development of emotional and social skills of four- and five-year-olds in daycare facilities. The programme consists of nine modules for children as well as accompanying materials for parents. It reinforces and promotes the children’s social, emotional and intellectual development, and is distributed through further education for daycare and kindergarten educators.

↗ www.kindergartenplus.de

OTHER PRACTICAL EXAMPLES



- ▶ **Papilio** by Papilio gGmbH ↗ www.papilio.de
- ▶ **Schlaumäuse – Kinder entdecken Sprache**, an example of company involvement from Microsoft Deutschland GmbH ↗ www.schlaumaeuse.de

→ More information can be found in the overview of practical examples (p. 73)

Providing tools for the transition to secondary school

The transition to secondary school is another key area, particularly for children with migrant backgrounds. For many of them, the course is set for their later education at the end of primary school: students with migrant backgrounds often go from primary school to a lower secondary school – a track that makes it difficult for students to go on to the university level – or even to special-needs schools at a disproportionate rate, and generally stay at that level.⁵⁴ That is why targeted transitional tools are important. It has been shown that students with migrant backgrounds are recommended for Gymnasium (upper secondary school enrolment) at least as often as children without migrant backgrounds if they demonstrate comparable academic performance.⁵⁵

PRACTICAL EXAMPLES: DEUTSCHSOMMER AND DIESTERWEG-STIPENDIUM



Ideal examples of successful transitional support are the **DeutschSommer** and **Diesterweg-Stipendium** scholarship programmes from the Stiftung Polytechnische Gesellschaft, Frankfurt am Main foundation. In order to support children as they transition to secondary school, DeutschSommer provides intensive, comprehensive support for linguistic and social skills during the 3rd and 4th forms. The Diesterweg-Stipendium builds on this with targeted support in 4th and 5th forms.

➤ www.sptg.de/deutschsommer.aspx

→ More information can be found in the overview of practical examples (p. 74)

b) Support measures for girls

Gender roles, which can be established in preschool, can significantly shape later career choices. The ten most popular skilled trades for girls continue to be dominated by sales clerks, secretaries, hairdressers and nurses. Studies show that children are increasingly concerned with gender roles after age three. For instance, boys are more likely to choose construction games and play with building blocks and vehicles, while girls prefer role-playing and imagination-based games with dolls.⁵⁶

Breaking down gender roles in career choices

The German government has made it a goal to break down traditional gender roles.⁵⁷ Nonetheless, women are still underrepresented in the so-called STEM fields (science, technology, engineering and mathematics).⁵⁸ At the same time, society's need for women's participation in STEM fields has increased.⁵⁹ The lack of attractiveness of STEM fields for women can be seen as one of the greatest handicaps for the German economy today, in terms of recruiting (top-level) personnel. Despite extensive efforts, there is no improvement in sight.

Make STEM fields more attractive to girls (too), early on

Therefore, efforts should be made as early as possible – in preschool and primary school – to ensure that children have a broad range of interests, and especially to spark girls' interest in science and technology.

PRACTICAL EXAMPLE: HAUS DER KLEINEN FORSCHER



The **Haus der kleinen Forscher** foundation is committed to teaching preschool and primary-school-age children about science, mathematics and technology. It addresses educational staff and instructors, teaching them skills to support the children's exploratory spirit. The focus is on having children think about everyday natural phenomena as well as mathematical and technical issues, and do their own research. The goal of all these programmes is to strengthen girls' and boys' self-confidence and to build their problem-solving skills.

➤ www.haus-der-kleinen-forscher.de

ANOTHER PRACTICAL EXAMPLE



- ▶ **Natur-Wissen schaffen** by Deutsche Telekom Stiftung

➤ www.telekom-stiftung.de/dts-cms/de/natur-wissen-schaffen

→ More information can be found in the overview of practical examples (pp. 74/75)

II. Support measures at the end of secondary school

The foundations for successfully entering a future career are laid in the first few years of school. Support measures implemented at the end of secondary school should thus seek to help young people manage the transition to a vocational training environment as smoothly as possible.

1. Needs and resources

When it comes to a direct transition from school to a vocational training programme, there are two main hurdles for young people in their final years of school: earning the appropriate qualification to start subsequent vocational training, and obtaining the necessary vocational guidance and orientation to choose the right career.

a) Risk of not graduating

In their Qualification Initiative for Germany, the federal and state governments formulated the goal at the 2008 Education Summit in Dresden that all young people should earn a school and vocational diploma.⁶⁰ However, according to the 2011 microcensus (an annual demographic and labour-market survey), about 470,000 young people between the ages of 20 and 34 (3.2 percent) had not earned a certificate of secondary education.⁶¹

For young people without educational qualifications, training opportunities are limited.

Job market prospects for people with limited formal qualifications have worsened dramatically. Of the approximately 470,000 people who did not gain a secondary-level diploma of any kind (see above), 87 percent also lacked any formal vocational qualifications.⁶² During the period from 1980 to 2010, the West German unemployment rate for adults without vocational training or a completed school education increased from 5.9 to 19.1 percent.⁶³ Companies are now much less likely to hire applicants for trainee positions if they have not completed their education.⁶⁴ Thus, helping young people who are at risk of dropping out to complete their schooling can make it easier for them to find a trainee position, which in turn significantly improves their later chances of finding a job. More young people with (higher) diplomas or degrees mean

- ▶ less work on support and remediation measures in the transitional system,
- ▶ fewer unfilled trainee positions, and
- ▶ declining drop-out rates for vocational training.⁶⁵

Educational support should be based on earning a formal certificate...

Formal qualifications are important for finding a job in the German labour market. Compared to other countries, job market success in Germany is much more dependent on (formal) qualifications than on (general) skills and competencies.⁶⁶ Clearly, it is not enough to simply develop the skills and competencies of people with limited qualifications. Skills development must be combined with return-to-learn programmes offering certificates.⁶⁷

...but should also increase the general skill and competence level.

At the same time, it makes sense to look beyond the acquisition of vocational qualifications, since their benefit is limited. For instance, many lower secondary school students are dismissed out of hand by potential employers as being unlikely to successfully complete a training programme.⁶⁸ Thus increasing students' general skill and competence level is also an important goal for qualification offerings and activities. Companies particularly value applicants' soft skills when choosing their future trainees. Soft skills are especially important in order



Prevention instead of ad hoc adjustment

Excerpts from a conversation with André Grabinski,

Research Assistant at the Servicestelle Bildungsketten (Education Service Centre) at the Bundesinstitut für Berufsbildung (Federal Institute for Vocational Training, BiBB)

During the difficult transition from school to the training and job market, many past support measures have been introduced too late and with insufficient resources to bring about change. The Service Centre therefore targets prevention instead of ad hoc adjustment measures. Introducing measures in the 7th or 8th form means we can often avoid problems associated with the lack of qualification or attrition rates. If the measure is successful, that significantly eases the burden on the transitional system.

Young people's potential should be nurtured during the school years so their strengths can develop in a positive direction right from the start. The Service Centre therefore begins with an analysis of a student's potential in

order to identify their specific competencies. Career-start mentors evaluate pupils at risk of dropping out – the main target audience for career entry support – in terms of their overall personalities, not their academic performance alone.

Early contact between the young people and their potential fields, through professionals in the field, is also very helpful. It gives them valuable practical learning experience, and acts as a "foot in the door" for a career start later on. Mentors' evaluations confirm that this approach helps young people better determine what they really want.

In order to ensure successful prevention, career-start mentors need to provide

for young people to be seen as individuals – therefore support measures are successful when they establish extensive contact between young people and employers offering training programmes. That includes long-term internships with support provided both at the educational and social-skills level.⁶⁹ Support measures should thus focus both on earning a formal certificate and on increasing the applicant’s general skill and competence level.⁷⁰

b) Lack of vocational guidance and orientation

The direct transition from school to training often fails because young people lack the skills and knowledge needed to choose a vocation. Thus, an important support approach is to inform students about their vocational options and to provide them with vocational guidance and orientation during their schooling.⁷¹ If they are unable to transition directly to a career, additional, time-consuming measures will subsequently be needed to qualify them for training programmes (see III.). These costly “holding patterns” can be avoided if young people receive more support and orientation while they are still in school.

continuous support during the entire development phase. The young person’s contact partner should always be the same person, acting as a personal coach. Even if this continuity cannot yet be guaranteed all the time, we are working on it.

The quality of the career-start support is another important issue. For instance, the Service Centre developed seminars for career-start mentors that are now offered throughout Germany, particularly for new career-start mentors. In addition, the Service Centre provides an online service for exchanging information and experiences, called the “Lern- und Arbeitsplattform qualiboXX”. However, the Service Centre also facilitates the exchange of experiences through larger events and forums, for instance as part of a transfer workshop held in 2014 in Bonn for about 150 career-start mentors. That way, the Service Centre also performs the important task of gathering experience from practice

and reflecting it back to the federal and state governments.

People often call the transition from school to vocation a confusing jungle of measures. That’s why the initiators of the Education Service Centre, the Federal Ministries for Education and Research (BMBF) and for Labour and Social Affairs (BMAS), and the Federal Employment Agency worked with the states to set the goal of “dovetailing successful support tools into an integrated, harmonious support system”. Concretely, that means coordinating the federal and state support measures in order to avoid duplication and to ensure that the measures build on each other during every phase of the student’s academic path – from 7th form through vocational qualification. The federal-state mentoring group provides a solid basis, so that the agreed-upon measures can produce binding federal-state agreements in the next step.

Many young people have no concrete plan for their professional future...

At the end of the secondary school level, only about one-third of students have concrete plans for their professional future, while 20 percent have no plan at all.⁷² In addition, many students only have one desired "career in mind" (40 percent). Students' specific ideas about their future careers show strong gender-specific orientations and a high concentration on popular professions.⁷³ Vocational orientation is especially difficult for young people from the lower secondary school level.⁷⁴

...and complain of a lack of information about their career options.

More than one-third (35 percent) of the surveyed students complained about a lack of information. Of these, 54 percent of students at non-university-preparatory secondary schools (Gymnasium) were lacking very basic information about what types of training paths even existed. Some 40 percent felt they were inadequately informed about application processes. However, 62 percent of Gymnasium students also said they knew too little about certain study programmes or paths.⁷⁵

Companies also often complain that their applicants are inadequately informed about the desired vocation they want to be trained for. Enterprises that primarily hire young people with Hauptschule certificates as trainees are the least satisfied with their level of existing knowledge.⁷⁶ Here, it would make sense to target young people in vocational areas with labour shortages (for instance in STEM fields and in healthcare).

Orientation is provided mainly by hands-on vocational experience...

During the vocational guidance and orientation phase, students consider internships and conversations with professionals in the desired field to be especially important. The students surveyed said that internships were the most helpful vocational guidance and orientation tool. By comparison, other information sources were considered much less useful. Only one-third of people who look for information online are able to find good information there. And only 25 percent of students to date have consulted the responsible federal agency, the Employment Agency, for information about vocational and training options. Of those, this resource was only helpful for about a third of them.⁷⁷

...and by suitable role models during the difficult transition phase.

Many young people lack self-confidence and are unaware of their latent potential. More than one in four is worried about what will happen after school; among children of single parents, this figure rises to nearly one in two. In addition, regardless of the type of school attended, nearly half of students say that choosing a vocation is difficult.⁷⁸ They find little motivation and support in their social environment. Most young people cite their parents as the most important role models during the important vocational guidance and orientation phase.⁷⁹ However, because of the rapidly changing professional world, parents are often just as confused as their children.⁸⁰ In addition, not all young people are able to rely on specific

parental help; this is particularly true for young migrants.⁸¹ Thus, many students lack suitable figures in their lives who provide help and advice during the difficult transitional phase at the end of schooling.

2. Civil society measures

Support measures that start during the last years of secondary schooling are intended to help young people transition smoothly from school to a trainee position. That includes helping young people with learning disabilities or linguistic disadvantages finish school, thereby enabling them to meet the formal requirements for a training programme. In addition, the support measures aim to strengthen (career selection) skills so that a majority of the young people can find an appropriate trainee position.

In the following, we will first introduce examples that can improve vocational guidance and orientation for young people – regardless of background or gender – during the last few years of school (a), before then addressing the special circumstances of people with migrant backgrounds (b) and women (c).

a) Guidance and motivation for career entry

Improve vocational guidance and orientation at schools

In-school vocational orientation services are key to helping students make sound choices regarding their future.⁸² That is why it is important for secondary schools to integrate practical learning and hands-on experience into their curricula during the last few years of schooling. All of the vocational guidance and orientation measures should be included in the curriculum and should be practically-oriented.

PRACTICAL EXAMPLE: BERUFSPARCOURS



In the **Berufsparcours** from Technikzentrum Minden-Lübbecke e.V., young people try out career-related tasks in a school setting. The exercise normally features tasks from up to 20 different vocations, which are successively performed by about 400 students from all school types (forms 8–13) in one morning, working in three groups. The tests and training tasks, as well as the materials and tools, are usually provided by companies and by the technology centre, while the programme itself is run with the help of instructors and parents.

➤ www.berufsparcours.de

OTHER PRACTICAL EXAMPLES



▶ **JobMobil** by SJR Betriebs GmbH

➤ www.sjr-pforzheim.de/unsereangebote/schuleberuf/18-jobmobil.html

▶ **GROW** by DGBNE e.V. ➤ www.dgbne.de/projekte/unsere-projekte/grow.html

➔ More information can be found in the overview of practical examples (pp. 75/76)



Fig. 3: Transitional tools for the end of schooling

Facilitate counselling in the “jungle of offerings”

Vocational guidance and orientation measures are especially effective when they are individually tailored to the needs of each school (and its students). Civil society professionals should offer counselling in addition to project-oriented work.

PRACTICAL EXAMPLE: FACHSTELLE ÜBERGANG SCHULE–BERUF



The **Fachstelle Übergang Schule–Beruf** run by the CJD Rhein-Pfalz/Nordbaden advises schools on putting together a tailor-made range of measures for vocational orientation and aligning it in a meaningful way with the academic curriculum. It also helps implement the individual measures. The institution helps schools with their task of providing vocational guidance and orientation by working with them to develop custom-made concepts. The existing programmes are recorded systematically, and specific needs are clarified. The schools' existing resources are used, and are integrated in a meaningful way with extracurricular programmes.

➔ www.cjd-rhein-pfalz-nordbaden.de/angebote/fachstelle-uebergang-schule-beruf/

➔ **More information can be found in the overview of practical examples (p. 76)**

Allow divergences from the family's educational background

Parents' ideas about their children's appropriate education and training paths are closely linked with their own educational backgrounds. Parents with higher levels of education are much more likely to want their children to attend college. A clear majority of parents with lower levels of education are in favour of on-the-job training. However, what is decisive is that a large majority of students (81 %) want to take a different professional route than their parents.⁸³ This is where support projects can start: by informing, motivating and supporting the students. Effective vocational orientation can also be seen when the link between children's social backgrounds and their access to education is broken.

PRACTICAL EXAMPLE: ARBEITERKIND.DE



The **ArbeiterKind.de** project developed and run by ArbeiterKind.de gUG provides practical information about academic and financing options. With a Germany-wide network of 6,000 volunteer mentors in 75 local groups, it encourages college attendance for students from families in which higher-education experience is rare and supports them from the start of their studies to successfully earning a degree. ➔ www.arbeiterkind.de

OTHER PRACTICAL EXAMPLES



- ▶ **Network For Teaching Entrepreneurship** by NFTE Deutschland e.V. ➔ www.nfte.de
- ▶ **Sommerunternehmer** by Futurepreneur e.V. ➔ www.futurepreneur-ev.de

➔ **More information can be found in the overview of practical examples (pp. 76/77)**

b) Support for young people with migrant backgrounds

Young people with migrant backgrounds face special challenges. They often lack the basic requirements to succeed in the German educational system. The most common causes are a lack of German language skills, a limited understanding of the (implicit) functioning of the German educational system,⁸⁴ a lack of networks that would be helpful in choosing a vocation and could point out possible career paths, etc. Moreover, a migrant background is often associated with socioeconomic disadvantages.

*A migrant background makes it harder to look for a trainee position.*⁸⁵

Among school graduates who fail to find a trainee position, there are a disproportionate number of young people with migrant backgrounds. This is not just because they do worse on average, than young people without migrant backgrounds when it comes to grades. There is also discrimination based on ethnicity – for instance, an applicant with a Turkish name is much less likely to be given an interview than an applicant with the same initial qualifications and a German name.⁸⁶ As compared to German applicant, students with migrant backgrounds thus (still) face poor prospects when looking for a company trainee position. For instance, during the 2012 survey, only 29 percent of applicants with migrant backgrounds who registered with the Federal Employment Agency found trainee positions at companies, while the figure was 44 percent for young people without a migrant background.⁸⁷

Therefore, for the target group of young people with migrant backgrounds, there is significant potential to use support measures to eliminate the disparities in opportunity. This is also associated with significant cost savings potential. As the Institute for German Economic Research determined in its final report on the “Integrationsrendite” (“integration returns”), reducing the qualification differences between migrants and non-migrants by just 50 percent would generate additional income of six billion euros a year starting in 2020. When costs are offset against earnings, this produces a societal return of 12 percent.⁸⁸

Improve educational opportunities at secondary schools by providing learning support

First of all, there is potential for students who are having trouble in school. Success in finding a trainee position has a relatively strong correlation with the young person’s school qualifications. The better the grades, the better the opportunities usually are. Accordingly targeted help for weaker students, which leads to better grades, can be particularly effective in the last few years of school.

PRACTICAL EXAMPLE: TEACH FIRST DEUTSCHLAND



The **Teach First Deutschland** programme run by Teach First Deutschland gGmbH finds, hires, and certifies academically and personally outstanding college graduates from all majors for a two-year full-time assignment as fellows at schools in disadvantaged areas and those with a high proportion of people with migrant backgrounds. There are currently 134 fellows working in six different states in Germany. A three-month educator certification programme provides them with specific preparation for their assignments. In the classroom, they can be solely responsible or work as team teachers, in classes, or division groups to provide group and one-on-one support, and they offer application training, career selection courses, art or technical working groups, sports classes and homework assistance.

➤ www.teachfirst.de

➔ **More information can be found in the overview of practical examples (p. 77)**

Support talented individuals through stipends

Stipend-based support can give students with migrant backgrounds the opportunity to pursue their own interests, discover new talents, try out new skills, and work on personal development. In addition, good stipend programmes create a network in which recipients motivate and inspire one another, share their experiences and perspectives, and support one another.

PRACTICAL EXAMPLE: START SCHOLARSHIPS



A **START scholarship** from the START Stiftung gGmbH gives talented and dedicated students with migrant backgrounds support on their path to a technical college qualification or university entrance qualification: financially, but also through seminars, excursions, networking, counselling – and in close cooperation with their parents. While the scholarship project focuses on migrants' academic paths, it also supports their future career paths and social involvement.

➤ www.start-stiftung.de/stipendium.html

➔ More information can be found in the overview of practical examples (p. 78)

Provide mentoring at the end of secondary school

The best means of identifying and fostering the potential of students with a migrant background is to give them personal support along the path to a career or higher education⁸⁹ – using a structured mentoring process.

PRACTICAL EXAMPLE: ROCK YOUR LIFE!



ROCK YOUR LIFE! gGmbH is a mentoring project for the transition from school to vocational training. Socially disadvantaged students from environments with lower levels of education and integration – generally Hauptschule students – are mentored during their last two years of secondary school by a specially trained university student. The goal is to improve the students' prospects of finding a trainee position or attending higher education after they graduate.

➤ <https://rockyourlife.de/>

OTHER PRACTICAL EXAMPLES



- ▶ **Bildungspaten** by VHS Fürth gGmbH ➤ https://www.vhs-fuerth.de/projekte/bildungspaten-fuerth?JOB_NAME=DisplayPage
- ▶ **JUSTAment** by Verein für internationale Jugendarbeit Frankfurt am Main e.V.
➤ www.vij-frankfurt.de/justament.html
- ▶ **ChancenWORK** by Chancenwerk e.V.
➤ <http://chancenwerk.de/wer-sind-wir/arbeit/chancenwork>

➔ More information can be found in the overview of practical examples (pp. 78/79)

Increase the number of graduates through hands-on instruction

Some young people have difficulty learning in traditional classroom settings. The key is to offer a differently formatted learning and study time that gives them (new) access to the system.⁹⁰ This includes special instruction formats that have a more practical orientation, and are thus more effective at supporting young people's potential.

PRACTICAL EXAMPLE: PRODUKTIONSSCHULE ALTONA



The nonprofit organisation **Produktionsschule Altona** gGmbH (PSA) operates an all-day school for 60 young people, where they design, produce, and market goods and services in five different workshops. There are also up to five students who are "on leave". These are young people who simply can't "keep up" in Hamburg's district schools. While the workshops teach learning skills and practical qualifications, the overall production process is also designed to prepare students for an external examination for the first General School Certificate (formerly known as the Hauptschule Certificate). This programme is rounded out by personalised, comprehensive support and coaching for the young people. ↗ <http://psa-hamburg.de>

ANOTHER PRACTICAL EXAMPLE



► **Practical learning groups** run by CJD Berlin

↗ www.cjd-berlin-brandenburg.de/angebote/berufliche-bildung-gesundheit-und-reha-arbeit-und-beschaeftigung/praxislerngruppen-berlin/

→ More information can be found in the overview of practical examples (pp. 79/80)

c) Vocational guidance and orientation for girls and young women

In terms of the last few years of secondary school, girls and young women are not a "target risk group" for the transition to vocational training. In fact, compared to boys / young men, they have fewer school (performance) problems and are more mature.⁹¹ Still, (specialised) support measures make sense in order to facilitate their access to gender-atypical career fields. Young men's and women's professional plans still largely correspond to traditional roles,⁹² which are also reinforced by their parents' ideas. Thus the goal should be to loosen rigid gender stereotypes so that certain career options are not closed to boys or girls early on.⁹³

Facilitate access to gender-atypical career fields

The so-called STEM fields (science, technology, engineering, and mathematics) are especially impacted by skilled-employee shortages at companies. The ten fields with the greatest shortages include five STEM professions, but the healthcare sector is also lacking skilled workers at all qualification levels.⁹⁴ Women are still clearly underrepresented, particularly in the technical majors (such as electrical engineering, mechanical engineering, information technology, and computer engineering). According to the OECD, about one in ten fifteen-year-old boys in



Gender awareness in school-to-vocational training transitions

Excerpts from a conversation with Eva Viehoff,

Coordinator of the "GenderKompetent" team (Raising gender awareness – securing quality for the transition from school to vocation)

When providing vocational guidance and orientation in schools, it is important to break down gender stereotypes so that both boys and girls are exposed to a broad spectrum of potential career paths. This involves more than bringing girls into technical fields; it involves treating every young person as an individual with specific talents regardless of their background.

To achieve this, we must raise awareness of the (still enormous) influence that gender stereotypes have in our society – as can be seen by looking at clothing and toys, for instance (see also p. 30, under b). Thus "gender awareness" is an important first step in vocational preparation measures.

The phase of exploring potential vocations should also give students an opportunity to explore gender-atypical fields in order to expand their (career) horizons. After an initial sneak peek (for instance a "Girls' Day" or "Boys' Day"),⁹⁵ they should have the option of a longer trial period. Role models play an important role for young people during the vocational guidance and orientation phase, especially for young women. Therefore, women in gender-atypical fields (for instance female programmers and crafts-women) are important identification figures, and are living examples of one's individual perception of (career) roles.

To get girls/young women interested in technical and scientific topics, there are two maxims: as early as possible, and as application-oriented as possible. For most girls and young women, their access to technology and science depends on the practical applications. So efforts should start as early as possible – in preschool and primary school – to guarantee that children have a wide range of interests. That includes developing girls' interest in science and technology (see examples on pp. 30/31).

In terms of balancing family and career, part-time training and models with flexible childcare schedules are important for single mothers (see pp. 49/50). However, the issue of work-family balance should not just focus on women. We need to create greater awareness so that men/fathers and companies can also think about how to balance family and career. For instance, some concrete goals could be

- ▶ for companies to allow fathers to take paternity leave without harming their careers, or even to work part-time so that women can focus on their professional development;
- ▶ for fathers to be more willing to work part-time, including part-time management, in order to gradually shift the imbalance between women and men in terms of part-time work.

Germany (9.9 percent) plans to pursue a career in engineering, while this figure is only 1.1 percent for girls. The picture is shifting in some majors – in 2010, according to the German Federal Statistical Office, one in five first-semester engineering students (22 percent) was a woman. However, it is a slow evolution; as a result, targeted vocational guidance and orientation measures in this area have significant potential to create a change.

PRACTICAL EXAMPLE: JUNIOR-INGENIEUR-AKADEMIE



The **Junior-Ingenieur-Akademie** run by the Deutsche Telekom Stiftung is intended to spark pupils' interest in technical vocations and engineering careers early on – as a two-year elective course that is firmly anchored in the school's curriculum. Students gain a theoretical foundation and practical experience in technical areas such as electrical and environmental engineering, mechanical engineering, materials science, computer science, medical engineering and food technology. ↗ www.telekom-stiftung.de/dts-cms/de/junior-ingenieur-akademie

OTHER PRACTICAL EXAMPLES



- ▶ **MINT-EC** run by the Verein mathematisch-naturwissenschaftlicher Excellence-Center an Schulen e.V. ↗ www.mint-ec.de
- ▶ **Komm, mach MINT** National pact for women in STEM (MINT) fields (funded by the BMBF) ↗ www.komm-mach-mint.de
- ▶ **“Mehr Mädchen und Frauen ins Handwerk!”** run by the Handwerkerinnenhaus Köln e.V. ↗ www.handwerkerinnenhaus.org

→ More information can be found in the overview of practical examples (pp. 80/81)

III. Support measures in the transition from school to vocational training

Young people who cannot manage a smooth transition from school to a trainee position end up in the so-called transitional system, in other words in vocational preparation programmes. They need targeted support to find a trainee position.

1. Needs and resources

A majority of school graduates end up in the transitional system.

One-third of all secondary school graduates who lack the higher-level diploma qualifying them for university education do not go directly to vocational training and end up in the transitional system.⁹⁶ From there, they go back onto the training market in subsequent years – as “older applicants”. Thus, of all the applicants for a trainee position, more than half are older applicants who have gone through the transitional system.⁹⁷ The young people at the greatest disadvantage are Hauptschule graduates,⁹⁸ many of them with migrant backgrounds and often from difficult social circumstances, who have limited educational resources and sometimes leave school with a low self-image.⁹⁹ These young people cannot advance without help. They need educational programmes below the level of vocational training but which improve their chances of obtaining a traineeship at a later date.

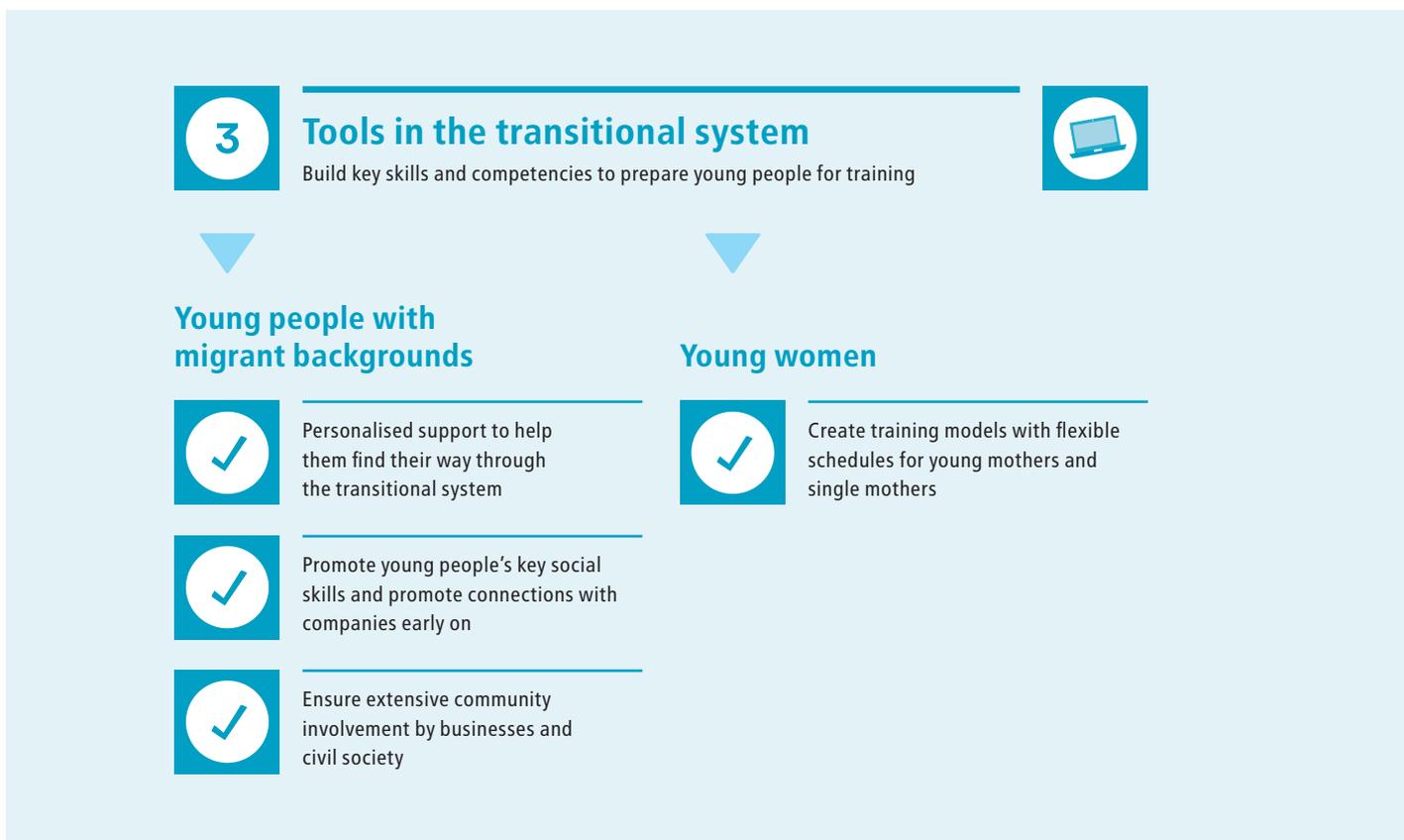


Fig. 4: Tools in the transitional system

Labour-market reserves are untapped here and should be used.

Given the coming demographic change, Germany cannot afford to leave these young people adrift. All of our labour-market reserves will need to be used.¹⁰⁰

For employers, the lack of skilled workers represents a major problem. According to a report by the German Chamber of Industry and Commerce (DIHK), more than one in three companies (36 percent) believe their economic development is threatened by a shortage of skilled workers.¹⁰¹ From a union perspective, companies need to rethink their hiring policies and try to recognise the potential of young people with lower school qualifications.¹⁰² The demands of the national economy also indicate a need for action. While the direct state-borne costs of the transitional system and the many vocational preparation programmes are immense (4.3 billion euros annually),¹⁰³ the indirect costs to the economy are also vast. Instead of receiving income from



Training opportunities for young people with lower-level school qualifications

Excerpts from a conversation with Matthias Anbuhl,

Department Head of Education Policy and Education Work at the Federation of German Trade Unions (DGB)

The situation in the training market seems paradoxical: while companies complain about a growing number of unfilled trainee positions – in 2014, there were 37,000 open positions – nearly 260,000 young people fail to make the transition from school to training. This particularly applies to young people who, at most, have a Hauptschule diploma, which does not qualify them for university. Many trainee positions are simply closed to them from the outset. Overall, countless apprenticeships require at least an intermediate-level diploma, particularly in industry and retail sectors. That not only means highly challenging training vocations, such as manufacturing technologies, but also many vocations in the hotel and restaurant industry – a surprising finding because companies in this area have complained for years about the high number of unfilled trainee positions.

More than a few companies are clearly leaving trainee positions unfilled rather than hiring young people with a lower-level school certificate. Even though companies consistently have good experiences with training Hauptschule graduates, their chances in the selection process are poor (as shown by the current “DGB-Expertise zu den Chancen von Jugendlichen mit Hauptschulabschluss auf dem Arbeitsmarkt” report dated 3/26/2015).

In order for this situation to see any significant change, the young people as well as the companies need support. “Assistierte Ausbildung” (Assisted Training, regulated by the German Social Code SGB II since 5/1/2015) is the only programme that looks at the entire training relationship and supports young people and companies alike. That’s why we hope this programme will convince smaller

employment that is subject to social security, there are costs for welfare and state-subsidised employment as well as subsequent costs due to a higher susceptibility to drug abuse, criminality, and illness. Despite good economic development, youth unemployment remains an issue in Germany that is significant for society as a whole.

2. Civil society measures

The goal of these support measures is to help young people become ready/qualified for training by improving their personal ability to start and successfully complete a training programme. Thus, the measures do not focus simply on enabling participants to complete a training programme, but also help address issues specifically related to the transition between school and the unfamiliar training environment, to starting a job, or to transitioning back into school (to obtain a general diploma after leaving school, for example).

companies in particular to offer training again, and to improve training opportunities for young people who, at most, have a Hauptschule certificate. The federal and state governments as well as the trade unions and trade associations in the Allianz für Aus- und Weiterbildung (Alliance for Training and Further Education) all agreed to a nationwide introduction of Assistierte Ausbildung. In addition to trade unions, umbrella trade associations also supported the nationwide implementation of this model.

Assistierte Ausbildung was developed as a model in Baden-Württemberg, where it had very good results. The new nationwide Assistierte Ausbildung programme from the German Federal Employment Agency was just introduced in 2015. Truly reliable results on the effectiveness of Assistierte Ausbildung will only be available starting in 2017/2018. However, the programme's acceptance and its future success will depend on the quality of its implementation.

Preventative measures to support career entrants make sense for young people even during the vocational guidance and orientation

phase, so they can get a broad overview of the training vocations and more easily find the right training vocation and/or company. Families with higher levels of education have an advantage in looking for trainee positions because of their contacts and networks. That's why schools and civil society organisations have a responsibility to provide extra help to families that may have low education levels or who lack such networks, helping them look for suitable trainee and/or internship positions.

Looking to the future, young people with lower-level school qualifications will not benefit as much from the demographic change and the general economic development; their training situation will remain critical and can only improve in the medium term with training support tools and the Assistierte Ausbildung programme if they are implemented carefully and consistently. Still, this toolkit is not enough; more companies need to be encouraged to offer more training opportunities. Cooperative training outside the companies might also be helpful, but only in regions with a tough training market and in coordination with the social partners on site.

a) Support measures for young people with migrant backgrounds

When starting vocational training, young people with migrant backgrounds face higher risks than those without migrant backgrounds.¹⁰⁴ Often-cited reasons for the difficulties they face in securing a training position include:¹⁰⁵

- ▶ poorer school performance and final grades for young people with migrant backgrounds compared to those without migrant backgrounds,
- ▶ poorer educational potential on the part of parents,
- ▶ prejudice-driven discriminatory selection processes at training companies.

Consequently, migrants need better grades and educational resources in order to compete with success. Once considered a risk group, young people with foreign roots are now, in the face of demographic change, increasingly attractive to employers. Employers' associations in particular now acknowledge the potential this group offers as a future reservoir of young talent¹⁰⁶ In order to use this potential, the following are considered essential:¹⁰⁷

- ▶ consistent, personalised support for young people,
- ▶ wide-ranging "company-focused" support measures with a consistent focus on the realities of the job market (in the form of business and civil society community involvement), and
- ▶ coordination and management of measures and stakeholders in the transitional system, at least on a local level.

Facilitate personalised mentoring in the transitional process

Young people with migrant backgrounds receive emotional support from their families and friends when looking for a trainee position, but receive less concrete help than young non-migrants.¹⁰⁸ Therefore it is particularly helpful for them to receive support from mentors. A wide range of practical experiences confirm that young people can develop soft skills through mentoring, support, and coaching.¹⁰⁹ Mentoring must be consistent, and must go beyond periodic counselling services and occasional contact; this is particularly true for young people who have difficulties with integration. As a result, mentoring systems for young people on the job market should be long-term and should be part of the regional transition management system as much as possible – thus ensuring that the young people's background is no longer an obstacle in the transition to vocational training.¹¹⁰

PRACTICAL EXAMPLE: DER PATE



Der Pate is a project developed and run by Ceno e.V., a centre for post-vocational orientation. It is designed for young people (in particular those from low-income families and with migrant backgrounds) who are looking for support on their path to a vocational training programme, as well as for retired people who want to share their wealth of experience with young people. During the two-year programme, mentors work with Hauptschule students aged 16 to 18 to achieve the goal of finding an apprenticeship or trainee position. They advise and encourage young people in the vocational orientation and application process, help them with difficulties at school and at home, help them look for internships

and trainee positions, and mentor them during the first year of the training programme.

➔ www.ceno-koeln.de/patenprojekt.html

➔ More information can be found in the overview of practical examples (p. 81)

Provide targeted support for young people's key social skills

When companies complain that young people are not adequately prepared for training programmes, they are really talking about two problem areas: first, a lack of cognitive skills, and second, inappropriate attitude and conduct.¹¹¹ Accordingly, support measures should (also) focus on young people's conduct and motivation.

An applicant's prospects of finding a trainee position depend heavily on learning motivation, social skills, and work ethic, as well as a connection to an enterprise that recognises the applicants' individual skills and motivation.¹¹² Work and social conduct are especially important today because companies' expectations with regard to basic school knowledge at the end of 9th form now seem to be very low. Thus companies only give young people a chance – even with good grades – if they can also expect a minimum level of work and social conduct.¹¹³

PRACTICAL EXAMPLE: WORK FOR YOU



The **Work For You** project developed and run by RheinFlanke gGmbH supports young people with the transition from school to vocational training by combining sports pedagogy with extracurricular counselling and educational measures. The goal is to help young people look for and take on trainee positions. RheinFlanke employees directly seek out young people – especially from non-EU countries – with easy-to-access offerings in their own social environments. Initial trusting contacts are made through sports, especially football. Corresponding sports-pedagogy offerings stabilise and develop these contacts to create reliable relationships. ➔ <http://rheinflanke.com/fit-for-job/>

OTHER PRACTICAL EXAMPLES



- ▶ **JobAct** by Projektfabrik gGmbH
➔ www.projektfabrik.org/index.php/projekte-jobact.html
- ▶ **Work and Box Company** by Hand in gAG ➔ www.hand-in.de
- ▶ **Kompetenzagentur Köln-Rodenkirchen** by Jugendhilfe Köln e.V.
➔ www.kompetenzagentur-koeln.de

➔ More information can be found in the overview of practical examples (pp. 82/83)

Strengthen business and civil society involvement in the transitional system

All projects that are intended to help young people transition to a vocational training programme should ideally work closely with local companies and training enterprises. The following projects demonstrate a high level of community involvement among businesses, the community, and civil society:

PRACTICAL EXAMPLE: JOBLINGE



The **Joblinge** project is implemented in local companies (gAGs), with enterprises, communities, municipalities foundations and private individuals participating as shareholders. They all contribute their networks, which creates an effective support programme. The young people supported by this project were unable to manage the shift from school to work, so they are now in the “transitional system” between school and vocation. Joblinge helps these young people break free from the holding pattern to reach their actual goal: a company training position or job that corresponds to their wishes and skills. In the approximately six-month programme, they gain key qualifications through practical experience, develop their social skills, and prepare for their training position or job.

➤ www.joblinge.de

ANOTHER PRACTICAL EXAMPLE



▶ **Perspektiva** by Perspektiva gGmbH ➤ www.perspektiva-fulda.de

➔ More information can be found in the overview of practical examples (pp. 83/84)

Handling migrants' transition from school to vocational training

Excerpts from a conversation with **Tabea Schlimbach**,

Research Assistant at the *Deutsches Jugendinstitut (DJI)*; research specialisation: *transitions during adolescence*

Young people need support during the difficult transition from school to vocational training. They choose their potential support people by whether they can trust them, whether they are easy to reach, and whether they have relevant professional experience and knowledge.¹¹⁴ Accordingly, parents are the first and most important support providers.

Generally, the public sees parents with migrant backgrounds as more of a disadvantage. But, in fact, they are just as involved in their children's career paths as locally born parents are; they exert enormous effort, and they give their children important emotional support.

However, they cannot provide their children with as many concrete orientation tools for choosing a vocation because their own paths are harder for the young people to follow and because they often have no personal experience with the German training and education system. Young migrants particularly emphasise gratitude and respect for their parents, so they tend to feel more bound by their parents' ideas than their peers without a migrant background. This can be problematic, especially if the ideas limit their own paths. For instance, some young Muslim women face the dilemma of deciding between a more traditional, family-centred future and their



b) Support measures for young women

Girls and young women have caught up in the area of general education.

Young women are more likely than young men to earn higher-level diplomas from lower secondary schools (Level I attainment), opt for further training at upper secondary schools (Level II attainment) and to start a university education (Tertiary level). In contrast, the number of young men in the transitional system (especially young men with migrant backgrounds) has significantly increased as compared to women.¹¹⁵ Still, girls and women cannot be described as clear winners in the educational system. Gender-related factors, such as limited vocational opportunities for girls and a relatively low rate of women in the dual vocational training system point to persistent structural discrimination.

Young mothers and single mothers are considered high-risk groups in the transitional system.

There are particular difficulties for women with children, especially for young mothers and young single mothers, who clearly fall within the risk group in the transitional system.¹¹⁶

professional plans. However, most parents support their children's individual decisions.

A large majority of young people with migrant backgrounds are very close to their parents (and their family), and accordingly factor the family heavily into their career plans. Therefore migrant parents should be more clearly acknowledged as important figures in their children's transition process than they have been in the past and should be better integrated into the system of support measures as a resource.

Mentors can offer additional help by becoming trusted advisors and providing professional expertise. Their personalised, consistent support is especially helpful for young people with migrant backgrounds during the transition process; unlike school and employment agency supporters, mentors have the enormous advantage of knowing "their" young person's

tendencies and skills well, and being present not just some of the time, but throughout the whole transition process.

In order to access this important resource, mentoring services need to be offered not just periodically but comprehensively and could even be integrated into regular vocational guidance and orientation services. However, as desirable as a stronger connection would be here, it needs to be designed carefully. The voluntary nature of the service and the ability to help choose the mentor are important requirements for developing a stable, trusting relationship. Support measures cannot simply be imposed on young people.

The most effective support measures for young migrants complement their parental resources and provide things that the parents cannot. In that regard, vocational preparation measures should be as tailored as possible.

For them, there is a twofold barrier to entering the training and employment system:

- ▶ First, it is difficult to balance children and a career. Childcare in Germany is still largely handled by mothers. While this massive double load presents women in general with a daily balancing act, this is particularly the case for young mothers and single mothers.
- ▶ Second, there is a very close relationship between early motherhood and socioeconomic hardship. Difficulties with families of origin, a lack of role models, interrupted educational paths, and lacking or low-level educational qualifications are all significant factors that shape early motherhood.

Because of the difficulty of balancing family and career, there is a shift in how young women in Germany are planning their lives: education and careers are now taking priority over having children. This life planning is expressed on the one hand by the concept of later motherhood after establishing a professional career, choosing a partner and becoming financially stable, and on the other by not having children, particularly among women with higher levels of education. However, young mothers do not have this planning option. They need help handling their everyday lives and with time management during vocational training.

Part-time training allows women to balance training and childcare.

Flexitime training models have been tested since the 1990s. Allowing part-time vocational training was fundamental for the training system, and was given a legal basis with the 2005 amendment to the German Vocational Training Act. The amendment created important conditions for balancing qualified training and childcare.¹¹⁷ Even in the transitional system, effective projects can offer young mothers practical options, thus opening up a path out of the transitional system.

PRACTICAL EXAMPLE: FACHBERATUNG TEILZEITAUSBILDUNG



Fachberatung Teilzeitausbildung offered by IN VIA Katholische Mädchenarbeit Bezirk Paderborn e.V. provides practical training support for young mothers. With this project, IN VIA helps young mothers find an appropriate part-time training position with reduced weekly working hours in order to better balance paid employment and family-related work and to secure their own livelihoods. This personalised support takes the woman's overall life situation into account. Resolving childcare issues is also important. To this end, IN VIA maintains extensive partnerships with regional businesses. [↗ www.invia-paderborn.de/?page_id=214](http://www.invia-paderborn.de/?page_id=214)

ANOTHER PRACTICAL EXAMPLE



- ▶ **Teilzeitausbildung für junge Mütter** by the Verein zur beruflichen Förderung von Frauen e.V. [↗ www.vbfff-fm.de](http://www.vbfff-fm.de)

→ **More information can be found in the overview of practical examples (pp. 86/87)**

Once young mothers have gotten the tangle of life's demands and burdens under control, they can contribute many different resources that help develop professional skills (especially strengths arising from their parenting responsibilities, such as empathy, patience, and diplomacy, as well as conflict resolution and stress management skills for difficult, unplanned situations).

IV. Support measures during vocational training and in early career stages

It is not just hard to find a trainee position – finishing the training itself can be a challenge. Some young people need support in this area, as well as in the transition from a trainee position to their first experience with the job market.

1. Needs and resources

Difficulties can arise both during training and during the transition from training to a job.

- ▶ Today, too many training contracts are terminated prematurely. In 2013, 150,000 training contracts were signed in Germany, 25 percent of which were terminated.¹¹⁸ Furthermore, the current dropout rate is estimated at 12 percent.¹¹⁹ This has negative effects for individuals as well as for the job market. The average economic loss for a company due to a contract termination is about 16,000 euros.¹²⁰ Thus, support measures are needed that can help prevent the termination of training contracts.
- ▶ Successfully completing a training programme does not guarantee (permanent) paid employment. In 2013 (according to estimates), 133,000 people reported that they were unemployed after completing in-company or non-company training, which corresponds to an unemployment rate of 31 percent.¹²¹ Unemployment after not being hired permanently by a company is a risk factor for starting a career and for further paid employment. Consequently, young people need support in order to complete training and the transition to their first job.

Because the roots of these problems are diverse, the training tools employed must be tailored to the specific context and needs of the (at-risk) target groups.

2. Civil society measures

The support measures aim to help young people successfully complete their training and start employment, especially by supporting them during training and in the transition to their first jobs.

a) Support for apprentices and trainees with migrant backgrounds

Use preventive measures to lower dropout rates

Young people with migrant backgrounds are disadvantaged on the training market in several ways. They are less likely to find a trainee position, they often complete training for less challenging vocations, and they are more likely than the average trainee to leave the training programme prematurely.¹²² However, leaving the programme can be prevented in many cases if the problems are recognised and addressed in a timely manner. This is especially important because many programme dropouts have trouble finding a new trainee position. And many companies are no longer offering training programmes because of these kinds of experiences. The BMBF has recognised this problem, and has responded by funding the VerA initiative (Verhinderung von Ausbildungsabbrüchen, preventing training dropouts) with about 11.5 million euros through 2018.¹²³

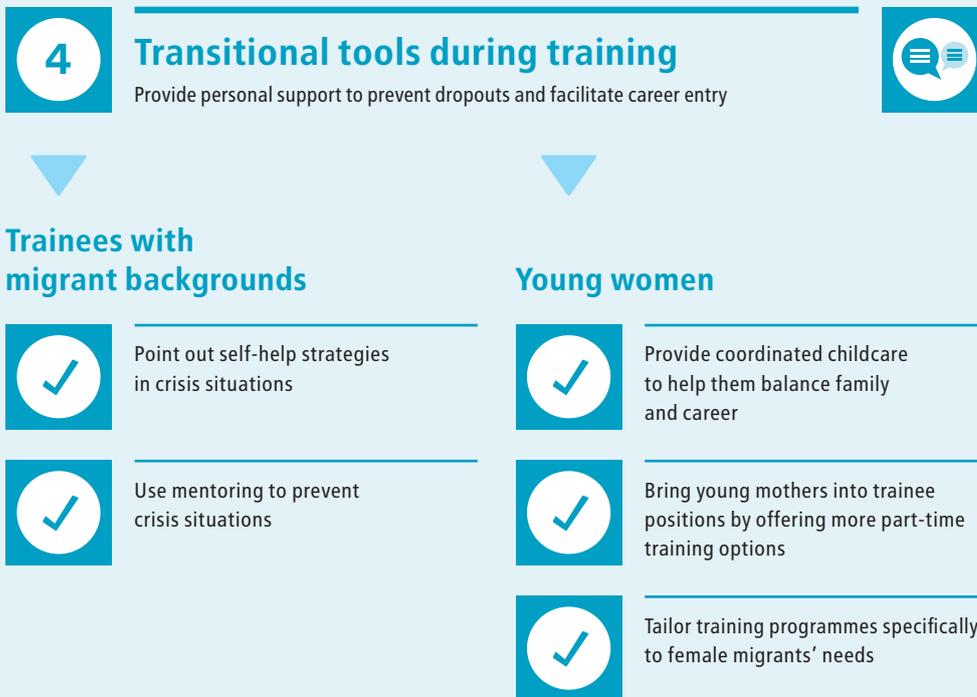


Fig. 5: Transitional tools during training

PRACTICAL EXAMPLE: PLUS 1



The **Plus 1** run by the from Jugendausbildungszentrum (youth training centre) JAZ gGmbH provides essential support tools for young people and enterprises. An expert helps young people solve their problems constructively, points out self-help strategies, and helps build conflict and communication skills in order to keep them from leaving programmes prematurely in the event of a crisis. The expert counsellor often stands in for a parent and provides a bridge to external aid providers. In addition, JAZ acts as a contact partner for the training enterprises throughout the entire training phase.

➤ <http://www.caritas-ms.de/foerderung-ausbildung/ausbildung-beratung-qualifizierung-von-jugendlichen/beratung/plus-1/>

OTHER PRACTICAL EXAMPLES



- **Ausbildungcoaching** by Kubi e.V. ➤ <http://egitim.de/kubi.php4?strLang=deut&SeitenNr=2&AngebotNr=3&Aktiv=Navi02sub>
- **Junge Werkstatt** by Junge Werkstatt Augsburg gGmbH ➤ www.die-junge-werkstatt.de/djw/

➔ More information can be found in the overview of practical examples (pp. 84/85)

Provide personal support for critical training situations

A majority of companies that train young people with migrant backgrounds (58 percent) have expressed a desire for more support for the trainees as well as the companies themselves.¹²⁴ Approaches in which qualified volunteers provide personal support for young people can produce solutions tailored to individual difficulties.

PRACTICAL EXAMPLE: AUSBILDUNGSPATENSCHAFTEN



In the **Ausbildungspatenschaften** project from Paten für Arbeit in Essen e.V., volunteer mentors accompany young people on their path from choosing a vocation to the application process and the end of training. They help young people further develop core competencies, defuse conflicts during training, and strengthen their sense of self-confidence and responsibility. Ninth and 10th form Hauptschule and Gesamtschule (comprehensive school) students are nominated for a mentorship by their teachers. The mentors build a relationship of trust with the young people they are supporting and stay in contact with their parents and the training company. They help resolve conflicts and promote motivation and persistence, and enable students to develop important skills like punctuality, commitment to the work, and responsibility. [↗ www.paten-fuer-arbeit-in-essen.de/pages/patenschaft.html](http://www.paten-fuer-arbeit-in-essen.de/pages/patenschaft.html)

ANOTHER PRACTICAL EXAMPLE



- ▶ Specifically for young refugees with uncertain residency status, the association **Ausbildung statt Abschiebung** e.V. offers support from vocational orientation to training [↗ http://asa-bonn.org](http://asa-bonn.org)

→ More information can be found in the overview of practical examples (pp. 85/86)

For young people who need extra help, personalised support from an educational expert is now an official part of SGB II (the second book of Germany's Social Code, addressing employment and labour-market issues), through a programme known as Assistierte Ausbildung. The law, which took effect on May 1, 2015, is intended to help bridge the gap between companies' requirements and young people's qualifications. Regular company-based vocational training is accompanied by comprehensive measures seeking to prepare participants for employment, conducted by non-profit agencies.¹²⁵ Assistierte Ausbildung is not a separate path, but rather a regular company training programme. Unlike non-company vocational training, enterprises are still responsible for the training. Large companies like Telekom and Bahn AG now train their own personnel to act as training assistants. This principle for success must also be made available to smaller enterprises with fewer resources, through the reliable structures of a regulatory system.¹²⁶

b) Support measures for young women

Young single mothers are a larger category than in the past, and their number continues to grow. Some 2.2 million children have grown up with only one parent – that is about 370,000 more children than in the mid-1990s. While back then only about one in nine children lived in a single-parent home, now it is more than one in six.¹²⁷

Provide childcare to facilitate entry into the training and job markets

Clearly, the efforts to date have not provided enough appropriate support for single mothers and their children – even though the problems and needs of this family constellation have been known for years and are a common topic of discussion. As a result, some civil organisations are using innovative business models to improve the childcare situation for young single mothers.

PRACTICAL EXAMPLE: KINDERZENTREN KUNTERBUNT



Kinderzentren Kunterbunt gGmbH is a charitable organisation whose facilities primarily focus on balancing family and career – with a range of supplementary offerings like long opening hours and flexible childcare schedules. The special aspect: the organisation specialises in planning and implementing on-site childcare centres. It concentrates on sites in large companies, in business parks, hospitals, airports, and public agencies. It works with the companies to develop the perfect in-house childcare facility, tailored precisely to each company's needs.

➤ www.kinderzentren.de

➔ **More information can be found in the overview of practical examples (p. 86)**

Provide more part-time training programmes for young mothers

Part-time training allows young parents to balance the dual task of family responsibilities and vocational training. Without it, many young mothers are kept from transitioning from school to a training programme right from the start (this is why corresponding support measures were already discussed in Chapter III, see p. 49). However, unlike part-time work, part-time training is very uncommon. Only 796 new part-time training contracts were concluded in 2009, which corresponds to 0.14 percent of all new training contracts. Part-time vocational training provides access to training for people who would otherwise enter the professional world without qualifications. People who have not undergone vocational-training programmes have a high risk of unemployment during the course of their life. This trend has held steady for decades, and is actually getting worse. Despite the scarcity of part-time vocational training to date, it is a useful way to make young mothers and fathers more employable.¹²⁸

Companies can attract young people to their training programmes through innovative training models – an increasingly important factor given the decline in applicants with traditional skill sets. More and more companies are interested in part-time opportunities: according to the 2012 IHK "Unternehmensbarometer" ("Company Barometer"), about 30 percent of companies in every industry now offer part-time training opportunities, or can imagine doing so in the future. Surveys reveal how much employees value family-friendliness on the part of their employers.¹²⁹

PRACTICAL EXAMPLE: TEILZEITAUSBILDUNG FÜR JUNGE MÜTTER



The **Teilzeitausbildung für junge Mütter** project run by Verein zur beruflichen Förderung von Frauen e.V. (VbFF) has been successfully implemented since 1998. The way this programme organises and schedules activities helps people balance training and childcare. Training takes place in three different locations: at the employer's facilities, at the vocational school and at VbFF. VbFF is responsible for organising the entire process; it helps people find an employer offering training, organises childcare, and offers educational support and personalised, practical instruction. [↗ www.vbff-ffm.de](http://www.vbff-ffm.de)

ANOTHER PRACTICAL EXAMPLE



- ▶ **Fachberatung Teilzeitausbildung** by IN VIA Katholische Mädchenarbeit Bezirk Paderborn e.V. (see above, Chapter III, p. 50) [↗ www.invia-paderborn.de/?page_id=214](http://www.invia-paderborn.de/?page_id=214)

→ More information can be found in the overview of practical examples (pp. 86/87)

Provide tailor-made trainee positions for women with migrant backgrounds

The vocational training situation is especially difficult for young women with migrant backgrounds. In some cases, they face severe limitations due to cultural or religious family preconceptions.¹³⁰ For some families, the option of a same-sex learning environment is important. Especially in vocational training, it is thus important to offer special support projects for young female migrants that address their specific situation and help create equal opportunities.

PRACTICAL EXAMPLE: ATELIER LA SILHOUETTE



Atelier la Silhouette run by the association Junge Frauen und Beruf e.V., is a training enterprise for young female migrants, focusing on women (persecuted people and refugees) who otherwise have few labour market opportunities. The enterprise is designed to give young women one-on-one support and to help develop their potential, both in terms of specialised technical trade and craft skills and personal character. This project is exemplary in its pairing of skilled trade and craft and socio-educational components. [↗ www.la-silhouette.de](http://www.la-silhouette.de)

ANOTHER PRACTICAL EXAMPLE



- ▶ **Ausbildung für junge Migrantinnen** by Verein zur beruflichen Förderung von Frauen in Frankfurt am Main [↗ www.vbff-ffm.de/angebote/angebote-fuer-16-bis-27-jaehrige/berufsausbildung.html](http://www.vbff-ffm.de/angebote/angebote-fuer-16-bis-27-jaehrige/berufsausbildung.html)

→ More information can be found in the overview of practical examples (pp. 87/88)

V. Career transitions in later working life

The previous chapters described vocational transitions that focus on young people taking the crucial step forward into the job market. We have seen that such systemic transitions (between school, vocational training programmes, and jobs) can be challenging, that many people can succeed only with support. What is often overlooked is that there are also difficult transitions to master in other phases of the employment path, particularly given the erosion of job skills after periods of unemployment or absence from the labour market.

1. Needs and resources

People who have already completed vocational training and/or are working in a vocation easily fall off the radar for state and civil society (vocational) support measures. However, it is worth taking a closer look: there is significant unused labour-force potential that can be tapped here if people are encouraged and supported in undertaking a **vocational change process**. On the one hand, this involves further professional development. With motivation and support, people without previous training can develop their skills by participating in **further education courses** or training programmes. On the other hand, it involves concrete support during interruptions in the employment path (for instance due to longer periods of unemployment or serious illness). Migrants and refugees can also benefit by this process, by gaining **recognition** for vocational training acquired abroad. No less relevant is the **re-entry** of women into the job world after interrupting a career to care for a child or other family member.

- ▶ **Further professional development:** There is significant potential here that can be activated through education or training measures offered later in life. Despite the transition management measures already in place (see III above), around two million people between the ages of 20 and 35 still have no formal qualifications.¹³¹ While the number of people who have gotten stuck in the transitional system has steadily declined since 2008,¹³² it is important to be persistent and to promote attractive **education and qualification programmes for older workers**.
- ▶ **Recognition of foreign vocational qualifications:** Around three million people in Germany have vocational qualifications from other countries.¹³³ However, many of these skilled workers are not employed in their trained professions in Germany and are unable to fully live out their professional potential. One reason for this: their qualifications are not recognised. They need advice and support during the **recognition process** and/or **retraining** measures if additional gaps in their qualifications must be filled for successful recognition.
- ▶ **Re-entry into the workforce:** In Germany, just under 58 percent of all gainfully employed women work part-time – many of them involuntarily.¹³⁴ In particular, there is untapped potential among women who are unemployed or only work part-time because of family obligations. For instance, many mothers continue working fewer hours even after their children no longer need extensive care. This particularly applies to migrant mothers, many of whom specifically want to pursue a job. They also feel more integrated into society when they are gainfully employed. This benefits the women, but also their families, and especially their children.¹³⁵ Programmes that recognise individual strengths, point out possible career paths, provide tailor-made training, and allow for **re-entry** can help build a bridge to the job market.

2. Civil society measures

During these transitional phases, important factors that influence successful vocational change processes include not just qualifications, but also background and gender. Thus, effective support cannot simply provide qualification measures, but must also consider the special situations of people with migrant backgrounds and women following parental leave.

a) Further professional development: supporting people who lack formal vocational qualifications

Continuing education holds great potential...

When we look at the group of 20 to 35-year-olds without vocational qualifications, the great potential held by educational and vocational programmes targeting older workers becomes clear. More than two million people in this age range had no formal qualifications in 2012.¹³⁶ Once again, migrants were disproportionately affected here. While just under 10 percent of non-migrant Germans have no vocational qualifications, the rate for migrants is just under 30 percent, three times as high.¹³⁷ People with a low level of education also deserve attention here. They have a particularly high unemployment rate of 13 percent, compared to the overall average of six percent among the workforce in Germany in 2011.¹³⁸ Another difficult aspect is that participation rates in further education and training programmes in Germany is very low among those with low-level diplomas or a lack of previous vocational-training experience.

...and many companies are willing to train young adults.



Fig. 6: Transitional tools for further professional life

Just under half of all companies in Germany (46 percent) assume that it will become harder to fill positions with qualified skilled workers in the coming years. For that reason, one in five companies say they are open to providing vocational training and qualification programmes to young adults without such qualifications. Projecting these figures onto all companies, that would mean more than 300,000 companies are prepared to consider young adults aged 20 to 30 without vocational qualifications when filling positions. This was shown by the latest findings of a representative company survey conducted by the Bundesinstitut für Berufsbildung (BIBB).¹³⁹

Training programmes should be needs-based...

The two million young adults aged 20 to 35 without vocational qualifications still have more than half a lifetime of gainful employment ahead of them – or will need public assistance for at least as long if they do not establish themselves securely on the job market by participating in qualification measures. According to a study by Institut für Arbeitsmarkt- und Berufsforschung (Institute for Employment Research/IAB),¹⁴⁰ there are hardly any jobs left for poorly trained unemployed people in Germany. 45 percent of people who are unemployed in Germany are only qualified for assistant and trainee positions. However, only 14 percent of the available jobs meet that description. Thus the qualifications of many unemployed people are not adequate to meet companies' growing demands. Qualification measures aimed at older workers must be developed with easy access in mind; they must consider the workers' linguistic skills and must be coordinated with the overall needs of the target group and the demands of the economy (in collaboration with guilds / chambers).

However, these later qualification measures must first reach them. Many of these people are not used to learning, do not access information in conventional ways, and have often had bad experiences with the educational system. Members of the target group are of adult age, often have family obligations, and are socially integrated. The group must first be motivated and convinced.

...and take the special situation of people with migrant backgrounds into account.

Especially for adults with migrant backgrounds, vocational qualification is the key to integration. It is also important, from an economic standpoint, to make this group's wide range of resources accessible for the German job market. As a rule, migrants have professionally relevant skills, competencies and experiences, even if they cannot provide proof of these or use them to obtain vocational qualifications. Most of the time, either their German language skills are not adequate to access the qualification-oriented training offerings, or their scholarly language skills are not adequate to successfully navigate the writing-heavy path to earning a vocational qualification. Furthermore, the German educational system is extremely complex. For instance, the paths toward vocational qualification that involve retraining or later qualification are quite opaque. Finally, limited residency permits can keep people from participating in long-term further training measures.

Thus, migrants who want to acquire a new vocational qualification face various specific obstacles. However, these can be overcome with professional support.

PRACTICAL EXAMPLE: QSINOVA

The **QSiNova** project run by zukunft im zentrum GmbH aims to increase the participation of unemployed and unskilled migrants over the age of 25 in vocational qualification measures, and to improve their chances of obtaining vocational qualifications (through counselling, promotional days at companies, and an unbiased assessment of skills and competencies). The QSiNova qualifications are set apart by their special focus on integrated language support. Participants also have access to a skills development mentor responsible for learning support, placement coaching, and advice on issues such as appropriate conduct.

➤ <http://www.ziz-berlin.de/QSiNova.html>

ANOTHER PRACTICAL EXAMPLE

► **Nachqualifizierung im Handwerk** by passage gGmbH

➤ www.deutsch-am-arbeitsplatz.de/nachqualifizierungimhandwerk.html

→ **More information can be found in the overview of practical examples (pp. 88/89)**

b) Recognition of foreign vocational qualifications and retraining*Qualification recognition is key to employment integration...*

According to a current survey,¹⁴¹ Germany is seen as being much more welcoming than it was just a few years ago. Most of the respondents said they would like to see this welcoming culture expanded even further. For instance, 76 percent said they supported fast, easy recognition of vocational qualifications earned abroad.

In Germany, just under three million people have foreign vocational qualifications.¹⁴² At the same time, many of these skilled workers do not work in their trained professions in Germany and are unable to realise their full professional potential. According to estimates by the MBMF, around 285,000 people are interested in a recognition process for their foreign qualifications.¹⁴³ Many of them have run into bureaucratic hurdles such as a lack of recognition for vocational qualifications granted overseas along with broader obstacles such as unfamiliar job descriptions or linguistic and cultural barriers. At the same time, studies show that the recognition of qualifications is extremely important in helping migrants achieve integration in the working world. For instance, the Institute for Work, Skills and Training (University of Duisburg-Essen) determined that people whose foreign qualifications were not recognised had just as poor employment chances as people with no qualifications at all.¹⁴⁴

...and retraining measures are another key to integration.

As of 2012, people who have successfully completed training in another country can have their qualifications compared with the requirements for this vocation in Germany. In 2013, a total of 16,695 recognition procedures were undertaken.¹⁴⁵ Partial recognition offers points of reference for further education and allows employers to assess existing qualifications.

According to the representative survey by the Federal Institute for Vocational Training, 80 percent of enterprises have no concerns about hiring migrants with foreign vocational qualifications; two-thirds are prepared to give their employees concrete help with the recognition process.¹⁴⁶

PRACTICAL EXAMPLE: SCHWERINER AUS- UND WEITERBILDUNGSZENTRUM ↓

The **Schweriner Aus- und Weiterbildungszentrum** offers retraining programmes as well as preparation for external examinations in the event that the direct recognition is unsuccessful. The goal is to help people with migrant backgrounds gain vocational qualifications. To this end, the centre worked with other education service providers and partners to develop a network for those seeking to obtain qualifications as young adults or even later. The central requirements for its success are personalised support and counselling in conjunction with detailed qualification and development plans, through to successfully obtaining vocational qualifications and company- and business-friendly skills in cooperation with companies.

➤ <http://www.sazev.de/tueren.html>

ANOTHER PRACTICAL EXAMPLE ↓

▶ **ProSALAMANDER qualification programme** at the University of Duisburg-Essen and the University of Regensburg (for academic qualifications)

➤ <http://www.prosalamander.de/>

→ More information can be found in the overview of practical examples (pp. 89/90)

c) Options for women re-entering the workforce after family-related career interruptions

There is an enormous amount of untapped potential on the German labour market...

In particular, there is untapped labour potential among the "underemployed" (more than three million people) who want to increase their weekly working hours as well as the "hidden reserve" (of more than one million people) who would fundamentally like to work, but are not actively seeking work or are temporarily unavailable for the job market (and are therefore not recorded as being unemployed).¹⁴⁷

...and this potential among women is waiting to be tapped.

Women are well-represented in these groups with untapped potential, especially women who are not working because of family obligations (for instance because they are caring for children or other relatives) or are working only part-time. Many of them comprise part of the so-called hidden reserve, but many are also underemployed. After all, just under 58 percent of all gainfully employed women work part-time (compared to just over 20 percent of men).¹⁴⁸ Many of them also continue to work fewer hours even when their children no longer need full-time care.

Women's career re-entry requires special measures.

The need for qualified employees is increasing in many industries, so there are good options for returnees to develop their skills in these areas (organisational skills, flexibility, resilience). However, re-entry into the job market, for instance for women returning from parental leave, is hard to arrange without transitional support. The rapid shifts in the character of work, along with advances in technologies such as information and communication technology, means workers re-entering the labour force must be prepared to face new challenges. For this reason, transitional support must be based on individual needs in each case. Returnees should receive competent support as they develop old and new skills and in the first few weeks after starting work.

PRACTICAL EXAMPLE: BERUFSORIENTIERUNG FÜR FRAUEN ZUR WIEDEREINGLIEDERUNG IN DEN BERUF



Berufsorientierung für Frauen zur Wiedereingliederung in den Beruf offered by FRESKO e.V. is a part-time course; it focuses on employable women who have not been employed for a longer period of time and who are looking for a (new) career. The course gives participants insight into various professional fields, and they work together to develop a solid application strategy and a detailed plan of action. In addition to the orientation, practical experience within the scope of a company internship plays a central role. The goal is to show the women personalised entry options for the job market. [↗ http://fresko.org/alleinerziehende/](http://fresko.org/alleinerziehende/)

OTHER PRACTICAL EXAMPLES



- ▶ **Forum Berufsrückkehr** by beramí e.V. in cooperation with two other women's education associations [↗ http://fswh.de/gefoerderte-kurse/forum-berufsrueckkehr](http://fswh.de/gefoerderte-kurse/forum-berufsrueckkehr)
- ▶ **Tailored approach measures** by Zentrum für Ausbildung und berufliche Qualifikation Oberhausen e.V. [↗ http://www.zaq-oberhausen.de/545.html](http://www.zaq-oberhausen.de/545.html)

→ **More information can be found in the overview of practical examples (p. 90)**

Providing mothers with migrant backgrounds access to training

Mothers with migrant backgrounds are much less likely to be active on the job market and typically work many fewer hours in paid employment than do non-migrant mothers.¹⁴⁹ This has negative consequences, and not just for families' economic situations, as migrant women with children represent a valuable underutilised labour-market resource for the broader economy. Despite their strong earning motivation and an increasing demand for labour, however, many mothers with migrant backgrounds are unable to find paid employment. This applies equally to women who obtained their qualifications abroad, those with gaps in their education, and those without educational qualifications. What they share is their family's migration experience, which shapes many important factors on the job market: language requirements, obstacles to accessing childcare, and last but not least, the lack of networks to help balance work and family. Any support measures need to account for the diversity within this group.

In early 2015, the BMFSFJ kicked off the federal ESF programme Stark im Beruf – Mütter mit Migrationshintergrund steigen ein. The programme helps improve job market opportunities for mothers with migrant backgrounds.¹⁵⁰

PRACTICAL EXAMPLE: MÜTTERN MIT MIGRATIONSHINTERGRUND



With **Müttern mit Migrationshintergrund**, the Frankfurt association berami e.V. aims to open up vocational and career prospects for mothers with migrant backgrounds. In addition to balancing work and family, they face cultural obstacles, linguistic difficulties, and the (non-)recognition of qualifications. They need support in these areas. During an assessment period, a personalised support plan is developed for each participant. On this basis, a joint decision is made about what approach each participant will take to achieve her goal and what skills and competencies still need to be developed. There are four modules available, each with a different focus: developing German language skills, identifying and expanding skills and competencies, strengthening resources, and building independence.

[↗ www.berami.de](http://www.berami.de)

→ **More information can be found in the overview of practical examples (p. 91)**

The practical examples presented in Part E offer a clear demonstration of how civil society actors are succeeding in discovering and promoting potential, particularly among people with migrant backgrounds, girls and women, as these individuals make the difficult transition into vocational training programmes. It is clear that support measures must take a targeted approach in order to facilitate transitions into the career world, accounting for both individual circumstances (particularly the various stages in job-seekers' educational paths) and needs (particularly the special requirements of the various target groups). The following chapter summarises the main findings of the survey of support programmes offered by charitable and nonprofit stakeholders and examines the conditions of success.

F SUMMARY

This report examines what can be done to help individuals make successful transitions into the job market, and what civil society organisations can do to facilitate this process. The

report analyses existing social and economic conditions and examines the roles played by relevant stakeholders. It also looks at the specific requirements of, and resources available to, two specific categories of individual – young people from migrant families, and women more generally – as they undergo vital transitions in their educational paths. The primary focus is on real-world civil-society projects that help members of these diverse target groups integrate into educational, vocational-training, and labour-market settings – and which demonstrably achieve this goal.

The following factors are of key importance for projects seeking to make an impact:

- ▶ **Perspective is crucial:** Students entering the school-to-work transition process bring significant but varying resources of their own. Thus, programme participants' potential should be identified as early as possible. The most successful civil-society projects show that sustained effects can be achieved only if support measures are tailored specifically to the individual programme participants' strengths. Doing this may require a change in institutional perspective, but the effort involved will pay off in terms of benefits to the broader economy. While there is certainly a financial cost to offering good guidance, orientation and training measures that bring people permanently into the labour force, this approach will result in substantial savings over time.
- ▶ **Transitions between life stages call for targeted support:** In helping people move into the job market, it is important to distinguish between various life phases and thus also between various transitional situations. Each kind of transition (such as entering school, finishing school, starting vocational training, finishing vocational training, or starting a job) is associated with its own difficult processes of adaptation. Moreover, each functions as a crossroads, requiring people to make choices necessary for success in their further educational, training or work lives. These passages carry a risk of failure, but if appropriate support is given, people can navigate them successfully. Measures geared specifically to these transitional points are typically more successful.
- ▶ **Students should be given help in setting goals and establishing a path to a career as early as possible:** Measures within the school-to-work transitional system are extremely costly, time-consuming and labour-intensive. Early interventions can achieve substantial impact with proportionately less outlay, while considerably improving individuals' future prospects on the job market. Early education, for example, tends to produce significant improvements in later educational attainments, which in turn increase the likelihood of a successful start in professional life. Labour-market measures geared towards eliminating any potential stereotypes that may unjustly affect a person's choice of profession (e.g. that women are less likely to be successful in scientific fields) should also start early on in a child's life.
- ▶ **Vocational guidance and orientation improve prospects for making a successful start:** Students often go through an intensive phase of learning and reflection as they familiarise themselves with various potential jobs and careers and receive career guidance. The quality of the guidance and support provided during this time can be a crucial factor enabling a successful transition into vocational training and work. For this reason, it is important to integrate practical learning elements and hands-on experience into students' school-based instruction. Personal mentoring outside the school setting is another means of providing support and motivation during the vocational-development phase, especially for young people from migrant families.

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- ▶ **Gender-based career stereotypes should be dispelled:** The career plans made by young men and women today still largely correspond to traditional roles. Career-orientation measures should thus be geared, at least in part, towards helping students question stereotypical gender roles and career choices. This will ensure that the doors to certain careers, such as those in STEM or healthcare fields, remain open to both girls and boys.
 - ▶ **A diploma serves as a springboard to professional life:** Earning a diploma can clearly improve students' career prospects. There is a clear correlation between educational and vocational-training prospects and the attainment of a diploma. With several types of secondary-school diplomas issued in Germany, corresponding to the years of schooling completed and type of study pursued, young people with a lower-level diploma or none at all face comparatively worse job prospects. Consequently, measures providing students with the motivation to pursue their schooling as far as possible are important.
 - ▶ **Good behavioural and social skills are critical:** While having a formal diploma is important for those seeking an apprenticeship or trainee position, this alone does not guarantee success. Consequently, support measures should also be geared towards cultivating key social skills among applicants. Mentoring projects providing individual support represent one promising approach, as does engaging in active outreach within project participants' personal environments (parents, acquaintances). Helping students establish personal connections with a particular company (such as an early internship), so the business can become aware of their individual skills, abilities, and motivations, can be another important factor in facilitating young people's transitions.
 - ▶ **Young mothers should be brought into the vocational-training and job market:** For many women, the difficulty of balancing a family and a job represents an insurmountable barrier to entering the vocational training and employment system. These mothers urgently need support if they are to successfully combine either vocational training or work and childcare responsibilities. In Germany, the responsibility of caring for children still rests primarily with mothers. Increasing the number and breadth of part-time vocational-training models, while offering childcare options with flexible hours, could represent a concrete way out of this predicament.
 - ▶ **Crises during vocational training should be identified as early as possible:** Too many young people leave apprenticeship and training programmes before completion, with far-reaching consequences for themselves, the companies involved, and ultimately for the labour market as a whole. Preventing people from dropping out of vocational training requires measures (especially preventive measures) that – through ongoing expert support – make it possible to identify emerging tensions or crisis situations early on. These measures need to address both the young people and their employers, helping both sides improve their conflict-resolution and communication skills as needed.
 - ▶ **Labour-market prospects can be improved through continuing education and retraining:** Individuals with low-level qualifications or even no formal vocational qualifications at all also have considerable labour-market potential. Continuing education and retraining measures can help these individuals transcend precarious living and working conditions and find their way into stable working situations. However, any such measures must offer a low threshold for entry, must take language skills into account (particularly for migrants), and should be tailored both to the target group's specific needs and the wider economy's demands.

- ▶ **Vocational diplomas granted overseas can be utilised by adapting vocational skills to local market demands:** People who hold vocational diplomas from other countries often work outside their original profession in Germany, taking jobs far below their capabilities. The recognition of foreign vocational qualifications is thus key in helping migrants integrate fully into the labour market. If these individuals' full potential is to be tapped, they need support in achieving official recognition of their qualifications, and in adapting their vocational skills to the demands of the local job market.
- ▶ **Women who have left the workforce to care for children or other family members should be given a clear path to re-entry:** Women who have been out of the workforce for a time to care for family members represent a significant quantity of underused skilled-labour potential. However, re-entering the workforce after a family-related hiatus can be difficult, especially for mothers within migrant communities. Measures tailored individually to each applicant can ease this transition.
- ▶ **Bringing migrant women into the job market requires an understanding of their specific needs:** Migrant women are often in a difficult situation with regard to vocational training, in some cases having to accept serious restrictions in their choice of profession and actual working lives due to their cultural or religious family backgrounds. Support projects that address these individuals' specific situations can help to open opportunities that were previously unavailable.

To enable people to reach their full potential across these various phases of their educational paths and careers, support measures must be designed and implemented so as to account for each individual's specific situation and needs. This report presents a number of practical examples that clearly show how young people can be helped through difficult transitions. Many of these examples can be replicated on a wider scale as well.

Of course, financing the necessary support measures is a pressing issue. The costs incurred by public agencies and institutions in this area can only be estimated, while the financial outlays currently made by private institutions and foundations are entirely opaque. The financing structures within the current school-to-work transitional system are also confusing and unclear. The German federal and state governments, municipalities, and the European Social Fund all pursue different goals and follow different systems with their funding programmes. This, and the fact that different funders provide financing for different lengths of time, can make it difficult to support projects on a sustained basis. Integrating or increasing co-ordination between these various funding streams would help make projects financially more efficient and effective.¹⁵¹

In conclusion, it is apparent that the task of supporting people as they navigate the transitions between the educational and vocational-training systems and ultimately enter the workforce cannot be accomplished by a single institution working on its own, but rather depends in large measure on cooperation. Job seekers can be enabled to reach their full potential in vocational-training and the labour market; however, this will require all stakeholders to join forces and contribute to the efforts already underway to help people transition into working life. Moreover, it will require the dismantling of barriers related to origin and gender. All of us – the state, the business sector, families, and civil society – have a stake in this process, and success in this task will ultimately benefit us all.

ENDNOTES

- ¹ See German Federal Ministry of Education and Research (BMBF) (Ed.), *Berufsbildungsbericht 2015*, pp. 5–6.
- ² Henry-Huthmacher / Hoffmann (Ed.): *Duale Ausbildung 2020. 14 Fragen & 14 Antworten*, Konrad-Adenauer-Stiftung 2013, Introduction.
- ³ BIBB (Ed.), *Data Report to accompany the Report on Vocational Education and Training, 2015*, p. 432.
- ⁴ During the 2013/2014 vocational training year, 522,232 new apprenticeship and traineeship contracts were signed, 502,091 of them at regular companies providing training: BMBF (Ed.), *Berufsbildungsbericht (Report on Vocational Education and Training), 2015*, pp. 5–6.
- ⁵ See BMBF (Ed.), *Berufsbildungsbericht (Report on Vocational Education and Training), 2015*, p. 50; BIBB (Ed.), *Data Report to accompany the Report on Vocational Education and Training, 2015*, p. 19. Manual trades and crafts accounted for the largest share of unfilled apprenticeship and traineeship positions.
- ⁶ See BMBF (Ed.), *Berufsbildungsbericht (Report on Vocational Education and Training), 2015*.
- ⁷ In 2012, there were 2,042,000 people between the ages of 20 and 35 without formal qualifications; see BIBB (Ed.), *Data Report to accompany the Report on Vocational Education and Training, 2015*, pp. 294 et seq.; also see Protsch, *Probleme auf dem Arbeitsmarkt, WZBrief Bildung*, Feb. 2014, p. 2.
- ⁸ There are about 2.4 million families with migrant backgrounds living in Germany today, and almost one in three children in Germany now grows up with various languages and cultures: see German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ), *Erwerbsperspektiven für Mütter mit Migrationshintergrund, 2013*, p. 5.
- ⁹ See BIBB (Ed.), *Data Report to accompany the Report on Vocational Education and Training, 2015*, pp. 85, 97.
- ¹⁰ See Sachverständigenrat deutscher Stiftungen für Integration und Migration (Expert Council of German Foundations on Integration and Migration), *Diskriminierung am Ausbildungsmarkt, 2014*, p. 6.
- ¹¹ See BIBB (Ed.), *Data Report to accompany the Report on Vocational Education and Training, 2015*, pp. 85–86.
- ¹² See Sell: “Wie verändert man das Berufswahlverhalten junger Menschen?” in: Henry-Huthmacher / Hoffmann (Ed.): *Duale Ausbildung 2020. 14 Fragen & 14 Antworten*, Konrad-Adenauer-Stiftung, 2013, pp. 47–50.
- ¹³ See Lenze, *Alleinerziehende unter Druck, 2014*.
- ¹⁴ Berlin Social Science Center (WZB) study *Continuity and Change in the German Labor Market, 2015* (SORP data, reference period: 1984–2010).
- ¹⁵ BMFSFJ, *Erwerbsperspektiven für Mütter mit Migrationshintergrund, 2013*, p. 5.
- ¹⁶ BMFSFJ, *Erwerbsperspektiven für Mütter mit Migrationshintergrund, 2013*, p. 5.
- ¹⁷ See Solga / Baas / Kohlrausch, *WZBrief Bildung*, Feb. 2012, p. 6.
- ¹⁸ Total number of all persons who could be registered institutionally in 2014: See Matthes / Ulrich / Flemming / Granath (BBIG), *Die Entwicklung des Ausbildungsmarktes im Jahr 2014*, p. 2.
- ¹⁹ Krekel / Ulrich, *Jugendliche ohne Berufsabschluss*, Friedrich Ebert Stiftung, 2009, p. 7.
- ²⁰ For a critical view of the idea of “readiness” for vocational training (“Ausbildungsreife”), see Christe / Enggruber / Reisch, *Übergänge Schule – Ausbildung, Materialien zum 14. Kinder- und Jugendbericht, 2013*, pp. 9–10 and 44 et seq.
- ²¹ See Solga / Baas / Kohlrausch, *WZBrief Bildung*, Feb. 2012, p. 2.
- ²² Vodafone study “Schule, und dann?”, 2014.
- ²³ WZB, Protsch / Solga, p. 138, Dec. 2012.
- ²⁴ For an overview of the current federal and state programmes, see Bundesinstitut für Berufsbildung (Ed.): *Datenreport zum Berufsbildungsbericht 2014. Informationen und Analysen zur Entwicklung der beruflichen Bildung. Tabelle D1-2 Internet*. Bonn 2014. URL: http://www.bibb.de/dokumente/pdf/a2_tabelle_D1-2_internet-foerderfaelle-foerdermittel.pdf sowie *Datenreport zum Berufsbildungsbericht 2015. Informationen und Analysen zur Entwicklung der beruflichen Bildung. Tabelle D1-2 Internet*. Bonn 2015. URL: http://www.bibb.de/dokumente/pdf/a2_tabelle-d1.2-2-internet_bundes-laenderprogramme-foerderfaelle-foerdermittel_2015.pdf.
- ²⁵ Study by Vodafone Stiftung: “Schule, und dann?”, 2014, BIBB report dated 11/27/14.
- ²⁶ Mahl (DJI), *Übergang Schule–Beruf im Landkreis St. Wendel, 2012*.
- ²⁷ Study by Vodafone Stiftung: “Schule, und dann?”, 2014, BIBB report dated 11/27/14.
- ²⁸ Study by Vodafone Stiftung: “Schule, und dann?”, 2014, BIBB report dated 11/27/14.
- ²⁹ Study by Vodafone Stiftung: “Schule, und dann?”, 2014, BIBB report dated 11/27/14.

- ³⁰ Study by Vodafone Stiftung: "Schule, und dann?", 2014, BIBB report dated 11/27/14.
- ³¹ In addition to the major public welfare institutions, there are other large independent agencies, for instance focusing on the transition between school and vocation: Internationale Bund e.V. (IB) and Christliche Jugenddorfwerk Deutschlands e. V. (CJD).
- ³² Klemm, Was kostet eine Ausbildungsgarantie in Deutschland?, Bertelsmann Stiftung, 2012.
- ³³ At a realistic estimate, the costs incurred in the area of "transition" every year at every level should be between six and seven billion euros: Krüger-Charlé (IAT Institut Arbeit und Technik), Forschung aktuell: Übergänge zwischen Schule, Ausbildung und Beruf, 2010.
- ³⁴ Allmendinger / Giesecke / Oberschachtsiek (Ed., Bertelsmann Stiftung), Unzureichende Bildung: Folgekosten für die öffentlichen Haushalte, 2011.
- ³⁵ Institut der Deutschen Wirtschaft, final report: "Integrationsrendite", 2010.
- ³⁶ Hoffmann in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 99.
- ³⁷ Autorengruppe BIBB / Bertelsmann Stiftung, Reform des Übergangs von der Schule in die Berufsausbildung, Aktuelle Vorschläge im Urteil von Bildungsexperten und Jugendlichen, 2011, p. 20.
- ³⁸ Information about the programme "Kein Abschluss ohne Anschluss" can be found at www.keinabschlussohneanschluss.nrw.de.
- ³⁹ Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung" ("Authoring Group Educational Reporting"), p. 66.
- ⁴⁰ This determination is based on 2013. Since 2009, participation in education has risen for children both with and without migrant backgrounds, but the difference between the two groups has actually grown; see Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 56.
- ⁴¹ For 84% of children from homes with a low level of education, and for 76% of children with migrant backgrounds, the first care experience outside the parental home comes from daycare facilities, while this is only true for 54% of children from highly educated homes. The average age for starting care outside the family ranges from age 2 for children from highly educated homes to 2.9 for children from homes with a lower level of education. Thus many of the former attend daycare facilities for a total of up to four years. Similar figures apply to children with migrant backgrounds; see Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 48.
- ⁴² Early childhood music lessons are less common among children with migrant backgrounds. They are also less likely to participate in sports clubs than children without migrant backgrounds (65 to 76%); see Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 48 et seq.
- ⁴³ See Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 66.
- ⁴⁴ OECD, study: "Doing Better for Families", 2011.
- ⁴⁵ For instance, children who attend institutions with a high proportion of children who do not speak German at home have somewhat more poorly developed German language skills. This finding clearly shows that institutions with a high proportion of children who do not speak German at home have a greater need for support for their children: see Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 61.
- ⁴⁶ Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 57.
- ⁴⁷ Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 48.
- ⁴⁸ Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 47.
- ⁴⁹ Holger Bonin in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 35.
- ⁵⁰ E. Hoffmann in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 100.
- ⁵¹ Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 38 (in 2012, 5.4% of all 16 to under-30-year-olds still attended Sekundarbereich I (lower secondary level) of a general education school, while this figure was 8.4% for people with migrant background. 15.8% of 16 to under-30-year-olds without migrant backgrounds, but only 13.7% of people with migrant background, are enrolled in college).
- ⁵² Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 48/56.
- ⁵³ Notes on "Sprachliche Bildung und Förderung für Kinder unter Drei" can be found at www.dji.de/index.php?id=1383, on "Frühstart" at www.projekt-fruehstart.de/, on "Rucksack KiTa" at www.kommunale-integrationszentren-nrw.de/rucksack-1.

- ⁵⁴ Education in Germany 2014, education report for 2014 by "Autorengruppe Bildungsberichterstattung", p. 76: Even with consideration for respective socioeconomic status, students with migrant backgrounds still attend college preparatory high schools (Gymnasien) more rarely, and are more likely to attend a Hauptschule, than those without migrant backgrounds.
- ⁵⁵ Gresch, Migrantenkinder auf dem Weg zum Abitur: Wie kommen die Übergangsempfehlungen nach der Grundschule zustande?, WZBrief Bildung 21, May 2012 p. 3.
- ⁵⁶ Blossfeld / Bos / Hannover / Lenzen / Müller-Bölling / Prenzel / Wößmann, Geschlechterdifferenzen im Bildungssystem, Annual Report 2009 (vbr Vereinigung der Bayerischen Wirtschaft, Ed.), 2009, p. 56.
- ⁵⁷ On the strategy of "Gender Mainstreaming," see <http://www.bmfsfj.de/BMFSFJ/gleichstellung,did=192702.html>.
- ⁵⁸ In 2010, only 15 percent of all first year college students chose a major in the field of mathematics or natural science, and only 9 percent in the field of engineering: information on the website www.komm-mach-mint.de for the "Nationaler Pakt für Frauen in MINT-Berufen".
- ⁵⁹ Ziegler / Schirner / Schimke / Stoeger, Systemische Mädchenförderung in MINT, University of Ulm, p. VIII, see <http://www.psycho.ewf.uni-erlangen.de/mitarbeiter/ziegler/publikationen/Publikation15a.pdf>.
- ⁶⁰ German Ministry of Education and Research: Aufstieg durch Bildung. Die Qualifizierungsinitiative für Deutschland, 2008.
- ⁶¹ See BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 401. According to the study "Bildungschancen vor Ort" by Deutscher Caritasverband and Rheinisch-Westfälisches Institut für Wirtschaftsforschung (RWI), 2012, the rate of school-leavers without a Hauptschule diploma was 5.6 percent, though with wide regional disparities between the cities of Salzwedel, at 15.4%, and Mainz, at 1.5%.
- ⁶² BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 401.
- ⁶³ Heisig / Solga, Ohne Abschluss keine Chance, WZBrief Arbeit, Jan. 2015, p. 2.
- ⁶⁴ Mahl (DJI), Übergang Schule–Beruf im Landkreis St. Wendel, 2012.
- ⁶⁵ Bonin in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 32.
- ⁶⁶ Heisig / Solga, Ohne Abschluss keine Chance, WZBrief Arbeit, Jan. 2015, p. 5.
- ⁶⁷ Heisig / Solga, Ohne Abschluss keine Chance, WZBrief Arbeit, Jan. 2015, p. 6.
- ⁶⁸ See Protsch, Probleme auf dem Arbeitsmarkt, WZBrief Bildung, Feb. 2014, p. 2.
- ⁶⁹ See Protsch, Probleme auf dem Arbeitsmarkt, WZBrief Bildung, Feb. 2014, p. 5.
- ⁷⁰ WZBrief Arbeit 19, Heisig / Solga: Ohne Abschluss keine Chance, 01/2015.
- ⁷¹ However, it is disputed whether and to what extent schools are responsible for vocational orientation and shaping the transition to the professional world: on this debate, see Jens Bachmann in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 72 et seq.
- ⁷² Study by Vodafone Stiftung "Schule, und dann?", 2014, BIBB report dated 11/27/14.
- ⁷³ Mahl (DJI), Übergang Schule–Beruf im Landkreis St. Wendel, 2012.
- ⁷⁴ The majority of young people in Hauptschule and Förderschule classes plan to spend more time in school in order to obtain a higher degree. Only one in three young people goes straight to vocational training. Toward the end of the last school year, however, only 17% of the young people have a firm acceptance for a trainee position. In particular, students at the Förderschule and those who complete the BGJ/BGS (vocational preparation year/basic vocational school year) as well as young people with poor grades have trouble finding a trainee position. What is noteworthy is that BGJ/BGS students do not have a backup plan if the training plans fall through: see Mahl (DJI), Übergang Schule–Beruf im Landkreis St. Wendel, 2012.
- ⁷⁵ Study by Vodafone Stiftung "Schule, und dann?", 2014, BIBB report dated 11/27/14.
- ⁷⁶ Mahl (DJI), Übergang Schule–Beruf im Landkreis St. Wendel, 2012.
- ⁷⁷ Study by Vodafone Stiftung "Schule, und dann?", 2014, BIBB report dated 11/27/14.
- ⁷⁸ Study by Vodafone Stiftung "Schule, und dann?", 2014, BIBB report dated 11/27/14.
- ⁷⁹ Parents and other family members are seen as a valuable, essential resource for managing the start of a professional career: DJI longitudinal study "Die Bewältigung des Übergangs Schule–Berufsausbildung bei Migrantinnen und Migranten im Vergleich zu autochthonen Jugendlichen", 2015.
- ⁸⁰ Study by Vodafone Stiftung "Schule, und dann?", 2014, BIBB report dated 11/27/14.

- ⁸¹ Mahl (DJI), Übergang Schule–Beruf im Landkreis St. Wendel, 2012; DJI longitudinal “Die Bewältigung des Übergangs Schule–Berufsausbildung bei Migrantinnen und Migranten im Vergleich zu autochthonen Jugendlichen”, 2015.
- ⁸² Bonin in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 35.
- ⁸³ Study by Vodafone Stiftung “Schule, und dann?“, 2014, BIBB report dated 11/27/14.
- ⁸⁴ El-Mafaalani: Vom Arbeiterkind zum Akademiker. Über die Mühen des Aufstiegs durch Bildung, Sankt Augustin / Berlin 2014, Ed. Henry Huthmacher, Christine, Konrad Adenauer Stiftung e.V.
- ⁸⁵ This is the overall finding of a study by Bertelsmann Stiftung, Berufsausbildung junger Menschen mit Migrationshintergrund, 2014; it is also the summary in: BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 105.
- ⁸⁶ This is shown by the findings of a nationwide quantitative correspondence test of training enterprises: see Sachverständigenrat deutscher Stiftungen für Integration und Migration, Diskriminierung am Ausbildungsmarkt, 2014.
- ⁸⁷ For an extensive description of the findings, see primarily: Ursula Beicht, Julia Gei: Bildungsverhalten von Jugendlichen – Ergebnisse der BA/BIBB-Bewerberbefragung 2012, in: Bundesinstitut für Berufsbildung (Ed.): Datenreport zum Berufsbildungsbericht 2014, Bonn 2014, pp. 78 – 98; see also BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 85 et seq.
- ⁸⁸ Institut der Deutschen Wirtschaft, Final Report “Integrationsrendite“, 2010.
- ⁸⁹ Young people need open-ended, available support, for instance through ongoing personal contact with training sponsors and mentors: DJI longitudinal study “Die Bewältigung des Übergangs Schule–Berufsausbildung bei Migrantinnen und Migranten im Vergleich zu autochthonen Jugendlichen“, 2015.
- ⁹⁰ See Sell in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 53.
- ⁹¹ More than half of girls born each year qualify for college attendance – but only about 41 percent of boys. At the other end of the performance scale, 21 percent of boys leave school with at most a Hauptschule diploma, but for girls, this figure is only 14 percent: Berlin-Institut für Bevölkerung und Entwicklung (Ed.), Schwach im Abschluss. Warum Jungen in der Bildung hinter Mädchen zurückfallen – und was dagegen zu tun wäre, 2015 study.
- ⁹² Study by Vodafone Stiftung “Schule, und dann?“, 2014, BIBB report dated 11/27/14.
- ⁹³ According to an (important) summary in the study by Berlin-Institut für Bevölkerung und Entwicklung (Ed.), Schwach im Abschluss. Warum Jungen in der Bildung hinter Mädchen zurückfallen – und was dagegen zu tun wäre, 2015.
- ⁹⁴ Bußmann / Seyda (Institut der deutschen Wirtschaft), Fachkräfteengpässe in Unternehmen, 2014.
- ⁹⁵ See www.girlsday.de; www.boysday.de.
- ⁹⁶ Beicht / Granato, Prekäre Übergänge vermeiden – Potenziale nutzen – Junge Frauen und Männer mit Migrationshintergrund an der Schwelle von der Schule zur Ausbildung, Friedrich Ebert Stiftung, 2011, p. 7.
- ⁹⁷ Information for 2008: see Christine Henry-Huthmacher in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 11 et seq.
- ⁹⁸ Today, young people with a Hauptschule diploma make up more than 30% of all young people in the dual system (29.5% in 2013): see also M. Anbuhl, DGB-Expertise zu den Chancen von Jugendlichen mit Hauptschulabschluss auf dem Ausbildungsmarkt, 2015, p. 11.
- ⁹⁹ Krekel / Ulrich, Jugendliche ohne Berufsabschluss, Friedrich Ebert Stiftung, 2009, p. 7.
- ¹⁰⁰ Beicht / Granato, Prekäre Übergänge vermeiden – Potenziale nutzen – Junge Frauen und Männer mit Migrationshintergrund an der Schwelle von der Schule zur Ausbildung, Friedrich Ebert Stiftung, 2011, p. 8.
- ¹⁰¹ von Borstel, Jede dritte Firma durch Fachkräftemangel gefährdet, Die Welt, 1/30/2014.
- ¹⁰² See also Anbuhl, DGB-Expertise zu den Chancen von Jugendlichen mit Hauptschulabschluss auf dem Ausbildungsmarkt, 2015, p. 11.
- ¹⁰³ Klemm, Was kostet eine Ausbildungsgarantie in Deutschland?, Bertelsmann Stiftung, 2012.
- ¹⁰⁴ BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 97.
- ¹⁰⁵ Schmidt, Migrant/-innen im Übergangssystem, in: Granato / Munk / Weiß (Ed.), Migration als Chance, 2011, p. 80.
- ¹⁰⁶ For instance, Zentralverband des Deutschen Handwerks explains that the risk group could become a target group for dealing with the shortage of skilled workers associated with the demographic change.
- ¹⁰⁷ See also Sell in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 58 et seq.

- ¹⁰⁸ Beicht / Granato, Prekäre Übergänge vermeiden – Potenziale nutzen – Junge Frauen und Männer mit Migrationshintergrund an der Schwelle von der Schule zur Ausbildung, Friedrich Ebert Stiftung, 2011, p. 7.
- ¹⁰⁹ Hoffmann in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 97.
- ¹¹⁰ Krekel / Ulrich, Jugendliche ohne Berufsabschluss, Friedrich Ebert Stiftung, 2009, p. 8.
- ¹¹¹ Sell in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 16.
- ¹¹² See Solga / Baas / Kohlrausch, WZBrief Bildung, Feb. 2012, p. 5.
- ¹¹³ See Solga / Baas / Kohlrausch, WZBrief Bildung, Feb. 2012, p. 5.
- ¹¹⁴ See also the qualitative DJI longitudinal study "Die Bewältigung des Übergangs Schule–Berufsausbildung bei Migrantinnen und Migranten im Vergleich zu autochthonen Jugendlichen", which provides the basis for many of the further statements (www.dji.de/bewaeltigung); for more information, see also: Schlimbach, Tabea / Mahl, Franciska / Reißig, Birgit (Ed.) (2015): Handlungsstrategien am Übergang von der Schule in die Ausbildung. Der Faktor Migration. Munich, Halle (to be published in August 2015); Lex, Tilly / Schlimbach, Tabea (2015): Begleitung im Übergang [working title]. DJI Impulse 2/2015, expected to be published in August/September 2015.
- ¹¹⁵ See BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 265. According to Friese, Junge Mütter als Risikogruppe im Übergangssystem, in: bwp@ Spezial 5 – Hochschultage Berufliche Bildung 2011 (www.bwpat.de/ht2011/ws15/friese_ws15-ht2011.pdf), the share of young men in the transitional system in 2008 was 56%, compared to 44% of young women.
- ¹¹⁶ Friese, Junge Mütter als Risikogruppe im Übergangssystem, in: bwp@ Spezial 5 – Hochschultage Berufliche Bildung 2011 (www.bwpat.de/ht2011/ws15/friese_ws15-ht2011.pdf).
- ¹¹⁷ Friese, Junge Mütter als Risikogruppe im Übergangssystem, in: bwp@ Spezial 5 – Hochschultage Berufliche Bildung 2011 (www.bwpat.de/ht2011/ws15/friese_ws15-ht2011.pdf).
- ¹¹⁸ BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 9.
- ¹¹⁹ According to DIHK Newsletter 16 dated 4/16/2015. On the state of research, see also BMBF (Ed.), Ausbildungsabbrüche vermeiden – neue Ansätze und Lösungsstrategien, Volume 6 of the series Berufsbildungsforschung, 2009. According to this, the average termination rate between 2004 and 2006 was 20%.
- ¹²⁰ See DIHK Newsletter 16 dated 4/16/2015.
- ¹²¹ See BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 292. According to a study by IAB Institut für Arbeitsmarkt- und Berufsforschung, 2009, one-fifth of former trainees were unemployed after their training programme.
- ¹²² See Jasper / Richter / Haber / Vogel, Ausbildungsabbrüche vermeiden – neue Ansätze und Lösungsstrategien, Volume 6 of the Berufsbildungsforschung series, ed. by the BMBF, 2009, p. 11.
- ¹²³ As a result, up to 3,000 young people will receive personal mentoring from volunteer training mentors every year starting in January 2015. The project is being carried out by Senior Experten Service (SES) in Bonn. The service seeks and appoints a suitable training mentor near the young person's place of residence. In joint meetings, the Senior Experts and young people agree on prospects and objectives for the training mentorship. They work together to find solutions to improve learning motivation, to build social skills, and to handle everyday problems. See also the press release dated 1/27/2015, <http://www.bmbf.de/press/3731.php>.
- ¹²⁴ Enggruber / Rützel, Berufsausbildung junger Menschen mit Migrationshintergrund, Studie im Auftrag der Bertelsmann Stiftung, 2014, p. 9.
- ¹²⁵ For more information, see <http://www.bibb.de/de/1301.php>.
- ¹²⁶ Hoffmann in: Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011, p. 98.
- ¹²⁷ See Lenze, Alleinerziehende unter Druck, 2014.
- ¹²⁸ BMBF (Ed.), Teilzeitberufsausbildung: Inanspruchnahme, Potenziale, Strukturen, 2011.
- ¹²⁹ BMBF, Ausbildung in Teilzeit – ein Gewinn für alle, Jobstarter Praxis band 7, 2013.
- ¹³⁰ DJI longitudinal study "Die Bewältigung des Übergangs Schule–Berufsausbildung bei Migrantinnen und Migranten im Vergleich zu autochthonen Jugendlichen", 2015: There are reports of young women from Muslim families who are unable to realise their desired educational path because of a parental prohibition, while other women of the same ethnic background fulfill opposite aspirations.
- ¹³¹ BiBB (Ed.), Datenreport zum Berufsbildungsbericht 2015, p. 294.
- ¹³² From 14.9% in 2008 to 13.1% in 2012: see Berufsbildungsbericht 2015, BMBF report dated 4/15/2015.

- ¹³³ Information on the bq portal of Institut der deutschen Wirtschaft Köln e.V., the first comprehensive online informational portal about foreign vocational qualifications, at <https://www.bq-portal.de/de/seiten/hintergrund-und-ziele>.
- ¹³⁴ According to estimates by the German Federal Statistical Office, 14 percent of women who held a part-time job in 2012 were actually looking for a full-time position. This particularly holds true for women over the age of 45, where the number was even higher, at 17 percent. Women in the industrial sector of “retail, transportation and hospitality” were the most likely to be involuntarily underemployed (21%).
- ¹³⁵ BMFSFJ, *Erwerbsperspektiven für Mütter mit Migrationshintergrund*, 2013, p. 5.
- ¹³⁶ BiBB (Ed.), *Datenreport zum Berufsbildungsbericht 2015*, p. 294.
- ¹³⁷ 9.4% of 20 to 34-year-old Germans without immigration backgrounds do not have vocational qualifications; the number is just under 29% for migrants: BiBB (Ed.), *Datenreport zum Berufsbildungsbericht 2015*, p. 298.
- ¹³⁸ This differentiation by educational level is based on the ISCED classification – International Standard Classification of Education, see Bundeszentrale für politische Bildung, *Die soziale Situation in Deutschland. Ausgewählte Arbeitslosenquoten I*, 2013; <http://www.bpb.de/nachschlagen/zahlen-und-fakten/soziale-situation-in-deutschland/61724/ausgewaehlte-arbeitslosenquoten-i> (6/18/2015).
- ¹³⁹ A detailed description of these findings is provided on the BIBB website at www.bibb.de/nachqualifizierung, in the article: “Berufliche Nachqualifizierung von zwei Millionen jungen Erwachsenen ohne Berufsabschluss – Welche Bereitschaft gibt es in Betrieben?” (5/22/2013).
- ¹⁴⁰ <http://www.spiegel.de/wirtschaft/soziales/deutschland-hat-kaum-noch-jobs-fuer-geringqualifizierte-a-975454.html>; source: B. Weber / E. Weber, *Bildung ist der beste Schutz vor Arbeitslosigkeit* in: IAB Brief Report 4/2013.
- ¹⁴¹ TNS Emnid study “Willkommenskultur in Deutschland: Entwicklungen und Herausforderungen, Ergebnisse einer repräsentativen Bevölkerungsumfrage in Deutschland”, Bertelsmann Stiftung 2015.
- ¹⁴² According to information on the BMWi BQ portal (the information portal for foreign vocational qualifications), see <https://www.bq-portal.de/de/seiten/hintergrund-und-ziele-1>. Population statistics for 2008 show about 16 million people with migrant backgrounds, of these nearly 2.9 million with foreign vocational qualifications: see Fohrbeck, *Anerkennung ausländischer Berufsqualifikationen – das neue Anerkennungsgesetz des Bundes*, BiBB BWP 5/2012.
- ¹⁴³ Fohrbeck, *Anerkennung ausländischer Berufsqualifikationen – das neue Anerkennungsgesetz des Bundes*, BiBB BWP 5/2012.
- ¹⁴⁴ Brüssig / Dittmar / Knuth: *Verschenkte Potenziale: Fehlende Anerkennung von Qualifikationsabschlüssen erschwert die Erwerbsintegration von ALG-II-Bezieher/-innen mit Migrationshintergrund*, IAQ Report 2009-08.
- ¹⁴⁵ BiBB (Ed.), *Datenreport zum Berufsbildungsbericht 2015*, p. 491.
- ¹⁴⁶ BMBF, *Potenziale von Zuwanderern bestmöglich nutzen*, press release dated 6/10/2015.
- ¹⁴⁷ German Federal Statistical Office, 2013, press release no. 297 dated 9/5/2013.
- ¹⁴⁸ According to estimates by the German Federal Statistical Office, 14 percent of women who held a part-time job in 2012 were actually looking for a full-time position. This particularly holds true for women over the age of 45, where the number was even higher – 17 percent. Women in the industrial sector of “retail, transportation and hospitality” were the most likely to be involuntarily underemployed (21%).
- ¹⁴⁹ While 52% of female migrants with children are gainfully employed, the employment rate is much lower than for mothers without migrant backgrounds (73%). Mothers with migrant backgrounds are also more likely to be in part-time academic programmes of up to 15 hours a week (28% compared to 18% of mothers without migrant backgrounds); the share of “mini-job” holders is even more striking (29% of gainfully employed mothers with migrant backgrounds compared to only 16% of mothers without migrant backgrounds), see BMFSFJ (Ed.), *Erwerbsperspektiven für Mütter mit Migrationshintergrund*, 2013, p. 18/24/26.
- ¹⁵⁰ More information at: <http://www.bmfsfj.de/BMFSFJ/familie,did=208670.html>.
- ¹⁵¹ Almost all (89 percent) of the experts surveyed in a joint BIBB / Bertelsmann Stiftung survey stated that the use of financial resources and personnel in the transitional system was not effective enough. See BIBB / Bertelsmann Stiftung Autorengruppe, *Reform des Übergangs von der Schule in die Berufsausbildung, Aktuelle Vorschläge im Urteil von Bildungsexperten und Jugendlichen*, 2011, p. 18.

APPENDIX 1

OVERVIEW OF PRACTICAL EXAMPLES

The following section provides a more detailed description of the practical examples mentioned in Chapters E I. through E V. ("Effective approaches"). Each approach includes a detailed example with a short profile. In some cases, there are also brief references to other examples.

I. Support measures at the preschool and primary school levels



Strengthening families as a place for education and learning

ELTERN-AG



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ELTERN-AG is a 20-week parenting course facilitated by mentors. Each course is two hours long, has 8–12 participants, and is followed by a self-help phase. The meetings are designed for young parents and/or families in difficult life situations, in order to indirectly improve the children's living circumstances.

Special aspects about the Eltern-AG as compared to other parenting courses:

- ▶ Homogeneous target group: the ELTERN-AG is specifically intended for socially disadvantaged people with preschool-age children. In this programme, every ELTERN-AG is an "exclusive" group. The parents are often single parents, have been unemployed for a long time, or come from a migrant background (with difficult economic and/or political conditions in their country of origin). In particular, mothers and fathers with migrant backgrounds are strongly impacted by societal marginalisation because it is harder for them to

form networks with other parents in their neighborhood, for example, due to language barriers. At ELTERN-AG, they get to know the other participants within a safe space. The focus on sharing parenting issues also allows ELTERN-AG to support language skills, which in turn promotes network-building among the participants. The homogeneous composition of socially disadvantaged people minimises the risk of marginalisation due to stigmatisation (confirmed by evaluations).

- ▶ Facilitative approach: most parenting courses want to "help", while an ELTERN-AG is more of a "facilitator". In the groups, parents are not seen as recipients (who need to be provided with knowledge that they lack), but are empowered. The mentors' attitude also reflects this, in that they see themselves as "treasure seekers" looking for the parents' (hidden) talents.
- ▶ Practical benefit: While many parenting courses communicate knowledge, the main goal of an ELTERN-AG is to take the family's everyday lives into account and to make them the subject of an exchange of experiences.
- ▶ Supporting motivation: ELTERN-AG should ultimately be fun; parents can pick their own topics. They can and should help design the meetings. The mentors convey respect, which creates motivation and loyalty to the group.

OTHER PRACTICAL EXAMPLES



PAT – Mit Eltern lernen (PAT gGmbH)

PAT is an international parenting education programme that supports parents from pregnancy to the child's third year of life. In regular home visits, a specially qualified trainer discusses the child's development with his/her parents. This serves in particular socially disadvantaged families with lower levels of education. The training sessions and group meetings empower parents, help them build social contacts, and result in more shared parent-child activities.

➤ www.pat-mitelternlernen.org

Opstapje / HIPPY (IMPULS Deutschland Stiftung e.V.)

Opstapje is a home visit programme for families with children under three, focusing both on promoting the child's overall development and on strengthening parenting skills. The subsequent HIPPY programme (Home Interaction for Parents and Preschool Youngsters) is designed for families with children from age four to the start of school. ➤ www.impuls-familienbildung.de



Improving the educational skills of daycare instructors

KINDERGARTEN PLUS



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Website	www.kindergartenplus.de, www.liga-kind.de

The **Kindergarten plus** programme provides targeted support to develop four and five-year-olds' emotional and social skills in daycare facilities. Its inclusive approach allows all children to be involved, regardless of social, ethnic or cultural background or any disabilities. The concept is based on the idea that the important foundations for emotional intelligence are laid in early childhood, and that every intellectual learning phase is preceded by a social and emotional phase. Based on this scientifically supported thesis, daycare facilities in social environments with a particular need for development and support are targeted for participation in the programme.

The programme consists of nine modules for children, as well as accompanying materials for parents. This strengthens the children's social, emotional, and intellectual development. The programme is spread through further training for daycare instructors.

What makes the project stand out:

- ▶ The approach of training through daycare facilities makes sense because parents are often unable to give their children the necessary support (compensatory function).
- ▶ Training of the daycare facilities is very good; additional training can be requested later on.
- ▶ The concept is very easy to understand because of its modules, and has proven very successful in practice, as demonstrated by consistent demand.
- ▶ The concept is also impressive because the entire daycare facility as well as parents are involved in the project work, which is important for creating a lasting effect.

Kindergarten plus is intended for all of the children at a facility. The approach is inclusive. Naturally, children with migrant backgrounds can also be included. The flexibility of the materials and methods allows them to be adjusted for the specific group of children. During further training, educators develop appropriate implementation concepts for their daycare facility. Since the methodological suggestions from Kindergarten plus always feature both language and action, and are heavily material-based, the programme includes many language-support aspects. Parent information is available in seven languages that are common in the migrant population. Additional parent materials (songs and game suggestions) are very easy to use, and do not require any written text. In addition, the educators can engage with parents through an evaluation form on child behaviour (also available in translated versions). An internal evaluation of the programme implementation showed that the proportion of children with migrant backgrounds who took part in Kindergarten plus – about 30–35% – corresponds to the average proportion of children with migrant backgrounds at daycare facilities in Germany.

OTHER PRACTICAL EXAMPLES



Papilio (Papilio gGmbH)

A similar approach is used by Papilio, a prevention programme for daycares. It reinforces children's social and emotional skills, thereby reducing early behavioural problems and preventing addiction and violence in adolescence. In order to reach as many children as possible and to support children in the long term, Papilio works through daycare instructors. As part of a further training programme, they are given concrete measures to effectively support the children and to improve their own educational approaches. ↗ www.papilio.de

Schlaumäuse – Kinder entdecken Sprache (Microsoft Deutschland GmbH)

The Schlaumäuse initiative helps daycare facilities build language skills in preschool-age children. Specialised learning software was developed for the programme, allowing children to playfully explore the world of language starting at an early age. ↗ www.schlaumaeuse.de



Providing transitional tools for secondary school

DEUTSCHSOMMER / DIESTERWEG-STIPENDIUM



Sponsor **Stiftung Polytechnische Gesellschaft
Frankfurt am Main**

Address **Untermainanlage 5, 60329 Frankfurt am Main**

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Phone **(+49-69) 789 889-0**

Website **www.sptg.de/deutschsommer.aspx.de**

Examples of successful transitional support are the **DeutschSommer** and **Diesterweg-Stipendium** programmes. In order to provide support for the transition to secondary schools, DeutschSommer offers intensive, comprehensive support for linguistic and social skills during forms 3 and 4. The Diesterweg-Stipendium scholarship programme builds on this with targeted support in forms 4 and 5.

The foundation's approach combines the areas of language development and education with parental involvement, as parents' participation and support is essential for the learning success of children and adolescents in the German educational system. In particular, migrant families receive insight into the system, and are encouraged to participate actively in order to support their children during their journey through school.

The support measures are very well thought out; they are perfectly coordinated (in terms of timing and content), and involve all of the people who are relevant for a successful educational start: first the children (starting with DeutschSommer), then their parents / family (reinforced by the Diesterweg-Stipendium).



Breaking down gender roles in career choices

HAUS DER KLEINEN FORSCHER



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The **Haus der kleinen Forscher** foundation is committed to the scientific, mathematical, and technical education of girls and boys in preschool and primary school. Its approach starts with educators, who are key to a good early childhood education.

The foundation helps academic staff and instructors support children's research interests in a qualified way. Internal study results indicate long-term personal effects. By participating in the foundation's further training programme, the academic staff and instructors' preconceptions about science, mathematics, and technology are dramatically reduced. At the same time, the programme increases the interest and confidence of the largely female staff and specialised instructors in these areas. They feel well prepared to help children learn the scientific, mathematical and technical content.

The founders of the initiative have a vision that every pre-school could become a "Haus der kleinen Forscher" ("Little Scientists' House"). The foundation is now working closely with more than 230 local network partners to establish its education initiative throughout Germany.

ANOTHER PRACTICAL EXAMPLE

**Natur-Wissen schaffen (Deutsche Telekom Stiftung)**

The Natur-Wissen schaffen project helps educators and parents build an understanding of numbers, nature, and technology among preschool-age children. The project is being implemented nationwide, in close cooperation with daycare facilities. With scientific support, the existing curricula for daycare centres are being analysed, concrete tools are being developed as aids for daily educational practice, and individual learning progress is being documented. The informational material being developed is mainly intended for educators. However, it can also be used to help parents teach children about science, and to facilitate the transition from preschool to primary school.

➔ www.telekom-stiftung.de/dts-cms/de/natur-wissen-schaffen

II. Support measures at the end of secondary school



Improve vocational guidance and orientation at schools

BERUFSPARCOURS



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In a **Berufsparcours**, young people try out career-related tasks in a school setting. The parcours normally features tasks from up to 20 different vocations, which are performed by about 400 students from all types of schools (forms 8–13) in one morning, working successively in three groups. The tests and training tasks, as well as materials and tools, are usually provided by companies and by the technology centre.

The Berufsparcours, in which students can try out typical activities from various professions, are an efficient way to give young people practical vocational guidance and orientation. At the same time, participating companies have a chance to observe and recruit potential new workers during work trials. Compared to other programmes, the combination of hands-on activities and direct contact is a very cost-effective way to address the shortage of skilled workers among the next generation of trainees.

The approach is very effective. In a single morning, it enables between 35 and 80 direct contacts between young people and a company, compared to five to ten contacts at a trade fair.

Berufsparcours exercises use an integrated approach that has allowed them to reach 780,000 young people and 3,800 companies to date, in eleven German states.

The Berufsparcours have a unique selling point in Germany; they are efficient, certified, and standardised as well as gender-sensitive and fair to migrants. The sponsors of the programme estimate that if vocational guidance and orientation in Germany were handled in a more hands-on, rational way – as it is in the Berufsparcours – the shortage of skilled workers in the next generation would be resolved by 80 to 90 percent.

OTHER PRACTICAL EXAMPLES



JobMobil (SJR Betriebs GmbH)

JobMobil supports and mentors students in the town of Pforzheim and the surrounding area during their transition into training and work. With JobMobil, educators travel from school to school in order to strengthen social skills and to support readiness for training. The programme consists of various modules that can be combined according to individual needs. The modules are: Application Workshop, Social Training, Applicant Basics, Action Plan for Job Interviews, and Taking Vocational Orientation Tests. In addition, parent counselling is also offered within the project. The project focuses on young people aged 14 and up, particularly Hauptschule, but also Realschule and Förderschule students.

www.sjr-pforzheim.de/unsereangebote/schuleberuf/18-jobmobil.html

GROW (DGBNE e.V.)

The GROW project (a follow-up project of WALK) aims to work with young people who are especially in need of support, in order to help them develop concrete vocational prospects. To this end, the project starts very early on, in 7th form. It teaches vocation-related skills, with a focus on “green” careers, as well as social skills – through concrete work and teamwork at the learning sites.

www.dgbne.de/projekte/unsere-projekte/grow.html

Fachstelle Übergang Schule–Beruf (CJD Rhein-Pfalz/Nordbaden)

This specialised department advises schools on how to create a tailor-made range of measures for vocational guidance and orientation, and how to dovetail them in a meaningful way with the school’s offerings. It also helps to implement the individual measures. The institution helps schools with their task of providing vocational guidance and orientation by

working with them to develop custom-made concepts. The existing measures are analysed systematically, and specific needs are clarified. The schools’ existing resources are used, and are integrated in a meaningful way with extracurricular offerings. To this end, the department can draw on innovative activities from the CJD sites (e.g. the Berufswahl-AG, vocational orientation camps, and in-house learning days). In addition, it develops materials for the topic and offers specialised exchanges and further training. The overarching goal is to improve skills for vocational orientation and training preparedness among students at standard schools.

www.cjd-rhein-pfalz-nordbaden.de/angebote/fachstelle-uebergang-schule-beruf/



Allow divergences from the family’s educational background

ARBEITERKIND.DE



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Website www.arbeiterkind.de

This project provides practical information about academic and funding options. With a Germany-wide network of 6,000 volunteer mentors in 75 local groups, it encourages college attendance by students from families where no one or hardly anyone has gone to college, and supports them from the start of their studies to successfully earning a degree.

This motivation is necessary, because in Germany, the likelihood that a child will go to university is strongly determined by his or her parents’ level of education. The mentors are available as on-site contact partners for school-age and college students and their parents, and act as role models. They talk about their own experiences and participate in one-on-one talks (as well as school presentations) to answer questions like “Why should I go to college? What should I study? How can I pay for it?”

OTHER PRACTICAL EXAMPLES



Network For Teaching Entrepreneurship (NFTE Deutschland e.V.)

The goal of the Network For Teaching Entrepreneurship is to give students a basic understanding of economics while facilitating an active interest in the business world and to prepare them for a training programme. NFTE is designed for all schools, but particularly for Hauptschule and Realschule schools, since the need for support is especially high there. One relatively new but very successful feature is the ability to transfer it to vocational schools. The project mainly focuses on teachers, who are trained as “Certified Entrepreneurship Teachers” in intensive three-day sessions. After that, they can walk students through the founding of an imaginary company based on the students’ own business ideas. In the process, students develop economic, mathematic, and linguistic skills, but also soft skills such as presentation techniques, a confident attitude, and self-reliance. ↗ www.nfte.de

Sommerunternehmer (Futurepreneur e.V.)

The Sommerunternehmer project takes a similar tack, allowing young people – regardless of social background – to gain real entrepreneurial experience and awaken their youthful entrepreneurial spirit. The young people voluntarily decide to create their own holiday jobs during the summer break in order to earn money. The 14 to 19-year-old students, backed by professional support, develop a business idea based on their own interests and skills during a kick-off week. The summer entrepreneurs are given a small amount of starting capital, and receive intensive support during the three-week project. They can ask professionals for advice at any time.

↗ www.futurepreneur-ev.de



Improve educational opportunities
at standard schools by providing
learning support

TEACH FIRST DEUTSCHLAND



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The **Teach First Deutschland** programme (part of a worldwide network of similar programmes in 36 different countries) finds, hires, and certifies academically and personally outstanding college graduates from all majors for a two-year full-time assignment as fellows at schools in disadvantaged areas, with a high proportion of people with migrant backgrounds.

There are currently 134 fellows working in six different states in Germany. A three-month pedagogical certification programme provides them with specific preparation for their assignments. In the classroom, they can be solely responsible or work as team teachers, in classes, or division groups to provide group and one-on-one support, and they offer application training, career selection courses, art or technical working groups, sports classes and homework assistance. Along with this work at the schools, they receive constant support from Teach First Deutschland trainers, and further training during the two years of the programme. The goal of the assignment is to improve educational opportunities for disadvantaged students and thereby expand social inclusion.

The programme is distinguished by extraordinarily high quality standards in terms of the choice of applicants, their certification, a precise assignment profile, and their ongoing support and further qualification during the assignment. The existing experiences and evaluations fundamentally attest the benefit of these high standards.

The leadership approach is especially important for the programme. Particularly outstanding college graduates are chosen from a wide range of majors. They bring strong personal commitment and new ideas into the schools, which benefits

the students as well as the schools. Unlike professional educators, they are able to give the target group personal and supplementary help, thus closing a common support gap in the schools. At the same time, building relationships between the fellows and the students is a high priority, and is especially important for students with migrant backgrounds.



Support individual talents through scholarships

START SCHOLARSHIPS



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A **START scholarship** gives talented and dedicated students with migrant backgrounds support on their path to a technical college qualification or university entrance qualification: financially, but also through seminars, excursions, networking, counselling – and in close cooperation with their parents.

The START foundation provides scholarships to help students with migrant backgrounds attain a technical college qualification or university entrance qualification. While the scholarship project focuses on the migrants' academic paths, it also supports their future career paths and social involvement. In exchange, they must participate actively in order to make the scholarship a success; after the end of the programme, they can be active in the alumni association and share their experiences with the current recipients.

A special aspect of the programme: The START foundation's approach torpedoes common perceptions about the connections between migrant background, social status, and so-called low levels of education. Recipients become positive role models, and the goal in supporting them is to provide support for comprehensive integration, for the good of society as a whole. The project also addresses and involves the recipients' (education-related) environment, particularly parents and teachers.



Provide mentoring at the end of schooling

ROCK YOUR LIFE!



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ROCK YOUR LIFE! is a mentoring project for the transition from school to vocational training. Socially disadvantaged students from environments with lower levels of education and integration – generally Hauptschule students, many of them with migrant backgrounds – are mentored during their last two years of school by a specially trained university student. The goal is to improve students' chances of finding a trainee position or attending secondary school after they graduate. To this end, the students organise themselves into local associations at colleges in Germany and Switzerland. There are currently more than 45 sites, coordinated by a central office (ROCK YOUR LIFE! gGmbH) in Munich. The special aspects of the project:

- ▶ ROCK YOUR LIFE! focuses on an important turning point in young peoples' lives: the transition from school (Hauptschule) to a career. At this key juncture, the future is decided for the young person and thus also for society. The German job market is currently in urgent need of a mentoring programme like ROCK YOUR LIFE! – both in view of the shortage of skilled workers and the enormous cost of state-sponsored transitional tools.
- ▶ The project meets the needs of young people. They need someone to help them without patronising them, someone who lets them be themselves but still encourages them to think outside the box – someone who is both a role model and a support at the same time. College students are especially well suited to this because they are ahead of Hauptschule students on the academic path, but are considering the same questions (choice of vocation, exercising independence, etc.).

- ▶ ROCK YOUR LIFE! provides excellent training for its mentors. That is important, because this is what the success of the programme largely depends on. They receive ongoing support from advanced and accompanying seminars, as well as personalised support if needed. In addition, all of the students are also certified and receive vocational guidance and orientation training, among other services.
- ▶ Company partnerships are an important part of the ROCK YOUR LIFE! programme. Students do not just receive mentoring, but also get access to company tours, internships, and training offerings through these partnerships – and in the best case, even concrete career prospects.

OTHER PRACTICAL EXAMPLES



Bildungspaten (VHS Fürth gGmbH)

The Bildungspaten project helps 8th and 9th-form Hauptschule students with problems they cannot handle by themselves. The volunteer mentors help their charges with a wide range of tasks: looking for job offerings, writing application letters, helping with an apartment search, giving advice on managing debt, and even accompanying them on visits to authorities. ↗ www.bildungspaten-fuerth.de

JUSTAment (Verein für internationale Jugendarbeit Frankfurt am Main e.V.)

The JUSTAment mentoring programme uses a special mentoring approach: a Senior Partner works with a group of up to five students for a period of two years, from 7th to 9th form – the exact period when Hauptschule and Realschule students need to make their career decisions. Five to seven Senior Partners are assigned to each form and work with the students – another special feature – to design the regular lessons for the vocational training class, with workshops like “What do employers expect?” ↗ www.vij-frankfurt.de/justament.html

ChancenWORK (IBFS e.V.)

Trainees are recruited by partner companies and trained by ChancenWORK as job tutors. In their function as job tutors, they support students from forms 8 through 10 in the career selection process. In various modules on topics such as choosing a career, internships, and application interviews, the job tutors provide reality-based insight into the training and vocational world, at a peer level. ↗ <http://chancenwerk.de/wer-sind-wir/arbeit/chancenwork>



Increase the number of graduates through hands-on instruction

PRODUKTIONSSCHULE ALTONA



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Production schools are still a relatively new concept in Germany, based on the model of a successful Danish approach. Young people are offered a mixture of practical vocational work, hands-on school training, and supplementary socio-educational activities. The production school gives them a chance to prepare for the external Hauptschule certificate. This measure focuses on practical activities. In workshops, the young people work on real assignments, and can earn certification modules. The programme is supplemented by integration management, which includes application training, finding positions with companies, support during training, and if applicable, creating additional trainee positions in collaboration with the basic social benefits provider.

The nonprofit organisation Produktionsschule Altona gGmbH (PSA) operates an all-day school for 60 young people, where they design, produce, and market goods and services in five different workshops. There are also up to five students who are “on leave.” These are young people who simply can’t “keep up” in Hamburg’s district schools. In addition to practical qualifications in the workshops, there is also general instruction that is tied into the production context, which prepares students for an external examination for the first General School Certificate (formerly known as the Hauptschule Certificate). The programme is rounded out by personalised, comprehensive support and coaching for the young people.

More than two-thirds of the young people who participate come from a migrant background. PSA is currently also working extensively on school enrolment for accompanied and unaccompanied refugees, whose numbers are steadily growing in Hamburg.

PSA has low absenteeism figures and drop-out rates along with a high number of applicants. Every year, four to five times more people apply than PSA can accept. More than one-third of the participants were able to find vocational training immediately after attending PSA – a good result. Nearly 70 percent of the participants who left PSA at the end of the 2013/2014 business year were able to find a reasonable prospect afterward.

ANOTHER PRACTICAL EXAMPLE



Practical classes (Praxisklassen) (CJD Berlin)

CJD Berlin arranges practical classes (or practical learning groups) for 9th and 10th-form Hauptschule students in addition to the regular school operations. The program's practical basis and its school-integrated approach are key. The curriculum consists of hands-on work in the chosen vocation and specialised theoretical instruction.

➔ www.cjd-berlin-brandenburg.de/angebote/berufliche-bildung-gesundheit-und-reha-arbeit-und-beschaeftigung/praxislerngruppen-berlin/



Facilitate access to gender-atypical career fields

JUNIOR-INGENIEUR-AKADEMIE



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The **Junior-Ingenieur-Akademie** is intended to spark pupils' interest in technical vocations and engineering careers early on – as a two-year elective course that is a fixed part of the school's curriculum. Students gain a theoretical foundation and practical experience in technical areas such as electrical and environmental engineering, mechanical engineering, materials science, computer science, medical engineering and food technology.

The JIA concept is distinguished by a high proportion of extracurricular learning, independent work, and supplementary measures for developing the students' personal skills (such as team training and presentation seminars). Any college preparatory or comprehensive school can set up a Junior-Ingenieur-Akademie and receive funding for it. This technology education model has already been established at 75 schools nationwide. It is always based on schools' partnerships with universities, scientific institutions, and companies, which allows students to apply the skills they have learned in class. For instance, partners might include local companies, public services, research centres, universities, or vocational schools. With its focus on practice and young people's experiences, the Junior-Ingenieur-Akademie is a great way to get boys and girls alike excited about technology and science.

OTHER PRACTICAL EXAMPLES



MINT-EC (Verein mathematisch-naturwissenschaftlicher Excellence-Center an Schulen e.V.)

The MINT-EC association supports the largest national school network of excellent STEM (MINT) schools, with more than 200 schools in Germany. Together with partners from the business, academic and science sectors, MINT-EC develops programmes for school administrators and teachers at the network schools in order to actively help them develop the school's STEM profile. The association's highest priority is the qualitative further development of the participating schools, thereby helping to secure the next generation of professionals in the STEM fields. MINT-EC was founded in 1999 at the initiative of the business community.

➔ www.mint-ec.de

Komm, mach MINT (national pact for women in STEM (MINT) fields)

Komm, mach MINT, the national pact for women in STEM fields, works with partners from the areas of politics, business, science, society, and the media to help get young women excited about science and technology majors, and to attract recent college graduates to careers in the business and science sectors. The "Komm, mach MINT" brochures provide insight into the training, university studies, and day-to-day work of women in STEM fields. The information portal offers a nationwide overview of the wide range of guidance

and orientation offerings, including experiment days, student labs, mentoring programmes and other campaigns to help students learn about STEM careers in a hands-on way and try out their technical skills.

➤ www.komm-mach-mint.de

Handwerkerinnenhaus Köln e.V.

At Handwerkerinnenhaus Köln, professional crafts women teach girls and women how to work with various tools and materials. The gender-specific programme, which aims to promote interest and talent primarily in skilled craft and trade fields, is offered for five to six students in form 8 and above, with and without migrant backgrounds. The intensive programme takes place in the afternoons in addition to the school curriculum, as well as on some weekends and during school breaks. The project's main focus is on personalised career and life planning.

➤ www.handwerkerinnenhaus.org

III. Support measures in the transition to vocational training



Facilitate personalised support in the transitional process

DER PATE



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Ceno e.V. is a centre for post-vocational-training orientation; the project **Der Pate** is implemented as part of its activities. This project is designed for young people (especially disadvantaged young people from low-income families and those with migrant backgrounds) who are looking for support on their path to a vocational-training programme, as well as for retired people who want to share their wealth of experience by serving as a mentor for young people

During the two- to four-year programme, mentors work with Hauptschule students aged 16 to 18 to achieve the goal of finding an apprenticeship or trainee position. They advise and encourage the young people in the vocational orientation and application process, help them with difficulties at school and at home, help them look for internships and trainee positions, and mentor them during the first year of the training programme. They are points of contact for all matters relating to the young people's day-to-day lives. The mentors work with participants to establish solid professional prospects and help them cultivate their personal skills and abilities.

Special features of this project:

- ▶ The young people apply for a mentorship, showing that they want to develop prospects for the future.
- ▶ Mentor training and ongoing supervision of mentors are particular quality features of this project.

- ▶ The project focuses in particular on providing sustained support for the integration of young people with migrant backgrounds.
- ▶ The project's success rate is just under 80 percent. Thirty percent of mentees have gone on to attend further schooling, and nearly 50 percent have signed an apprenticeship or traineeship contract during the mentorship. For some businesses that provide training, the mentorships were the main factor in deciding to give the young people a chance.



Provide targeted support for young people's key social skills

WORK FOR YOU



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The "Work For You" project supports young people with the transition from school to vocation at seven sites in the Cologne area and, starting in 2015, in Berlin as well. The project combines sports pedagogy with extracurricular counselling and educational offerings. The goal is to help young people look for and take on trainee positions. RheinFlanke employees directly seek out young people – especially from non-EU countries – with easy-to-access offerings in their own social environments. Initial trusting contacts are made through sports, especially football. Corresponding sports-pedagogical measures stabilise and develop these contacts to create reliable relationships between the young people and RheinFlanke employees. This close relationship is an important aspect that is missing from most commonly found educational measures, something that sets Work For You apart from the rest. The trusting relationships are used to partner with the young people and provide them with individualised support and assistance. In addition to practical help with applying for jobs and looking for apprenticeships and trainee positions, RheinFlanke has the opportunity to develop and cultivate the young people's social and

key skills on the playing field without them being aware of it, thereby helping build readiness for vocational training. Shared experiences and educational activities such as training camp and the "RheinFlanke Cup" supplement the organisation's outreach work at the individual locations. These events take place at external sites, giving young people travel experience.

The project is distinguished in particular by the close connection it creates between youth social outreach work and extracurricular counselling and educational opportunities. The climate of trust that is built and nurtured through sports pedagogical measures lays the groundwork for introducing disadvantaged young people to further programmes and measures of which they would otherwise not be aware. The close links between all locations and the RheinFlanke head office allows for an individually coordinated, personal support programme. As a basic principle, the programme is open to all young people, whom it reaches easily in inner-city areas. Sports in particular, with their cross-cultural appeal, are an effective way to provide young people from a range of different cultures with guidance via Work For You. The project's intercultural focus is currently being broadened to include young people in refugee housing whom project workers get to know and assist.

OTHER PRACTICAL EXAMPLES



JobAct (Projektfabrik gGmbH)

This project combines educational methods from drama and theatre instruction and biographic work with creative and traditional methods of application management. Unemployed young people work with local businesses, under professional guidance, to develop a play. In the process, they learn persistence, independence, and how to give their imaginations free rein. Internships at the companies and coaching round out the approach taken in this project. Projektfabrik has been successful: 32 percent of participants found placements in the regular job market, and 65 percent went on to a next stage that offered good prospects for formal qualifications (further education at an employer site or in school).

➤ www.projektfabrik.org/index.php/projekte-jobact.html

Work and Box Company (Hand in gAG)

The Work and Box Company fills a niche in the area of vocational preparation, operating one of the few projects to support juvenile delinquents as they move away from violence.

Successful job placements are especially tough in light of the multiple problems faced by the target group. Still, the project manages to successfully integrate young repeat offenders into society and the job market. As part of a one-year programme, the young men learn to stabilise their life circumstances and develop career prospects. Working and boxing form the cornerstones of the programme, with the boxing element focusing particularly on strengthening social and personal skills (respect, self-control). At the same time, the young men learn basic skills in various crafts and trades, with advanced training as part of practical placements or internships. [↗ www.hand-in.de](http://www.hand-in.de)

Kompetenzagentur Köln-Rodenkirchen (Jugendhilfe Köln e.V.)

In line with the overall concept behind the German federal programme, the mission of the Competence Agency (Kompetenzagentur) in Cologne's Rodenkirchen district is to act as a pilot and intermediary, helping people find their way into working life and society at large. Its work has two main areas of focus. First, the programme works to establish a local network of all stakeholders involved in the transitional process. The goal is to create transparency regarding the available options and to take a systematic approach to processes of vocational integration and optimise them. Second, it provides concrete support for young people. This includes counselling services aimed at enabling participants to make better and more independent use of existing support structures and programmes and, if needed, comprehensive case management.

[↗ www.kompetenzagentur-koeln.de](http://www.kompetenzagentur-koeln.de)



**Strengthen joint involvement
by businesses and civil society
in the transitional system**

JOBLINGE



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The **Joblinge** project is implemented in local companies (gAGs), with enterprises, communities, foundations and private individuals participating as shareholders, all of which bring in their networks. This creates an effective support programme. The initiative is organised as a social franchise, and is currently active in 14 cities and regions throughout Germany, with plans to expand to further locations.

The young people supported by this project were unable to manage the shift from school to work, so they are now in the "transitional system" between school and vocation. Their applications have been turned down for lack of formal qualifications, and they have been waitlisted for internships and training programmes. Due to multiple barriers, these young people are viewed as difficult or even impossible to place: Of the more than 2,900 participants to move through the programme so far, more than 60 percent come with migrant backgrounds, over 70 percent live in households receiving Hartz IV public assistance, and just under 60 percent either have only a Hauptschule diploma or none at all. The average age for participants is over 20, and most have been in the transitional system for two to three years.

Joblinge helps these young people break free from the holding pattern to reach their actual goal: a company training position or job that corresponds to their wishes and skills. In the approximately six-month programme (which runs in stages from initial hiring to orientation, a practical phase and finally a trial period), they gain important key qualifications "on the job," develop social skills, and prepare for their training position or job. To ensure lasting benefits for both the participants and the companies they work for, a designated contact person remains available to both sides as part of the support the programme provides for apprentices and trainees.

The JOBLINGE concept is defined by the following special features:

- ▶ real-world practice right from the start,
- ▶ 1:1 support (mentoring), and
- ▶ close involvement of businesses.

The JOBLINGE programme also includes creative projects and a culture and sports element that is implemented in concert with a number of artists, museums, theatres, higher education institutions and sports clubs and teams. Engaging

with culture and sports plays an important role in cultivating strong and responsible personalities who are integrated into society on a lasting basis and participate in the life of the wider society. For young people with migrant backgrounds in particular, it is not always easy to move and find one's way between cultures. They try to uphold the values of their own culture or family while also adapting to those that are important in our society. This balancing act is something many of the young people face, regardless of whether they were born in Germany themselves or which culture is more familiar to them. Many JOBLINGE employees, mentors and trainers have migrant backgrounds themselves, so they are a good source of empathy and guidance when it comes to the challenges that can arise in participants' personal lives – and, most especially, in their working lives.

Joblinge has been a great success at its sites that have been up and running for a longer period. The programme has high placement rates and has achieved lasting impact. For example, 68 percent of programme participants are able to secure a spot in unsubsidised training programmes or a job. And about 80 percent of participants are still pursuing their training six months on.

ANOTHER PRACTICAL EXAMPLE

Perspektiva (Perspektiva gGmbH)

This project focuses on young people who have graduated from special needs schools (Sonderschule) or with a Hauptschule diploma showing weak performance, who cannot secure a job on their own. It provides them with step-by-step support in a three-phase model according to their skills and interests and works in tandem with businesses to give them the skills they need for lasting work on the general labour market while supporting their efforts to develop their own prospects for life, both in the working world and on a personal level. Perspektiva starts in school (especially special needs schools) by offering internships, thereby forming an early bridge for work-related tasks that can be fulfilled individually. About 90 companies are involved in Perspektiva, 70 of them as partners. They provide jobs for the young people and get involved socially. This project is focused locally, serving the city of Fulda. [↗ www.perspektiva-fulda.de](http://www.perspektiva-fulda.de)

IV. Support measures in the transition to working life



Use preventative measures to keep people from dropping out of training programmes

PLUS 1

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The innovative **Plus 1** project from Jugendausbildungszentrum (youth training centre) JAZ gGmbH provides essential support tools for young people and enterprises. A socio-educational expert helps young people solve their problems constructively, points out self-help strategies, and helps build conflict and communication skills in order to keep them from leaving programmes prematurely in the event of a crisis. The socio-educational supporter often stands in for a parent, and provides a bridge to external aid providers. In addition, JAZ acts as a contact partner for the training enterprises throughout the entire training phase.

Young people with migrant backgrounds are explicitly part of the project's target audience. This is because language deficits and the problems in school that they cause represent an additional obstacle to placement, so support from the project is especially effective during the process of finding an apprenticeship or trainee position and successfully completing vocational training.

The project was first launched in 2001. Since then, it has placed and supported 70 young people as they move through vocational training. Sixty-five percent of programme graduates have successfully completed formal vocational training. The extensive socio-educational support that is provided

encourages most participants to continue to pursue their aims even when problems arise.

Plus 1 is implemented in close cooperation with Initiative plus 1 e.V. This initiative, emerged from a Munster-based entrepreneur's idea, forms partnerships with businesses that provide training positions and supports them by supplementing the compensation for apprentices and trainees if they create an additional space for disadvantaged young people.

OTHER PRACTICAL EXAMPLES



Ausbildungskoaching (Kubi e.V.)

The goal of this project is to prevent people from dropping out of vocational training by providing highly intensive case-by-case support. The project's mission is to provide assistance and support during young people's development in order to foster their planning for their education and lives and enable their integration into society at large and the labour market specifically. The project team works based on the specific case, following an approach that encompasses prevention (support is provided as early as possible), intervention (helping young adults resolve conflicts in their training situations), and development and cultivation of skills (help with learning, help with learning technical German, acquisition of key skills).

➔ <http://egitim.de/kubi.php4?strLang=deut&SeitenNr=2&AngebotNr=3&Aktiv=Navi02sub>

Junge Werkstatt (Junge Werkstatt Augsburg gGmbH)

In this project, unemployed young people are trained to work as skilled workers. They can choose from various vocational fields: dressmaking, gardening and landscaping, metalworking, painting/finishing, cabinetmaking carpentry. Participants work under real-world conditions (working hours, real orders) at the businesses' own workshops and on construction sites. Apprentices attend instruction at vocational schools, with additional preparation for the practical exam being provided at the project site. In addition to vocational training, participants can choose an eleven-month entry-level vocational qualification programme with working structures that are largely the same as those of the vocational training programme. This programme teaches subject-specific basic practical and theoretical skills and develops and cultivates primary work-related skills.

➔ www.die-junge-werkstatt.de/djw/



Provide personal support for critical training situations

AUSBILDUNGSPATENSCHAFTEN



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In the **Ausbildungspatenschaften** project, volunteer mentors accompany young people on their path from choosing a vocation to the application process and the end of training. They help young people further develop core competencies, defuse conflicts during training, and strengthen their self-confidence and sense of responsibility. 9th and 10th-form Hauptschule and Gesamtschule students are nominated for a mentorship by their teachers. The mentors build a trusting relationship with their charges, and stay in contact with their parents and the training enterprise; they help resolve conflicts and promote motivation and persistence. They help students develop important skills like punctuality, commitment to the work, and responsibility.

The evaluation report on this project attributes the training programmes that have been successfully concluded in large measure to the mentorships, stating that "when motivation reaches a low point, mentors can intervene to help participants overcome the situation, and conflicts between trainers and young people are generally defused. This helps achieve a low overall dropout rate that is completely atypical for this clientele."

The nonprofit organisation that sponsors the project is a joint initiative between associations, trade unions, churches, public sponsors, the city of Essen, and citizens who are involved in giving back to the community. Its goal is to help young people who are experiencing difficulties with entering the workforce and lack family resources to successfully make the transition to working life. Services offered include

support for additional apprenticeship and trainee positions through payment of subsidies, help with the application process in school classes, and the organisation's main focus, the Ausbildungspatenschaften project.

ANOTHER PRACTICAL EXAMPLE

Ausbildung statt Abschiebung e.V.

Targeting young refugees with uncertain residency status, this association offers support from vocational guidance and orientation up to training. The guidance and orientation aspect focuses on what kinds of vocational training are offered in the German education system in the first place, and which ones are a good fit for the prospective candidate's interests and skills. This is followed by working on application documents and the search for internships and training positions. The goal is for the young people to get to know different vocational fields and businesses. Trainers and entrepreneurs serve as role models and help to provide career guidance. These contacts often lead to internships. Twelve volunteer mentors help the apprentices and trainees with vocational schooling, issues they may encounter with employers and government agencies, and in their day-to-day living situations.

<http://asa-bonn.org>



Provide childcare to facilitate entry to the training and job markets

KINDERZENTREN KUNTERBUNT

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Kinderzentren Kunterbunt is a nonprofit sponsor of childcare institutions that primarily focus on the work-life balance. This means they create childcare spaces that accommodate the needs of working parents, especially with a range of supplementary services such as long

daily opening hours, being open every day year-round, flexible childcare schedules, and locations close to where parents work.

The special aspect is that the organisation specialises in planning and implementing employer-provided childcare at locations close to where parents work. It concentrates on sites in large companies, business parks, hospitals, airports, and public agencies. It works with the companies to develop the perfect in-house childcare facility, tailored precisely to each company's needs. In the process, it handles almost all aspects of implementing the project.

These childcare centres are located in many cities in Germany. At all of the facilities, children are cared for by experienced early childhood educators. They work based on a situation-oriented approach and continuously further develop and refine their childcare concepts.



Provide more part-time training programmes for young mothers

TEILZEITAUSBILDUNG FÜR JUNGE MÜTTER

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The **Teilzeitausbildung für junge Mütter** project from Verein zur beruflichen Förderung von Frauen e.V. (VbFF) has been successfully implemented since 1998. The chronological and organisational framework of this measure helps people balance training and childcare. Training takes place in three different locations: at the training enterprise, at the vocational school and at VbFF. VbFF is responsible for organising the entire process; it helps people find a training enterprise and organise childcare, and offers socio-educational support and personalised, practical instruction. Almost all of the women who register for the exam end up passing it.

After finishing their vocational education, the outcomes of the participants are as follows: 65 percent find work on the regular job market, 19 percent are job seekers, nine percent are back on parental leave, and five percent attend further schooling. Outcomes are unknown for two percent.

The project's excellent success rates are even more impressive in light of the educational background of most participants (the majority have a Hauptschule diploma). Alongside effective vocational integration, other changes are seen in participants:

- ▶ pride in their own success,
- ▶ financial independence for themselves and their children,
- ▶ increased sense of self-worth and the respect and appreciation of their social environment, and
- ▶ positive behavioural changes among participating young mothers in terms of communication, reliability, punctuality, commitment, and sense of responsibility.

The young mothers view the socio-educational support they receive from project employees and the seminars, remedial teaching, and test prep activities that are offered as key factors contributing to their success in vocational training and education.

ANOTHER PRACTICAL EXAMPLE



Fachberatung Teilzeitausbildung (IN VIA Katholische Mädchenarbeit Bezirk Paderborn e.V.)

The Fachberatung Teilzeitausbildung project offers practical assistance with vocational training and education for young mothers. It has worked in the area of youth and women's career outreach and assistance for nearly 60 years. Through this project, IN VIA helps young mothers to find a suitable part-time training position with reduced weekly working hours, helping them to balance employment and family duties and be able to provide for themselves. The individualised assistance offered through the programme includes socio-educational support and takes the young parents' entire life situation into account. Making childcare arrangements also plays an important role. IN VIA maintains close partnerships with the regional business community to accomplish this.

➔ www.invia-paderborn.de/?page_id=214



Provide tailor-made trainee positions for female migrants

ATELIER LA SILHOUETTE



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Atelier la Silhouette is a training enterprise for young female migrants, focusing on women (persecuted people and refugees) who would not have a chance anywhere else. The enterprise is designed to give young women highly individualised support and to help build their potential, both in terms of specialised trade and craft skills and personal character. This project is exemplary in its dovetailing of technical and socio-educational components:

- ▶ The programme sets recognisably high standards for the craftsmanship and quality of participants' work and the diplomas they are tasked with earning in the tailoring trade; the trainees are held to stringent requirements. As they meet these requirements, participants gain not only skills in their trade, but also a self-confident manner, and they receive respect and admiration from others.
- ▶ The socio-educational support offered within the programme takes an individual and holistic approach that is geared toward the needs and requirements of each young woman as an individual (counselling, therapeutic discussions, work with parents, group activities).

This approach to providing intensive personal support is effective: Since the programme was first founded, 94 percent of participants have completed their vocational training – an impressive figure given the precarious situations in which these young women live. After their apprenticeships, almost all programme participants pass the journeyman's examination, and many find employment after that. Spots in the programme are coveted as a result. The training programme also includes cultivating each individual's personality and sense of self-worth. Many women leave the programme in

excellent psychosocial condition, having learned how to manage their own households and live according to their own ideas and wishes. Many women, conscious of the programme's impact on their lives, stay in contact with the association even after they leave the programme.

ANOTHER PRACTICAL EXAMPLE



Ausbildung für junge Migrantinnen (Verein zur beruflichen Förderung von Frauen e.V. (VbFF), Frankfurt am Main)

This vocational training and education project cultivates the specific potential of young migrant women (multilingual, intercultural and social skills). At the same time, participants receive support as they work to eliminate deficits. Initial training is provided in a cooperative arrangement between the association, the enterprise where the training takes place, and the vocational school. It encompasses practical instruction in the specific subject, remedial instruction, communication and conflict resolution skills, and other activities as well as a study trip. In the process, imparting knowledge is closely interlinked with socio-educational support for young female migrants in order to accommodate their specific needs and situations in terms of development. The VbFF team supports the migrants throughout their training process and assists them with any difficulties that may arise. The association also helps with computer and German language classes and with test prep. Even after participants have completed the programme, the association helps them secure positions at the companies.

➤ www.vbff-ffm.de/angebote/angebote-fuer-16-bis-27-jaehrige/berufsausbildung.html

V. Career transitions in later working life



Facilitate later qualification for people with low-level education levels

QSINOVA – QUALIFIZIERUNG-SPRACHE-INTEGRATION



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Zukunft im zentrum GmbH has been coordinating the pilot project **QSinova – Qualifizierung-Sprache-Integration** since 2010. The goal of QSinova is to increase the participation of unemployed, trained and unskilled migrants over the age of 25 in vocational qualification measures, and to improve their chances of obtaining vocational qualifications.

- ▶ Advisory meetings: Potential participants in the target group receive counselling on possible ways to obtain vocational qualifications and are guided to a suitable qualification path. QSinova's approach to counselling is to provide personal support until the point at which an individual achieves his or her career goal. Participation in a session to identify the candidate's skills is also discussed during counselling. For B1-level language skills, qualifications with integrated language and personal support are available in a range of vocations.
- ▶ Promotional days at companies: Industry-specific promotional days are held monthly for the defined target group. Through personal dialogue and an introduction to the real-world business setting, potential applicants get to know the requirements of the relevant professions.
- ▶ Identification of skills: This unbiased assessment process takes ten days. Its aims are to establish vocational goals and identify social, professional, technical, and personal skills (including assessing language skill levels according

to the CEFR). The process also includes a professional assessment discussion with trainers who work in QSI nova vocations. Participants are given detailed individual documentation of the results in a form that is easy to understand and follow (KomPass-PLUS). This documentation supplies all of the information needed for long-term planning of support measures for the participant.

The QSI nova qualifications differ from other options available on the continuing and professional education market by their special focus on integrated language support, which is provided as part of participants' job-specific qualification activities. In addition, participants have access to a skills development mentor who is responsible for learning support, placement coaching, and socio-educational support.

The qualification options are organised as modules lasting two to six months each. Participants can complete these modules sequentially. As a result, the QSI nova concept makes it possible for participants to both gain partial qualifications and earn a vocational diploma in a maximum of 24 months.

ANOTHER PRACTICAL EXAMPLE

Nachqualifizierung im Handwerk (passage gGmbH)

The Nachqualifizierung im Handwerk project offers subsequent qualification for people over the age of 25 who have no formal vocational qualifications, or none that have been recognised. Because of their age, these job seekers have a hard time balancing initial vocational training and education programmes with their life circumstances. Being able to communicate in German is a definite prerequisite for a spot in the German working world, however. The Nachqualifizierung im Handwerk project combines subject-specific courses with support for learning and language skills. A special organisation called Fachstelle Berufsbezogenes Deutsch is dedicated to the ongoing professional continuing education and integration of migrants as part of the nationwide Integration durch Qualifizierung (IQ) network.

➤ <http://www.deutsch-am-arbeitsplatz.de/nachqualifizierungimhandwerk.html>



Facilitate recognition of foreign qualifications through retraining

INTEGRATION DURCH QUALIFIZIERUNG MECKLENBURG-VORPOMMERN

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The nonprofit organisation Schweriner Aus- und Weiterbildungszentrum e.V. is integrated into the regional **Integration durch Qualifizierung (IQ) network for the state of Mecklenburg-Western Pomerania**. The organisation focuses on designing and implementing qualification measures in the context of the German law on recognition of foreign educational qualifications. To this end, the organisation offers retraining in the area of dual training vocations, as well as preparation for the external examination in the event that the recognition process is unsuccessful/inadequate.

The goal is to help people with migrant backgrounds who lack recognised vocational qualifications and need specific forms of support to attain later vocational qualifications. This applies primarily to dual training vocations. To this end, the centre worked with other education service providers and cooperation partners in Mecklenburg-Western Pomerania to develop a network for later qualification. Modular offerings are developed and implemented in cooperation with the companies to provide participants with individual preparation for the external examination. The central prerequisites for the programmes success are personalised support and counselling in conjunction with detailed qualification and development plans, through to successfully obtaining vocational qualifications and company- and business-friendly qualifications.

ANOTHER PRACTICAL EXAMPLE



ProSALAMANDER later qualification programme (University of Duisburg-Essen / University of Regensburg)

The ProSALAMANDER later qualification programme offers migrants with foreign higher education qualifications the chance to obtain further training in certain subjects, improve their language skills, and ultimately earn a German higher education degree (bachelor's or master's) over a period of about 12 to 18 months. All programme participants undergo an individual process to determine which elements of their previous coursework are eligible for credits and where they need to make up courses at the University of Duisburg-Essen or the University of Regensburg. The ProSALAMANDER study programme is founded on three main pillars: subject-specific later qualifications, language skills to enable students to pursue their academic careers, and the ability to work in academically oriented professions. Students receive individualised advice and support from mentors on site. [↗ http://www.prosalamander.de/](http://www.prosalamander.de/)



Facilitate career re-entry for women/ mothers

BERUFSORIENTIERUNG FÜR FRAUEN ZUR WIEDEREINGLIEDERUNG IN DEN BERUF



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The **Berufsorientierung für Frauen zur Wiedereingliederung in den Beruf** programme from nonprofit FRESKO e.V. is a part-time course; it focuses on employable women who have not been employed for a longer period of time, and who are looking for a (new) career orientation. The course gives participants insight into various professional fields, and they work together to develop a solid application strategy and a detailed plan of action. In addition to the orientation, practical experience within the scope of a company internship plays a central role. The goal is to show the women personalised entry options for the job market.

This programme lasts 13 weeks, with daily instruction times (four hours every morning). It starts with an eight-week orientation phase encompassing classes and workshops. This is followed by a four-week internship in partnership with businesses in Wiesbaden that have been identified and brought into the programme in cooperation with participants as a result of their excellent fit with participant profiles. The programme finishes with a one-week follow-up phase.

All instructional content focuses on providing participants with individual career orientation. FRESKO e.V. helps them build the knowledge and skills they need in order to prepare their own application documents, including user skills in common computer programmes. The programme also deals with subjects such as job interviews, communication and body language, transcripts and letters of reference, time management and work-life balance, and employment contracts and labour law.

OTHER PRACTICAL EXAMPLES



Forum Berufsrückkehr (beramí e.V.)

Together with two other organisations that provide educational opportunities for women in Frankfurt, beramí e.V. operates Forum Berufsrückkehr. The forum is aimed at all women who wish to re-enter working life after a family-related hiatus and offers individual advice as well as specific options and training programmes to help participants successfully make the transition. Following the qualification phase, the forum offers targeted individual and group coaching as support for the process of entering the regular job market.

[↗ http://fswh.de/gefoerderte-kurse/forum-berufsrueckkehr](http://fswh.de/gefoerderte-kurse/forum-berufsrueckkehr)

Personalised approach measures (ZAQ Oberhausen e.V.)

Zentrum für Ausbildung und berufliche Qualifikation Oberhausen e.V. (ZAQ) offers personalised approach measures such as career guidance, vocational orientation, resource training (use of active skills) and support for juggling family and working life (childcare options and proactive help) for long-term unemployed single parents over the age of 25 who are referred via the job centre.

[↗ http://www.zaq-oberhausen.de/545.html](http://www.zaq-oberhausen.de/545.html)

Entry into the job market for mothers with migrant backgrounds (beramí e.V.)

The Frankfurt-based association beramí e.V. intends to open up vocational and career prospects for mothers with migrant backgrounds. This group has significantly lower employment rates than others. And yet, many of them specifically want to be gainfully employed. Mothers with migrant backgrounds also feel better integrated into society when they have jobs. This benefits the women themselves, but also their families – and, most especially, their children. However, entering the job market is often a big challenge for mothers with migrant backgrounds. In addition to balancing work and family, they face cultural obstacles, linguistic difficulties, and the (non-) recognition of qualifications. They need support in these areas. During an assessment period, a personalised support plan is developed for each participant. On this basis, a joint decision is made about what approach each participant will take to achieve her goal, and what skills and competencies still need to be developed. There are four modules available, each with a different focus: developing German skills, identifying and expanding skills and competencies, strengthening resources, and building independence.

➤ <http://www.berami.de>

APPENDIX 2

FURTHER READING

This section lists a selection of scholarly studies, papers, and articles that offer further information on the subject of paths to starting a career.

Scholarly studies

- ▶ Anger / Erdmann / Plünnecke / Riesen (Cologne Institute for Economic Research), final report titled "Integrationsrendite", 2010
- ▶ Berlin Institute for Population and Development (Ed.), Schwach im Abschluss. Warum Jungen in der Bildung hinter Mädchen zurückfallen – und was dagegen zu tun wäre, study, 2015
- ▶ Bertelsmann Stiftung (Ed.), Berufsausbildung junger Menschen mit Migrationshintergrund, 2014
- ▶ Bildung in Deutschland 2014, the 2014 education report by Autorengruppe Bildungsberichterstattung ("Authoring Group Educational Reporting")
- ▶ Brady / Biegert / Vitols (WZB Berlin Social Science Center), Continuity and Change in the German Labor Market, 2015
- ▶ Busmann / Seyda (Cologne Institute for Economic Research), Fachkräfteengpässe in Unternehmen, 2014
- ▶ Enggruber / Rützel (Bertelsmann Stiftung), Berufsausbildung junger Menschen mit Migrationshintergrund, 2014
- ▶ Sachverständigenrat deutscher Stiftungen für Integration und Migration (Expert Council of German Foundations on Integration and Migration), Diskriminierung am Ausbildungsmarkt, 2014
- ▶ German Federal Agency for Civic Education (Bundeszentrale für politische Bildung), Bevölkerung ohne Schul- bzw. Berufsabschluss, 2014
- ▶ German Federal Ministry of Education and Research (Ed.), Berufsbildungsbericht 2015
- ▶ German Trade Union Confederation (Deutscher Gewerkschaftsbund) (Ed.) Ausbildungsreport, 2015
- ▶ German Youth Institute (Deutsches Jugendinstitut) (Ed.), Die Bewältigung des Übergangs Schule–Berufsausbildung bei Migrantinnen und Migranten im Vergleich zu autochthonen Jugendlichen, 2015
- ▶ Matthes / Ulrich / Flemming / Granath (German Federal Institute for Vocational Education and Training), Die Entwicklung des Ausbildungsmarktes im Jahr 2014
- ▶ TNS Emnid (Bertelsmann Stiftung, Ed.), Willkommenskultur in Deutschland: Entwicklungen und Herausforderungen, Ergebnisse einer repräsentativen Bevölkerungsumfrage in Deutschland, 2015
- ▶ Vodafone Stiftung (Ed.), Schule, und dann?, 2014

Papers and articles

- ▶ Allmendinger / Giesecke / Oberschachtsiek (Bertelsmann Stiftung, Ed.), Unzureichende Bildung: Folgekosten für die öffentlichen Haushalte, 2011
- ▶ Anbuhl, In der Warteschleife. DGB-Expertise zur Struktur und Entwicklung des Übergangsbereichs, 2012
- ▶ Anbuhl, Kein Anschluss mit diesem Abschluss? DGB-Expertise zu den Chancen von Jugendlichen mit Hauptschulabschluss auf dem Ausbildungsmarkt, 2015
- ▶ Beicht / Granato (Friedrich Ebert Stiftung, Ed.), Prekäre Übergänge vermeiden – Potenziale nutzen – Junge Frauen und Männer mit Migrationshintergrund an der Schwelle von der Schule zur Ausbildung, 2011
- ▶ Brussig / Dittmar / Knuth, Verschenkte Potenziale: Fehlende Anerkennung von Qualifikationsabschlüssen erschwert die Erwerbsintegration von ALG-II-Bezieher/-innen mit Migrationshintergrund, IAQ Report 2009–08

- ▶ Christe (Friedrich Ebert Stiftung, Ed.), Notwendig, aber reformbedürftig! Die vorberufliche Bildung für Jugendliche mit Migrationshintergrund, WISO Diskurs 2011
- ▶ Christe / Enggruber / Reisch (German Youth Institute), Übergänge Schule – Ausbildung – Berufsvorbereitung – Beruf bzw. Alternativen, Materialien zum 14. Kinder- und Jugendbericht, 2013
- ▶ El-Mafaalani, Vom Arbeiterkind zum Akademiker. Über die Mühen des Aufstiegs durch Bildung, Sankt Augustin / Berlin 2014
- ▶ German Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung) (author group) / Bertelsmann Stiftung, Reform des Übergangs von der Schule in die Berufsausbildung, Aktuelle Vorschläge im Urteil von Bildungsexperten und Jugendlichen, 2011
- ▶ German Federal Institute for Vocational Education and Training (Ed.), Data Report to accompany the Report on Vocational Education and Training, 2015. Informationen und Analysen zur Entwicklung der beruflichen Bildung, Bonn 2015
- ▶ German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Ed.), Integration mit Zukunft: Erwerbsperspektiven für Mütter mit Migrationshintergrund (Analysen und Praxisberichte), 2013
- ▶ German Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung) (Ed.), Teilzeitberufsausbildung: Inanspruchnahme, Potenziale, Strukturen, 2011
- ▶ Granato / Munk / Weiss (Ed.), Migration als Chance, 2011
- ▶ Gresch (WZB Berlin Social Science Center), "Migrantenkinder auf dem Weg zum Abitur: Wie kommen die Übergangsempfehlungen nach der Grundschule zustande?", WZBrief Bildung, May 2012
- ▶ Heisig / Solga (WZB Berlin Social Science Center), "Ohne Abschluss keine Chance," WZBrief Arbeit, Jan. 2015
- ▶ Henry-Huthmacher / Hoffmann (Ed.), Der erfolgreiche Weg zum Berufsabschluss, 2011
- ▶ Henry-Huthmacher / Hoffmann (Ed.), Duale Ausbildung 2020. 14 Fragen & 14 Antworten, Konrad-Adenauer-Stiftung 2013
- ▶ Jasper / Richter / Haber / Vogel (German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, Ed.), Ausbildungsabbrüche vermeiden – neue Ansätze und Lösungsstrategien, Vol. 6 of the Berufsbildungsforschung series, 2009
- ▶ Klemm (Ed. Bertelsmann Stiftung), Was kostet eine Ausbildungsgarantie in Deutschland?, 2012
- ▶ Krekel / Ulrich (Ed. Friedrich Ebert Stiftung), Jugendliche ohne Berufsabschluss, 2009
- ▶ Krüger-Charlé (Institute for Work and Technology), Forschung aktuell: Übergänge zwischen Schule, Ausbildung und Beruf, 2010
- ▶ Lenze, Alleinerziehende unter Druck, 2014
- ▶ Lippegaus-Grünau / Mahl / Stolz (German Youth Institute), Berufsorientierung – Programme und Projekte von Bund und Ländern, Kommunen und Stiftungen im Überblick, 2010
- ▶ Protsch (WZB Berlin Social Science Center), "Probleme auf dem Arbeitsmarkt," WZBrief Bildung, Feb. 2014
- ▶ Reissig / Schreiber (Ed.), Jugendliche mit Migrationshintergrund im Übergang Schule – Berufsausbildung (German Youth Institute – Perspektive Berufsabschluss series), 2011
- ▶ Solga / Baas / Kohlrausch (WZB Berlin Social Science Center), "Mangelnde Ausbildungsreife – Hemmnis bei der Lehrstellensuche von Jugendlichen mit Hauptschulabschluss?" WZBrief Bildung, Feb. 2012

APPENDIX 3

GERMANY'S EDUCATION AND VOCATIONAL EDUCATION AND TRAINING SYSTEMS



Preschool level

Kindergarten, children's daycare centres



Primary level

Primary school (Grundschule), special needs school (Förderschule)



Secondary level I

Lower secondary programmes at lower secondary schools (Hauptschule), comprehensive schools (Gesamtschule) and special needs schools (Förderschule) (3 years), leading to a lower secondary school certificate (Hauptschulabschluss)

Lower secondary programmes at upper secondary schools (Gymnasium), intermediate secondary schools (Realschule) and comprehensive schools (Gesamtschule) (4 years), leading to an intermediate secondary school certificate (Realschulabschluss)



Secondary level II

- ▶ Dual vocation education (2–3.5 years)
- ▶ School-based vocational education and training (1–3 years)
- ▶ Transition programmes (1 year, only pre-vocational)

Upper secondary education programmes at Gymnasium (2–3 years), leading to university entrance qualification (Abitur)

Upper secondary education programmes with vocational orientation at Fachschulen (2–3 years), leading to entrance qualifications for advanced technical colleges / universities of applied science (Fachabitur)



Tertiary level

Advanced vocational qualifications:

- ▶ Technician (Facharbeiter)
- ▶ Intermediate-level commercial clerk (Fachwirt)
- ▶ Master-level; master craftsman (Meister)

Higher education (university level):

- ▶ Bachelor programmes (3–4 years)
- ▶ Master programmes (2 years)
- ▶ PhD programmes (duration varies)



Adult learning and retraining

- ▶ Continuing vocational education training for employees
- ▶ Retraining for unemployed and other vulnerable groups

Fig. 7: Germany's education and vocational education and training systems

General education

There are several different types of schools in the German school system, which varies from state to state. School attendance is compulsory throughout the country. As a rule, children must attend school through the 9th form. In some states, however, they cannot leave school until completing the 10th form. Initial in-company vocational training is usually the next step following compulsory education. Although not a formal requirement, a school-leaving certificate greatly enhances a young person's chances of being taken on by a firm.

Primary school

Depending upon their level of maturity, children in Germany begin primary school at five to seven years of age. Primary school generally spans four years (forms or grades) of education. Children and their parents decide together on a secondary school.

Secondary schools

- ▶ **Lower secondary schools** (Hauptschule) are where pupils in the 5th to 9th form receive a basic education. Lower secondary schools in some German states have a 10th form as well. Youths with a lower secondary school-leaving certificate (Hauptschulabschluss) have the foundation needed to undergo vocational training in occupations that are more practical in nature.
- ▶ Pupils who attend an **intermediate secondary school** (Realschule) have an additional year of schooling, namely, through the 10th form. Youths who have completed intermediate secondary school (Realschulabschluss) have earned the qualification to attend a specialised upper secondary school or to start vocational training.
- ▶ Pupils at an **upper secondary school** (Gymnasium) can attend school through the 11th, 12th or 13th form. During the last three years, they can choose subjects in specific combinations. Upper secondary schools offer two different types of school-leaving certificates: a qualification to attend a university of applied sciences to pursue a usually vocationally-oriented degree (Fachabitur, 11th or 12th form). The upper secondary school leaving certificate (Abitur, 12th or 13th form), also known as university entrance qualification, entitles holders to study at any university in Germany. Many pupils who have an upper secondary school-leaving certificate (initially) forego university studies and pursue in-company vocational training.
- ▶ More and more federal states also have **comprehensive schools** (Gesamtschule) where pupils can earn a school-leaving certificate for a lower secondary school, intermediate secondary school or upper secondary school. This functions on a course-based system. Depending on their marks, pupils can learn the basics of a subject or opt for more extensive knowledge. In other words, pupils take those courses that match their academic performance.

Vocational education and training

Initial vocational education and training (VET) is part of Germany's **upper secondary education system**. Initial VET takes place

- ▶ in the form of **dual apprenticeship training** (duration 2–3.5 years, regulated at the federal level, based on individual contract with employer) as a combination of workplace learning and part-time school-based learning at occupation-specific vocational schools. Young people in Germany can choose among some 300 recognised occupations for which they can undergo

training and take a final exam. Successful completion of this training qualifies the apprentice for employment as a skilled worker and often provides for a smooth transition to the labour market.

- ▶ in **school-based vocational training programmes** (duration 1–3 years, regulated on the Länder level) at education providers and in full-time vocational schools, including integrated practical experiences (i.e., in hospitals or long-term internships).
- ▶ Young people who do not quickly acquire apprenticeship contracts or enter into vocational school-based programmes enrol in publically funded **pre-vocational transition programmes** (this is the so-called Übergangsbereich, duration 1 year). These programmes prepare young people for vocational training, but do not lead to full vocational education.

The choice of apprenticeship or school-based vocational training is occupation specific. Individuals who have successfully completed initial vocational training can continue their education at a university or university of applied sciences.

Advanced vocational qualifications on a tertiary level are an option for advancing one's career. Advanced vocational training programmes allow participants to earn a master-level qualification or qualification as an intermediate-level commercial clerk (Facharbeiter, Fachwirt, Meister). Individuals can participate on a part-time basis in tandem with their work or on an all-day basis.

Adult learning and retraining

Continuing vocational education training for employees. This type of training is designed to refresh and supplement existing skills and knowledge. Participants may learn, for example, about new technical developments such as welding, a new programming language or specialised areas in his or her occupation. Continuing vocational training helps participants advance in their career and enhance their work performance.

Retraining is for those who need to learn a new occupation because they are either no longer able or willing to practise their original occupation. Retraining is usually offered as a full-time measure that lasts one to two years and often includes a period of practical training lasting several months. Retraining can also be conducted on an in-house basis at a firm, just like initial vocational training. Retraining is also available to adults who have no formal vocational qualification but would like to remedy this situation.

Source: based on: Programmstelle beim Bundesinstitut für Berufsbildung (BIBB) für das Programm JOBSTARTER des Bundesministeriums für Bildung und Forschung (BMBF) (Ed.), Fachglossar – Betriebliche Ausbildung (Glossary of Vocational Training Terms), 2010.

List of abbreviations

The following abbreviations are used within the text:

BMAS – Bundesministerium für Arbeit und Soziales / Federal Ministry of Labour and Social Affairs

BMBF – Bundesministerium für Bildung und Forschung / Federal Ministry of Education and Research

BMFSFJ – Bundesministerium für Familie, Senioren, Frauen und Jugend / Federal Ministry of Family, Senior Citizens, Women and Youth

ESF – Europäischer Sozialfonds / European Social Fund

DGB – Deutscher Gewerkschaftsbund / Confederation of German Trade Unions

DIHK – Deutscher Industrie- und Handelskammertag / Association of German Chambers of Commerce and Industry

DJI – Deutsches Jugendinstitut / German Youth Institute

NRW – Nordrhein-Westfalen / North Rhine-Westphalia

SGB – Sozialgesetzbuch / German Social Welfare Code

STEM – Science, Technology, Engineering, and Mathematics



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