



JOBS AHEAD

Effective Approaches and Projects in the Transition from School to Work



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NEW SKILLS AT WORK
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PREFACE

Featuring the lowest youth-unemployment rate in the European Union, Germany and its vocational and education system have drawn much attention in recent years. The country's dual system, which combines vocational training with formal education to provide young people both practical experience and school-based instruction, is a key factor in making the country an attractive business location.

However, every year, many apprenticeship and training positions go unfilled while, at the same time, thousands of applicants prove unable to secure a training place. As a result, these individuals are often excluded from the conventional path to employment. This clear failure to match supply with demand in the system underscores the urgent need for action, as failed transitions into the vocational-training system and the job market can have profound consequences for students, their capacity to shape their future, and society as a whole.

Supporting young people as they transition from school to work requires the concerted effort of actors across the public, private and social sectors. State institutions play an important role here as they accompany young people throughout their education, and state-financed measures are a key source of support for those who find themselves in transitional limbo, that is, stuck oscillating between unemployment and vocational or prevocational measures. As employers, companies determine who will be given access to the opportunities associated with a training program. Civil society has taken on an increasingly important role by targeting those areas where school-based and vocational training overlap with the labor market. Charities, non-profit organizations and private sponsors are focusing on career readiness measures to help young people successfully navigate the challenges they face in entering the labor market.*



This report targets all philanthropic organizations, companies and civil society organizations providing financial or other forms of support to improve career readiness. Our aim with this report is to help those providing support determine where their investments will achieve meaningful impact and how to assess the quality of specific measures and projects. Within the context of this report, we've conducted a survey of those projects and measures implemented in Germany that can point to demonstrable success. In addition to the 19 German projects profiled here that have received the PHINEO seal of approval, we feature as well other approaches that serve as examples of how our recommendations work in practice. Cooperation among public, private and social sector actors is of central importance here. Those providing support can have considerable impact simply by bringing a diverse set of actors together and fostering cross-sectoral partnerships.

Although the examples and approaches presented here are specific to the German context, the lessons learned and information featured here have relevance for donors and funders in other contexts. Indeed, strategic investment planning and the regular review of implemented measures are fundamental to ensuring effective support – everywhere. We hope you'll be inspired, learn from each other and join us in sharing best practices that help young people around the world advance along their career path.



Dr. Andreas Schmidt



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Dr. Andreas Schmidt

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Trained in event management, Caroline Wetzke studied public management in Berlin, where she has applied her expertise to various organizations in both the public and private sectors. At PHINEO, she has served as analyst and project coordinator for issues addressing school-to-work transitions and career readiness.



Downloads in English and German

* For more on this issue and civil society measures implemented in Germany, see the PHINEO study "Paths to working life. Effective civil society measures supporting women and migrants." Free download here:



→ www.phineo.org/publikationen/

SUPPORTING PARTNERS

DOHLE Foundation

The DOHLE foundation helps disadvantaged youth and young adults in Germany – who often face dim career prospects – create opportunities for themselves on the job market. The foundation focuses primarily on programs helping young people transition successfully from school to vocational training and into careers. Based in Siegburg, the nationally active foundation was founded in 2003.

www.dohle-stiftung.com

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“New Skills at Work” is a JPMorgan Chase Foundation initiative. New Skills at Work aims to improve labor market access and qualification processes for disadvantaged groups by connecting labor market policy with practice, supply with demand, and employers with the workforce. Through the initiative, JPMorgan Chase Foundation finances research around the world, identifies effective strategies, promotes proved measures and projects, and brings together leaders in policymaking, business, academics, education and non-profits. For more information:

www.newskillsatwork.com

NEW SKILLS AT WORK

J.P.Morgan

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MANY THANKS!

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**WHAT'S
AT STAKE**

UNLEASH POTENTIAL, CREATE OPPORTUNITIES



In every young person's educational biography, there are transition points that determine the course of their future lives: from one level of education to another, from secondary school to vocational training, or from school or training into employment itself.¹ Such changes confront young people with new structures, roles and obligations that require they develop specific personal and social skills. Not all young people are able to cope with these changes alone, or can count on support emerging from within their personal environments. For those starting with particular challenges – for example, those who have a migrant or refugee background, parents with only minimal education, or a single-parent household – these transitions can quickly become points of failure.

Missing this leap into the working world results in a major personal rupture in any young person's life. While their classmates begin a new period of life, these young people wind up stuck in a transitional limbo from which many find it difficult to emerge. Without employment or further educational prospects, their likeli-

hood of being able to lead an independent life and participate fully in society diminishes. And though good economic conditions in Germany underpin a youth unemployment rate lower than almost anywhere else in Europe, there are still several hundred thousand young people in the country who are not benefiting from this favorable economic situation. Particularly for young people with no secondary degree, or who have completed only general secondary school (Hauptschule), the vocational-education market is difficult to break into. Moreover, difficulties for this population continue into later life. Young people without higher education or vocational training are significantly more likely to be unemployed as adults.

Such failed transitions into vocational education and working life are expensive and have serious consequences not only for the young people, but also for society at large. For example, direct costs estimated at several billion euros annually arise from the many (career-readiness) measures offered to people stuck in

¹ In Germany vocational training is integrated into the upper secondary education system and is either a workplace- and/or school-based form of learning. For an overview of the German education system → 54.

A personal story

When Jasmin* entered the prevention project at the Cologne Craftswomen's House, she had been almost wholly left behind at school. In class, she had little personal contact, concentrating was difficult, her grades were falling, and her self-esteem was correspondingly low. In the Craftswomen's House, she worked with other girls in the workshop once a week, experiencing there for the first time in a long time her own capability to accomplish something and gain recognition for it. Buoyed by her new self-confidence, she managed to complete lower secondary education. She found the crafts work to be enough fun that she decided to train as a carpenter after finishing school. Today, Jasmin is pursuing her higher-secondary degree (Abitur) at the vocational college, and wants to study furniture design.

* Name changed

transitional limbo. In addition, there are significant indirect costs deriving from unemployment, social benefits and lost tax revenues. The lack of skilled workers is also of particular importance. Every year, even as several tens of thousands of early school-leavers remain without placements in vocational-training programs, companies are urgently seeking new early-career employees. According to a forecast by the German Federal Institute for Vocational Training (BIBB), Germany will experience a shortage of 1 million skilled workers with vocational-training experience by 2030. Rapid changes in the workplace, including progressive digitization, are introducing new skills-development challenges for young people, and businesses will thus ultimately have an even higher demand for suitably qualified new employees. Economically and socially, we cannot afford to leave tens of thousands of young people behind every year.

These young people need support – above all helping them to help themselves. Context-appropriate and early support in particular can help ensure successful transitions – whether from school-to-work or parental leave to a new career or career changes more generally. Indeed, successful transitions can have a profoundly positive impact on an individual's educational trajectory. Effective support measures should in this regard focus on transitional points, and not just through the end of a school career, but rather at all critical points of upheaval in a working life. If project leaders in all sectors recognize and support the individual potential of every young person, they have a good chance of triggering real change. However, this task is not one to be addressed solely through state action. Businesses, foundations and nonprofit organizations – serving as employers, funders or project initiators – can also make vital contributions with regard to empowering young people and creating access to the working world. Together, we can improve all young people's prospects of achieving independent lives and participating fruitfully in society.

A personal story

The closer Melike* came to completing her education, the more she worried. Who would help her study? Who would help her with job applications? Thanks to the Stiftung Unionshilfswerk Berlin's mentoring project, she received support in the form of a mentor who helped Melike identify an occupation suited to her wishes: retail sales. Now highly motivated, Melike began submitting job applications, only to face a series of rejections. Underscoring the importance of this support, Melike said "Without my mentor, who continued to encourage me throughout, I would have given up."

Melike has since then completed her vocational training in wholesale and foreign trade and landed a full-time position.

She has recently begun mentoring a young refugee who came to Germany with her family. With her calm and empathetic nature, Melike has become a trusted person of influence for the family.

*Name changed



Challenges on the path to working life

2 MILLION

In later working life

In 2014, Germany had 2 million young unskilled workers (people aged 20-35 without a formal certification or vocational qualification). The unskilled accounted for 13% of the total workforce.

Just over 3 million residents in Germany have a qualification earned abroad. Not all such qualifications are recognized in Germany.

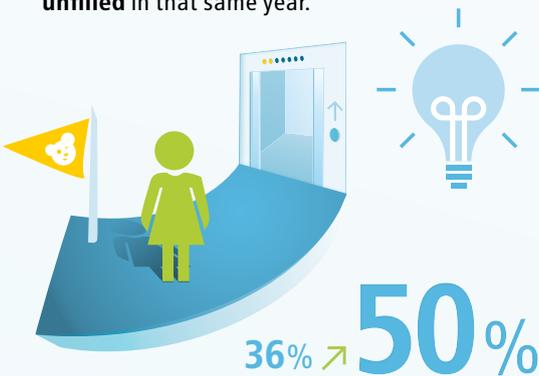


300,000

In transition to training

Approximately 300,000 young people were in transitional limbo in 2016.

According to the German Federal Labour Office, some 43,000 registered training positions went unfilled in that same year.



Pre-school

Attending daycare increases the likelihood of pursuing higher education (from 36% to 50%) which, in turn, results in a higher anticipated level of income.

5

JOB

4

3

2

1



120,000

From training to first job

More than a quarter of all apprenticeships are not completed.

In 2014, some 120,000 people registered themselves as unemployed after completing vocational training.

470,000

End of schooling

Some 470,000 young people between 20 and 35 have no school-leaving qualification and therefore find it difficult to secure an apprenticeship.

Only one-third of all students have a clear idea of what vocation to pursue, and 20% have no idea whatsoever.



WHO DOES WHAT





PROVIDING GUIDANCE AND SUPPORT ALONG THE PATH TO WORK

In every young person's educational career, there are crucial transition points that involve many different actors. Educational attainment is strongly influenced by people in one's personal environment – that is, a student's family, teachers and peer group. Parental input is of particular importance here. Parents serve as role models, and their knowledge and attitudes toward certain industries help guide their children's career aspirations. However, parents cannot always provide all the support needed. State actors support young people throughout their educational career. One pillar of Germany's state-funded school-to-work transition system is the career counseling provided by the Federal Employment Agency (BfA), which is introduced at the primary school level. Local employment agencies and job centers provide many services related to informing career choices, employment promotion

and job placement. Anyone who doesn't move directly into training or a job after leaving school is typically caught up by the publicly funded transitional system. Youths without a training place can take advantage of prevocational measures and apprenticeship-preparation support, thus readying themselves for the next application period. The relatively new instrument of assisted apprenticeships offers support when conflicts emerge during the apprenticeship period, and is intended to help prevent participants from dropping out. State actors – federal, state and municipal governments, along with European social funds – primarily act as contracting authorities in the implementation of transition-system measures. Thus, they initiate programs and put them out for tender, finance measures, and shape the legal framework through their policy decisions. Job centers and employment agencies help place young people into individual programs and measures.

ZiviZ Survey's Special Analysis on Labor-Market Integration (Project SAZ 2017)

The ZiviZ Survey is a representative survey of associations, foundations, non-profit limited-liability companies and cooperatives in Germany that analyzes and publicizes developments and trends within the civil-society sector. The first survey wave of 2012/2013 involved a stratified random sample of 4,000 of the more than 600,000 non-profit organizations in Germany. The current 2016/2017 survey presents details regarding some 6,000 representatively selected organizations. In 2017, the ZiviZ Survey's first Special Analysis on Labor-Market Integration (Projekt SAZ 2017) will be published as an expansion of the existing ZiviZ special-analysis series. The project's findings will be available, free of charge, at → www.stifterverband.org/ziviz beginning in July 2017.



Non-profit organizations acting as service providers typically take on responsibility for implementing support programs. Charities and large associations offer a significant portion of social welfare and informal support services. Smaller non-state actors are active in their area of expertise and focus on projects such as vocational guidance or creating mentorships. Civil-society actors, which usually have strong connections with regional businesses and local schools, are generally adapted to local demands and focus strongly on young people's individual needs.

JOB



Achieving more, collectively – how businesses, government and civil society work together

Support for young people in the transition between education and training systems and into working life must draw upon a variety of institutions. On a practical level, for example, companies in Germany make internship places available and offer job-application training as students finish school. Non-profit actors provide individualized support especially to those young people who risk being unable to make this transition successfully alone. These services provided by associations, non-profits and others are for the most part publicly financed. Local job centers place individuals leaving school without apprenticeships into internships, programs and other measures.

However, the reality is rarely as clean as this model might suggest. Instead, the configuration of local structures involved with Germany's transitional system often lacks transparency and coordination. A **local coordination center** for the projects offered and the partners involved is necessary. In this regard, a number of very different, more or less successful regional models are in place. For example, youth-employment agencies seek to bundle activities provided by job centers, employment agencies, youth-welfare offices and schools. But companies, foundations and other established organizations can also be influential advocates and drive local coordination. Proven examples include the local Joblinge charitable organizations (gAGs), which help link a broad network of local partners, or the BASF-initiated Regional Vocational-Training Association in the Ludwigshafen region, which brings together apprenticeship-sponsoring companies'

efforts to help prepare young people for training programs.

The main requirement for the joint work is a set of **commonly developed goals**. In addition, performance indicators and measurement systems should be collaboratively determined, so that achievements can be evaluated on an ongoing basis. A common schedule gives every actor the opportunity to contribute their own strengths to the effort. Finally, a coordinating body endowed with sufficient resources is needed, in large part to facilitate ongoing communication between the actors.¹

However, some factors stand in the way of enhanced cooperation. Non-profit organizations are competing for increasingly scarce funding and strive to differentiate themselves from one another. Some funding bodies conceive their roles exclusively, and prefer to support original ideas rather than proven concepts. Therefore, a **rethink** is needed, requiring funding bodies to be willing to invest in long-term change processes. Non-profit organizations and projects must shift from insular thinking to a network perspective. The primary focus should be on contributions made to solving the overall problem, instead of on individual services. All participants must additionally commit to impact-oriented management, and be willing to review the impact of their own activities regularly.

All this will not be implemented overnight. But the investment is worthwhile, because the costs to each young person who fails to make this transition – as well as to society at large – are immense. The large number of young refugees who have yet to be integrated into the labor market represent at once an acute challenge and an opportunity. The time is right to act together.

¹ See also: Bertelsmann Stiftung (Ed.) *Gemeinsam wirken. Auf dem Weg zu einer wirkungsvollen Zusammenarbeit*. 2nd edition 2016

WHAT YOU CAN ACHIEVE AS A SOCIAL INVESTOR

Companies are more than employers

● **COMPANIES** are the linchpin in the transition from school to work. They select young people for apprenticeship opportunities, which facilitates these individuals' successful entry into a career. Companies increasingly aim to get to know young applicants personally to understand their motivations and look at grades later in the application process. They don't look at grades until a second or third step. Organizations that give academically weak youths a chance not only themselves contribute actively to combatting the skilled-worker shortage, but also serve as a model for other companies.

Likewise, companies can offer their own programs to help young people ready themselves for apprenticeships, whether in the context of their own human resources management or as a CSR measure. As a rule, impact can be increased by cooperating with non-profit organizations to increase leverage. Such organizations provide for individualized attention and personal support, while companies offer internships and contribute their practical experience in areas such as human-resources management. Mentoring programs, in which company employees provide support to youths entering the working world, are particularly promising. Companies also make an important contribution by providing funding to non-profit organizations. While many projects in this field receive public grants, this funding generally allows little flexibility of action. As a result, organizations often depend on additional funding sources. In this regard, companies can provide supplementary financing or work together with the organization to set their own priorities.



Foundations are facilitators and innovators

Foundations are work in career readiness-related areas in different ways. Depending on their orientation, they may be active locally or nationally, carrying out their own activities or supporting charitable projects. They play a special role as initiators and drivers of innovation. New and creative approaches often face difficulties in attracting public funds. Foundations can often react more quickly and flexibly to current societal issues, for instance by initiating and funding pilot projects or launching research projects. They also help strengthen local communities while creating networks, often serving as a bridge between local businesses and municipalities.

- **GRANT-MAKING FOUNDATIONS** provide non-profit projects and organizations with needed flexibility of action beyond the constraints imposed by basic state funding. In this regard, the goal should not be to relieve the public sector of its responsibilities, but rather to complement state offerings and push forward work within the issue area. For example, foundations can address target groups that fall through the cracks at state educational institutions and are not or no longer reached by traditional career-assistance services.
- **FOUNDATIONS ASSOCIATED WITH COMPANIES** often provide an important link between businesses and civil society. By supporting non-profit organizations or pursuing their own operational approaches, they can engage in long-term work on projects that improve labor-market prospects for disadvantaged young people. Collaborative work extends the opportunity to have an influence beyond simply securing a company's new generation of employees. Involving employees ("corporate volunteering") is one good way to strengthen societal engagement both external and internally. As mentors, employees can serve as credible role models for young people searching for the right career.



Know How – Tip: Support with impact

How can projects be made more effective? How can time and money be invested more purposefully? The Social Impact Navigator for Foundations (Kursbuch Stiftungen) answers these questions and more. It features expert advice and practical tips on how funding providers can design their projects and their own organizations in order to achieve maximum impact. The Social Impact Navigator for Foundations is available as a free download at

→ www.kursbuch-stiftungen.de (German only)



HOW IT WORKS



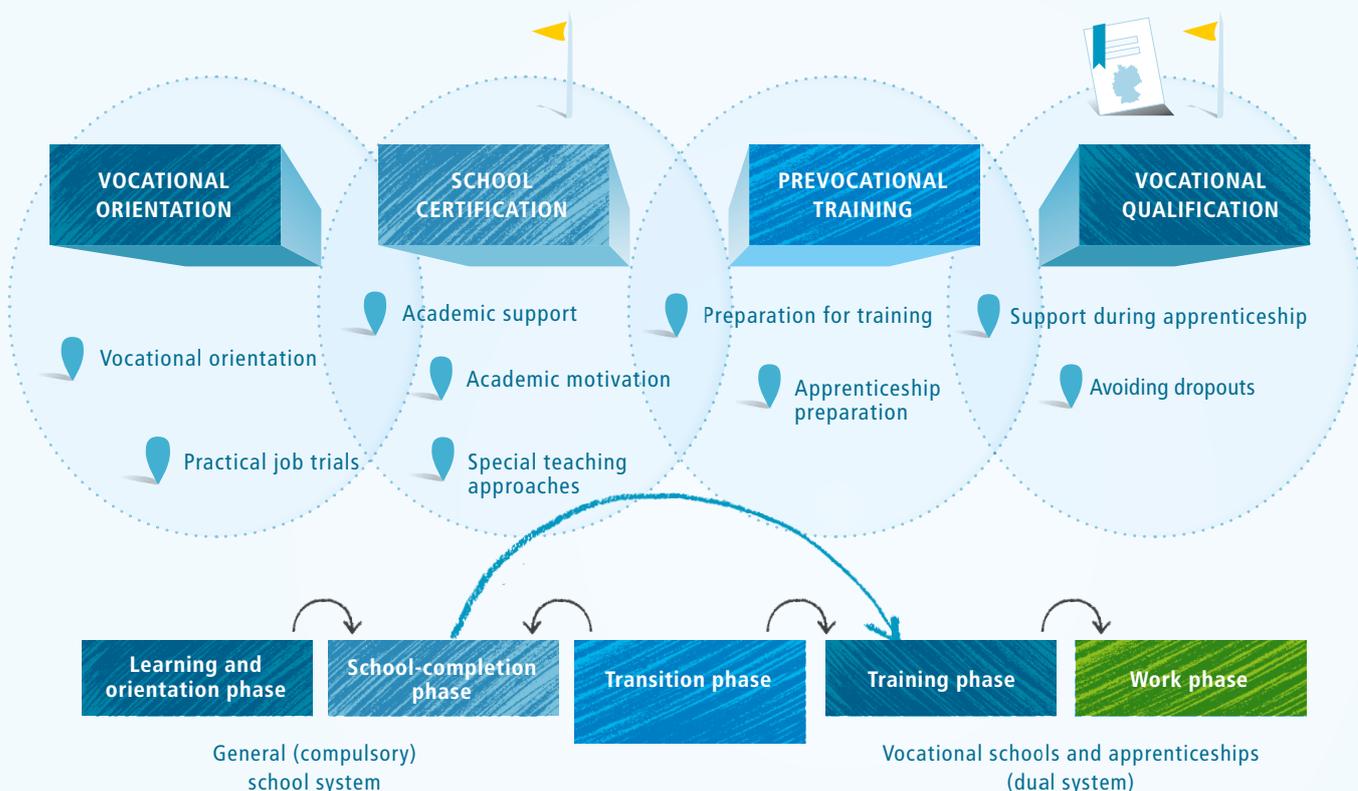
YOUR SUPPORT SHOULD FOCUS ON THESE TRANSITIONS

There are four key areas in the school-to-work transition process that are often associated with adaptational difficulties; each of these areas represent a potential sticking point in young people’s educational careers. These can be points of failure, but – with support – also of success. Effective support measures should be targeted at these points of transition.

→ **CAREER ORIENTATION:** Many young people find it difficult to make the right career choice. They have no clear idea what they want to do in the future, or what talents they might possess. They also often have little idea what vocational occupations exist beyond the stereotypical examples, or which local companies are hiring. Those who lack direction after leaving school flow quickly into the so-called transitional system, where they shift back and forth between unemployment, training and prevocational measures. These expensive holding patterns can be avoided if the youths are given support in choosing a career while still in school. It is therefore important that practical career guidance be integrated into the curriculum for the last school year in particular.

→ **SCHOOL COMPLETION:** There is a clear relationship between career prospects and finishing school. Youth with low-level or no secondary-school qualifications have slim chances of finding an apprenticeship. Therefore, academic-support and motivational measures are important through the end of schooling. Moreover, for youths who have already left school, there should be a “second chance” to make up the secondary-school qualification.

Figure: Fostering successful pathways: points of transition and support activity



→ **CAREER READINESS:** A third of all secondary-school graduates without university-entrance qualifications (Abitur) fail to move directly into a vocational-training program. In subsequent years, they enter the hunt for training slots once again, this time as repeat applicants. These young people typically need support in order to improve their professional and personal skills, and specifically to prepare themselves for an apprenticeship.

→ **VOCATIONAL QUALIFICATION:** While finding an apprenticeship place is difficult, enduring and completing a training program to the point of receiving a successful vocational qualification can also be a challenge. Unfortunately, too many apprenticeship contracts in Germany (currently about one-fourth to one-third) are still terminated prematurely. This has negative consequences both for the individuals concerned and for the broader labor market. Thus, measures designed to support young people during training and help prevent dropouts are useful.

Regardless of the duration of a measure, take care to consider how it connects to others in the field. This is crucial for the sustainability of the support. Your project should be conceived as a link in an educational chain. This means there should be no abrupt cessation of support at the measure's end; rather, the actors should help prepare youths for the next step. For example, when vocational counseling has been completed, this aid could take the form of assistance with searching for an internship or vocational-training place, or placing youth in follow-up programs. Different measures can be usefully combined as required, as appropriate in cooperation with other support partners (→ Figure "Fostering successful pathways" on p.17).

MAKE A BIG DIFFERENCE USING THESE LEVERAGE POINTS

Vocational-support measures that focus on youths' potentials and capabilities are particularly effective in leading young people to a position of independence. There are five important leverage points where change can be effected that significantly helps improve a youth's chance of making the successful transition to work. Support can be focused at each of these important points.

→ **ORIENTATION:** Many youths making the transition to work find themselves disoriented. In order to choose the right occupation as soon as possible, they should first expand the spectrum of careers from which they have to choose. This process should also include some initial practical work experience.

Example support measures:

Analyses of personal potential/skills-determination screenings, job-skills competitions, company discovery days or on-site visits, career-information events and vocational guidance.

→ **ATTITUDE:** Mindsets toward life and work are crucial for a successful transition to the working world. For this reason, support measures aimed at improving youths' work ethics and emotional states are useful.

Example support measures:

Social or motivational training (role playing, dealing with rejection, conflict resolution, problem-management strategies), personal coaching, career preparation in combination with sport or theater projects.

→ **SKILLS:** Many young people do not yet have the skills that will be demanded by an apprenticeship. This relates to self-confidence both in the choice of career as well as in the impending application process, but also to additional abilities such as the social skills needed in practicing a career.

Example support measures:

Application-training sessions, workplace-conduct training ("intern etiquette guide"), telephone training, computer courses and internet-based research (job search), personal coaching sessions and socio-educational support.

→ **QUALIFICATIONS:** In Germany, formal qualifications have a special significance in opening future career doors. This is particularly true of academic and vocational qualifications. Therefore classes, coaching sessions and training measures that improve youths' prospects of attaining an academic or vocational degree are particularly important.

Example support measures:

Tutoring, practical academic support, practical instruction, evening classes, part-time vocational-training courses.

→ **PERSONAL SUPPORT:** Having a supportive personal environment is important for a successful transition. This could take the form of networks or the provision of support by a trusted person. Assistance measures can activate such external support by making technical, special or subject-area resources available.

Example support measures:

Work with parents, mentoring, advocacy with government agencies, crisis support, child care.



Effective support for young migrants



Youths with a migrant background and young women find it particularly difficult to win access to the labor market. PHINEO's "Paths to Working Life" expert report analyzes the role of civil society in this area and offers effective approaches for supporting disadvantaged target groups. The expert report was supported by the JPMorgan Chase Foundation.

→ www.phineo.org/publikationen/

direct downloads as PDF (german 4MB, english 1,4MB):



10 tips for your support strategy

01 As you engage in a diversity of vocational-support measures, you should plan your expenditures as a **strategic investment**. Be aware of what you want to achieve with your contributions – in both the medium and long term – and search for support partners best suited to your goals.

02 **Support target groups** that have significantly poorer-than-average prospects with regard to transition to training and work, such as youths with a migrant background, refugee youths, young single mothers, or those who have left school early. Make sure your support concepts are tailored to the actual needs of each specific target group.

03 Young people's educational paths contain many challenging transitional situations. Thus, look

at your project as **part of an educational chain**. That means every successful project should by its end prepare youths for the next step, whether that be an internship, graduation from secondary school, or a further support measure.

04 Providing financial support isn't the only way to help transition-focused projects. You can also provide **useful aid to some projects in the form of human resources**. For example, experienced company employees can act as youth mentors or coaches.

05 Personal assistance by mentors provides important support and motivation in the career-development phase. Skills-development and supervision programs are crucial for effective mentoring, which is generally conducted on a voluntary basis. Thus, provide assistance for **classroom and personal-support measures** aimed at improving volunteer work.



06 Don't limit your contributions solely to direct project costs. Enable projects to pay for **reasonable overhead costs** as well. For example, investments in appropriate classroom and training spaces or equipment are useful.

07 When young people associate school only with failure and resignation, this reduces their chances for a successful transition into training programs and work. Thus, it's also useful to provide funding for early **preventive measures** that activate the potential for a future transition into work even as early as childhood.

08 Most vocational-preparation projects have very tight budgets. Private funders can here **broaden such projects' ability to offer supplemental measures** – for example, by using sport, theater or experiential-learning approaches – which can help improve important social skills.



09 **Pay attention to impact!**

As a donor, you should have a sense that your investment is yielding palpable effects. Evaluations and analyses can in this regard provide information as to whether the organization's work is successful. Thus, make sure that organizations are reporting on the results of their work. You can use indicators as a guide (p. 26), or look for the PHINEO seal of approval (p. 28)! One useful means of providing support can be to finance an external evaluation or enable an organization to participate in a workshop on the issues of organizational development, strategy and impact.

10 Strategic contribution is an **ongoing learning process**. Therefore, stay involved even after your donation to the project. Make sure the projects you're supporting are producing and communicating results. Adjust your support as necessary.



A young man with a focused expression is working on a green industrial machine. He is wearing a dark blue cap and a blue work shirt over a plaid shirt. The background is a bright, slightly blurred workshop. A vertical dotted line runs down the left side of the image, and a horizontal dotted line runs across the bottom. The text 'WHAT'S EFFECTIVE' is overlaid on a green background in the top left corner.

WHAT'S EFFECTIVE



RECOGNIZE GOOD PROJECT WORK USING THESE CRITERIA

There are no standard models for good projects. But there are quality criteria for projects supporting transitions to working life that you can use to get an idea of which projects are worthy of support. Clearly, no one project can meet all the criteria. Most importantly, the goal is to recognize and utilize the potential of young people making the transition to work.

Quality criteria for project backers:

- ✓ The organization's work is **demand-oriented** – that is, it takes into account local conditions, the local labor market and youths' individual needs..
- ✓ The organization's work is **resource-oriented** – that is, the support measures target the affected population's strengths, and utilize participants' individual potentials.
- ✓ The organization's project work **connects readily** with other related campaigns; the actors prepare the participating young people for the next steps along the path toward training and a career.
- ✓ The various **qualifications** of the project's staff members enable them to address various subjects and convey these effectively to the young people. Staffers have at least some supplementary pedagogical training, and can serve as positive role models. The staff is large enough and has the ability to devote enough time to provide the youths with individual and comprehensive care, thus fostering relationships built on trust.

- ✓ The organization bases its activities on **cooperation** and information exchange. Depending on its approach, it actively works with secondary schools or vocational schools, apprenticeship-sponsoring enterprises, local businesses and associations, and/or job centers and employment agencies to shape the project. This is critical, because support for people making the transition between the educational and vocational-training systems, and further into the working world, cannot be provided by one institution alone.

Quality criteria for project work with (general-education) schools:

- ✓ During the school years, intensive phases of **trial work experience** are a critical factor for a successful entry into training and work. It is thus important to integrate practical elements of learning and experimentation into the school year, even beyond the compulsory internship.
- ✓ At the same time, **non-classroom teaching** locales such as apprenticeship-sponsoring companies and workshops should be integrated into the vocational-oriented curriculum.
- ✓ Vocationally oriented projects for students should be firmly anchored in daily school life, and be **integrated into the curriculum**. Schools and non-profit project managers should in this regard work together as equal partners.
- ✓ Formal secondary-school graduation is important for finding an apprenticeship, but provides no guarantee of success. Therefore, support measures that offer academic support and boost motivation should also focus on improving students' **key social skills**.

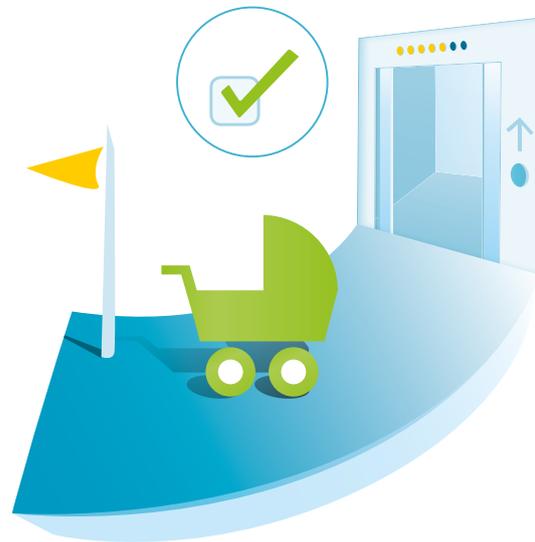


✓ Since young women and men's career plans today still largely correspond to traditional roles, vocational-guidance measures should question **stereotypical gender roles** and corresponding career choices, in order to avoid closing off certain career doors for boys or girls at an early date.

✓ Parents have a major influence on youths' career choices. The organization should thus actively engage parents as a part of the project work, and teach them how they can support their children. Work with parents is crucial in facilitating effective vocational orientation.

Quality criteria for project work in apprenticeship-sponsoring enterprises and vocational schools:

✓ Too many training contracts are still terminated prematurely, with significant consequences both for the affected youths and for the companies and labor market more broadly. To prevent **apprenticeship drop-outs**, (preventive) measures are needed that – through ongoing expert support – enable emerging crisis situations between trainees and companies to be recognized at an early stage. This process should take into account the perspectives of the youths as well as those of companies and vocational-education schools, and work to improve conflict-management and communications skills on both sides.



✓ For many women, the difficulties in **combining parenting and work** become an insurmountable barrier to entry into the vocational-training and employment system. Child care in Germany is still performed mainly by mothers. A concrete solution could involve (more) part-time training models along with child-care services offering flexible hours.

✓ **Migrants** are often in a difficult situation with regard to vocational training. At times they must accept serious restrictions with regard to the choice and practice of an occupation due to their cultural or religious backgrounds. Therefore, special support projects that address their specific situations, and which thus contribute to equality of opportunity, are important.

✓ Persons in Germany with **professional qualifications acquired abroad** often work outside the occupation they have trained for, and are thus unable to reach their full potential. In this regard, particularly for people with a history of immigration, recognition of vocational qualifications is the key to (labor-market) integration. In order to tap their potential fully, they need support as they go through the recognition process, or if necessary in adapting their qualifications to meet local requirements.



✓ **Refugees** also represent considerable labor-force potential. However, they will need specific support that takes account of their language and cultural challenges, as well as their uncertain residence- and work-permit status.

HOW TO KNOW IF YOUR FUNDING IS GETTING RESULTS

As a funder, you should emphasize the importance of social impact and impact analysis for the measures you're supporting. But how can the success of a measure (or progress) be identified? The following checklist shows you the most important indicators for the success of measures supporting the transition to work. Applicable reference points should extend beyond those simply showing direct transitions into the primary labor market (such as the placement ratio). Useful indicators focus even earlier in time, providing clues as to whether the support measure is in fact preparing youths for the path toward apprenticeships and jobs, and whether participants are able to accomplish this transition successfully.

The PHINEO indicator review helps you assess your support project's potential social impact. You can find answers to these questions in the project or annual report, or in conversations with project managers.

What PHINEO means by "social impact" and "impact analysis"

In the context of non-profit work, we at PHINEO speak of social impact if a measure leads to **changes** in the target group, in target-group members' living environments, or in society overall. However, social impact **cannot be readily measured!** Non-profit work can't simply be laid on a grid used to rate and compare impact – for instance, through a model that says organization A has a social-impact score of 1.8, and organization B a score of 3, and thus organization B has greater impact. However, the **potential for social impact** can be analyzed quite well. One can make well-founded assessments of how capable a non-profit organization is, and how likely it is that a project will achieve results. For the criteria PHINEO uses to analyze an organization's potential social impact → p. 52



PHINEO indicator review



Indicators of Good Prevocational Support

► Acceptance

Participants willingly engage in the support measures offered to them.

- The participants complete the support measure through the end (without dropping out of the measure prematurely).
- Participants assess the measure as being helpful to them.

► Attitude

The participants acquire a positive attitude toward managing their own career paths.

- Participants have a positive attitude toward work. They display various aspects of a good work ethic such as determination, punctuality, reliability and resilience.
- Participants can pursue their own life path independently. In particular, they display self-confidence, independence, optimism and the willingness to make commitments.

► Orientation

Participants know themselves and are familiar with their career options.

- Participants are familiar with various possible occupations, and know where and how they can themselves research information on careers. Their images of jobs are not unduly influenced by gender-stereotyped models.
- Participants have some (early) practical work experience in the desired career field in the form of internships or open houses. They have acquired positive experiences with the value of practical work.



Indicators for the Improvement of Career Prospects

Skills acquisition

Participants are capable of finding and completing an apprenticeship.

- Participants have developed a clear idea of what occupational field is right for them and are in a position to select a training program that's suited to their choice (career-choice capability). They have an accurate conception of the occupation and realistic career goals.
- Participants are able to complete a job-application process successfully (application skills). They have the (basic) ability to present themselves professionally in written form (application portfolio) and in face-to-face situations (job interview, assessment center).
- Participants have acquired the social skills (key competences) necessary for a successful start to a career (training skills). For example, they have basic competences such as teamwork skills, communication skills, self-organization skills, problem-solving abilities, and perhaps even an entrepreneurial spirit.

Qualifications

Participants are (better) qualified for vocational training.

- Participants successfully obtain a (higher) secondary-school graduation certificate or successfully complete an academic course of instruction.
- From a language perspective, participants are in a position to complete vocational training and undertake a graduation examination.
- Participants obtain a recognized vocational qualification (credited to the training program).

Personal support

Participants have a personal environment that facilitates the transition to work.

- Participants are able to access a support network that gives them assistance in the transition to work. This support can take various forms, such as personal support by a trusted person (during vocational orientation), advice provided by parents (during the selection of a career) or child care provided by friends (during the apprenticeship).
- Participants have the appropriate resources or tools for the process of transitioning to work. This may include technical resources (such as an Internet connection) or transportation (to the training location), but also support from institutions such as a child-care facility with flexible opening hours..

Indicators for the Successful Transition into Work

Transition into work

Participants have entered the primary labor market and are able to establish a lasting place for themselves there.

- Participants acquire an apprenticeship or job (placement success).
- Participants successfully complete their vocational training (vocational qualification).
- Participants are able to maintain their apprenticeship or job on an ongoing basis (sustainability of support measure).

Awarded:

Projects addressing the path to working life



Project:

Ausbildungspaten,
Freiwilligenzentrum Hannover e. V.

BEO+ Berufsorientierung an Mittelschulen,
Stiftung Gesellschaft macht Schule gGmbH, Munich

Berufsvorbereitende Maßnahme Pferdepflege im Internet,
Förderzentrum Mensch & Pferd e. V., Bielefeld

ChancenNutzer,
Social Impact gGmbH, Frankfurt a. M.

Frankfurter Ausbildungsprojekt,
gjb e. V., Frankfurt a. M.

HIT-Bewerbungszentrum,
AsA e. V., Bonn

Initiative Plus1 ,
JAZ gGmbH, Münster

Inklusive Sportassistenten-Ausbildung an Berufsschulen,
DJK Sportverband Köln e. V.

JOBLINGE – Gemeinsam gegen Jugendarbeitslosigkeit,
JOBLINGE e. V., Munich

JUNIOR Schülerfirmenprogramme,
IW Köln JUNIOR gGmbH

Mädchenprojekt Zukunft,
Handwerkerinnenhaus Köln e. V.

Mentoringprojekt Hürdenspringer,
Stiftung Unionhilfswerk Berlin

NEUKÖLLN-AKTIV und WILD-AKTIV,
GSJ gGmbH, Berlin

Pro 10 Plus im Lichtblick Hasenberg,
KJF e. V., Munich

ROCK YOUR LIFE! Mentoring,
Rock Your Life! gGmbH, Munich

Strahlemann Talent Company,
Strahlemann e. V., Heppenheim

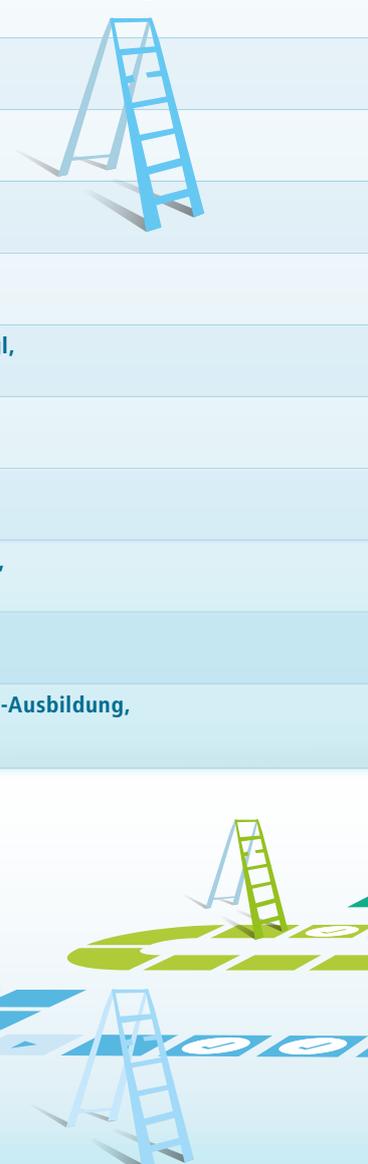
Tages- und Abendschule Köln (TAS),
VFJ e. V., Cologne

Teilzeitausbildung für Mütter,
VbFF e. V., Frankfurt a. M.

Vorbereitung auf die Erzieherinnen-Ausbildung,
beramí e. V., Frankfurt a. M.

Each project featured in this report
can be found also on our website:

www.phineo.org/projekte/





Already found a project? Here's 10 tips for your funding strategy → p. 21.
 Further information on each project is provided in the following pages.

Phase:

End of schooling	Transition to work	In training/education	In later working life
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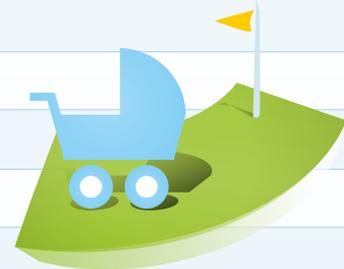




The following projects have been awarded the seal of approval

Project title, organization, location, date recommended.

- Atelier La Silhouette**, Junge Frauen und Beruf e. V., Munich (12/2010)
- Ausbildung für junge Migrantinnen**, Verein zur beruflichen Förderung von Frauen e. V., Frankfurt a. M. (12/2010)
- Ausbildungspatenschaften**, Paten für Arbeit in Essen e. V. (02/2011)
- Ausbildung und beruflicher Einstieg mit Qualifizierung**, Die Junge Werkstatt gGmbH, Augsburg (02/2011)
- Berufsorientierung für Flüchtlingsfrauen**, Kurdistan Kultur- und Hilfsverein e. V., Berlin (01/2016)
- Bildungspaten**, Volkshochschule Fürth gGmbH (02/2011)
- Ceno - Zentrum zur nachberuflichen Orientierung**, Ceno e. V., Cologne (06/2011)
- Coaching für Jugendliche**, Nachbarschaftshilfe Taufkirchen e. V. (06/2011)
- Der Pate**, Ceno e. V., Cologne (02/2011)
- Deutsches Komitee der AIESEC**, Bonn (10/2008)
- Fachberatung Teilzeitausbildung**, IN VIA e. V., Paderborn (02/2011)
- Fachstelle Übergang Schule-Beruf**, CJD Rhein-Pfalz/Nordbaden, Wörth (02/2011)
- Fellow Programm**, Teach First Deutschland gGmbH, Berlin (11/2013)
- Forumtheater**, Forumtheater inszene e. V., Ruppichteroth (12/2010)
- JobMobil**, SJR Betriebs gGmbH, Pforzheim (02/2011)
- JUSTament**, Verein für internationale Jugendarbeit Frankfurt a. M. e. V. (06/2011)
- Mädchentreff MaDonna und Mädchencafé Schilleria**, MaDonna Mädchenkult.Ur e. V., Berlin (12/2010)
- Network For Teaching Entrepreneurship**, NFTE Deutschland e. V., Berlin (04/2015)
- NeuSTART**, START Stiftung gGmbH, Frankfurt a. M. (03/2016)
- Perspektiva**, Perspektiva gGmbH, Fulda (03/2014)
- Praxislerngruppen**, CJD Berlin-Brandenburg (vormals CJD Berlin) (02/2011)
- Praxispilot**, Ausbildungsgemeinschaft Industrie, Handel und Handwerk Neubrandenburg e. V. (02/2011)
- Produktionsschule Altona**, Produktionsschule Altona gGmbH (02/2011)
- Produktionsschule Ostholstein**, CJD Schleswig-Holstein – CJD Eutin (02/2011)
- Produktionsschule Prignitz**, CJD Prignitz (02/2011)
- SchlaU-Schule**, Trägerkreis junge Flüchtlinge, Munich (01/2016)
- START Stipendium**, START Stiftung gGmbH, Frankfurt a. M. (12/2010)
- Work and Box Company**, hand in gAG, Taufkirchen (12/2012)
- Work for you**, RheinFlanke gGmbH, Berlin (04/2015)



In the course of earlier reports, PHINEO has identified other projects with impact in areas such as career guidance and vocational training, school-to-work transitions and training assistance.

Phase:

End of schooling	Transition to work	In education/training	In later working life
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Contact

Freiwilligenzentrum Hannover e. V.
 im üstra Kundenzentrum
 Karmarschstraße 30-32
 30159 Hannover
 +49 . 511 . 300 344 83
 www.fwzh.de

Founded: 1999

Project start: 2006

Organization income (2015): €500,000

Project budget (2015): €118,000

Number of project staffers: 210

Of which volunteer: 208

Project location: Hannover

Reach: Local

Target group: Youth in transition from school to work

THE PROJECT

What can I do well? Where do I want to go? And how do I actually get there? A wave of questions rolls towards students shortly before they finish school. Low self-esteem, a lack of motivation and anxiety regarding the future are problems confronted by many students, both with and without a migrant background. Help is called for – someone is needed that can establish structure, provide encouragement and has answers. Since 2006, the training mentors of the Freiwilligenzentrums Hannover have taken on responsibility for what often cannot be provided in school or at home: intensive one-to-one support in the important transition to the labor market. The mentorship is based on empathy and volunteering. Participants elect their own mentors in workshops where they get to know each other. After this, individual strengths are identified, objectives set, job interviews trained and applications written. Mentors also make their personal networks available to students in their search for an apprenticeship, which provides students with concrete orientation and support in their first steps in their career. The project places high value on professional structures. The mentors are prepared for their commitment in discussions and events, and all activities are stored and analyzed in a database. This concept has allowed the project to win over many schools, and the number of mentorships per school has continuously increased – far more than 300 students are currently receiving support.

IMPACT

The project is distinguished by the long-term nature of the support. The students are supported throughout their entire time in school up to when they received an apprenticeship, and the mentors are also available on request as far as possible until the end of the apprenticeship. In addition, the project is firmly established in schools through school coordinators. These coordinators serve as points of contact for teachers, parents, mentors and students. The effective use of voluntary resources and competencies is impressive. With only two full-time staff members, the association is able to organize a comprehensive mentorship system with over 200 volunteers. Since the project was launched, around 300 students have been placed in vocational training.



Potential project impact

Objetives and target groups	★★★★★
Approach and concept	★★★★★
Development of quality standards	★★★★★
Organizational performance	
Vision and strategy	★★★★★
Leadership and staff management	★★★★★
Supervision	★★★★★
Finance and oversight	★★★★★
Transparency and public relations	★★★★★



Contact

Stiftung Gesellschaft macht Schule
gemeinnützige GmbH
Waltherstraße 23
80337 Munich
+49 . 89 . 544 796 85 0
www.gesellschaft-macht-schule.de

THE PROJECT

BEO+ is a cooperation project of the School for Society Foundation (Stiftung Gesellschaft macht Schule) with Kick-Start in Life Foundation (Stiftung Kick ins Leben) and the Children's Philosophy Academy (Akademie Kinder philosophieren). The project supports middle-school students from years 7 to 9 as well as up to 11 months after graduation with the goal of helping youths transition successfully to training. The project starts in grade 7. The weekly services are primarily aimed at expanding the students' strengths as well as establishing trust in the course leaders who will be supporting them for at least three years. In grade 8, the boys and girls find out about various professions in small groups, leading them to reflect on their strengths and skills and to compare them with the requirements of the professional world. The third sub-project applies to the phase of the senior year (9th grade) plus up to eleven months after finishing. In individual coaching settings the youths receive support, particularly with the job application process. In order to prevent them from abandoning training prematurely, trainees continue to benefit from coaching up to eleven months after the start of training if required. All sub-projects are accompanied by parental work. Social workers, often with migrant backgrounds, offer a safe space for discussion in familiar surroundings, such as community centers or neighborhood meeting places. This covers issues like how parents and youths can get further information, and how the dual system of training functions. The idea is to help parents support their children in the transition from school to work. This also has a positive impact on their siblings.

IMPACT

The BEO+ project is well thought out. The individual sub-projects pick up on the requirements of students in each age group in the field of professional orientation. Early on, the participants develop a realistic idea of what things will be like after school. After year 8, 80% of participants have a concrete professional goal, and 81% feel confident in putting together a job application (survey 2016). And their parents are involved as well – significantly more parents from the participating classes attend parent-teacher evenings on professional orientation than parents from other classes (project managers' estimate 2016). Of the project participants in the 2013/14 school year, there are 10% more in training or further education than the average for the city of Munich.

Founded: 2003
Project start: 2011

Organization income (2014/15): €564,570
Project budget (2014/15): €104,969
Number of project staffers: 13

Project location: Munich
Reach: local
Target group: Students (7 – 9th grades) in Mittelschulen in Munich and their parents



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★

Organizational performance

Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



THE PROJECT

The transition from school to working life is often difficult for young people with special needs. Learning difficulties and other restrictions make many forms of training impossible – and without training the applicant has poor prospects in the labor market. But there is viable and meaningful work for these young people. The Förderzentrum Mensch & Pferd (Human & Horse Support Centre) trains them to become grooms – a qualification recognized within the industry. As long as they fulfill the requirement profile – reliability, perseverance and commitment – their placement chances are high. In the Förderzentrum, the horses are the focal point of work while also offering therapeutic benefit. To them it is irrelevant whether someone can express themselves well or not. But they certainly know if they're being fed reliably and punctually and treated with care.

At the outset of the qualification measures there is a skills check, with learning in small groups, that is individual and practice-oriented. Over 18 months and multiple internships, the youths are prepared for work in various areas of riding sports before finally undergoing the test to become "FN-tested grooms" as certified by the German Riding Association. During training participants are housed in a boarding school, and there they get to grips with day-to-day activities. They also receive support from social workers along with medical and psychological assistance. With their qualification in hand, the young people are then actively placed by the association in equestrian facilities, where they live and work. These training measures are funded by the employment agency.

IMPACT

Förderzentrum Mensch & Pferd is a special place for special people. The project has found a unique means of enabling young people in Germany with special needs to live self-determined lives. To date, 149 youths have taken part. The majority of them are now in a position to live independently and earn a living with a meaningful occupation. Here the ideal of youth social participation has been realized. Their success in transitioning to the labor market is also testament to the association's wide network, which encompasses contacts among all the relevant actors. And the association generally maintains contact with the youths for years after training has finished, following their professional development and offering support where necessary.



Contact

Förderzentrum Mensch & Pferd e. V.
 Paracelsusweg 1
 33689 Bielefeld
 +49 . 5205 . 7292679
 www.foerderzentrum.de

Founded: 1998

Project start: 2001

Organization income (2014/2015): €512,000

Project budget (2014/2015): €512,000
 (10% donation)

Number of project staffers: 13

Of which volunteer: 0

Project location: Bielefeld, Germany

Reach: National

Target group: Special-needs students and young adults (rehabilitation)



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★

Organizational performance

Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



Gefördert von:
JPMorgan Chase Foundation

Contact

Social Impact gGmbH
Schiffbauergasse 7
14467 Potsdam
+49 . 69 . 795393660
<http://socialimpact.eu>

Founded: 1994
Project start: 2014

Organization income (2015): €3,392,739
Project budget (2015): €365,778

Number of project staffers: approx. 209
Of which volunteer: approx. 200

Project location: Frankfurt a. M., Germany
Reach: Frankfurt a. M., Germany
Target group: Young entrepreneurial migrants

THE PROJECT

The project "Seizing Opportunities" (Chancennutzer) makes it easier for people from migrant backgrounds to find their way to independence. The primary goal is not necessarily to put together a business plan, but rather to develop entrepreneurial skills. For this the participants, or "scholarship holders," have a workplace at the Social Impact Lab Frankfurt for eight months. Here they have everything they need to work on their new business ideas (Internet, printers, access to meeting rooms, seminar rooms, etc.). They are also offered assistance from a personal mentor from a company.

At the outset, the project manager and participant sit down and establish whether the business idea is viable. Then the plan is developed step by step in a way that allows the business's chances of success to be meaningfully assessed ahead of time. In the final phase, the participants are coached and mentored so that they can move their business forward in a sustainable way. The participants are empowered to recognize their own strengths and potential without necessarily forcing them in the direction of a new business at any cost. At the end of the project the young migrants will ideally have learned to stand on their own two feet with their business idea, and to have created a support network.

IMPACT

Seizing Opportunities is not aimed solely at awakening the entrepreneurial spirit, rather it is targeted at sustainable founding processes. The young migrants learn to realistically assess their professional goals. The first project phase is not so much about deciding on a business idea as developing the willingness and ability to pursue an occupation independently. The project does a particularly good job of ensuring that the impact objectives are integrated throughout the whole of the operation. At the outset, the project manager and founder formulate interim goals by which they can gauge whether the individual is making developmental progress. The project manager maintains contact even after the project has finished. Of the 205 participants who had taken part as at December 2016, 198 had undertaken the strengths and weakness analysis, 192 the information and orientation phase, 46 had actively driven their own choice of profession, 41 had found positions and 86 had started their own businesses.



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★
Organizational performance	
Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



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Founded: 1997

Project start: 2005

Organization income: €2,569,000

Project budget: €495,000

Number of project staffers: 12

Project location: Frankfurt am Main

Reach: Local

Target group: Students enrolled in extracurricular courses at schools general secondary schools (Hauptschule), parents, firms providing vocational training

THE PROJECT

For today's youth, successfully transitioning from school to work can prove difficult: While many young people are unable to find a suitable apprenticeship, many training positions remain unfilled each year. There are several reasons for this misalignment. Some young people are simply unaware of the spectrum of occupations, while others are unable to identify their own competences and interests. When this Frankfurt-based project was launched in 2005, only one in 20 students in the city's metropolitan area successfully secured a training place each year. The project aims to increase this ratio by providing young people guidance and support as they transition from school into the first labor market. The project's in-school offices are crucial to providing a holistic program that involves one-on-one interviews with every member of a graduating cohort. During these interviews, each young person's interests, aspirations, strengths and weaknesses are explored and documented. Workshops held regularly at vocational training facilities make a variety of occupations come alive to young people, who are provided guidance in identifying a suitable company. Program participants are provided practical support with application forms and, through mock interviews, are prepared for real-life interview situations. Those needing additional support are provided remedial training. By providing local educators training and parents support, the program strengthens role model capacities within the environment. Firms in the area have direct contact with schools, which allows them to more easily identify suitable trainees.

IMPACT

For young people lacking clear career options, the Frankfurt project provides comprehensive guidance for those in transition. As young people learn to identify their own skills and strengths, they grow increasingly self-confident. The practical support with the application process helps ease their nerves as they establish contact with firms. In short, the project creates optimal conditions for young people in identifying and securing a training place suited to their skills and aspirations. Since its launch in 2005, the percentage of young people transition directly from school to training has more than doubled. Nearly two-thirds of all school-goers who wanted to start training immediately after completing school were successful in achieving this goal. The project's offerings do not end once a young person has successfully secured a training place: Participants can continue to draw on support resources if problems arise with the training firm, vocational facility or at home. The exceptionally close cooperation found between local firms, municipal authorities and civil society is a key feature of the project's success.



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★
Organizational performance	
Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



Contact

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THE PROJECT

Young refugees with an unresolved visa status face a series of problems: They do not receive official state youth-support services and lack access to language courses and other support programs for youth and migrants. Thus, they have little opportunity to obtain a secondary-school graduation certificate or gain access to the labor market. Their temporary suspension of deportation status often lasts for years, during which the affected youths feel forced into a frustrating “nothing-to-do” situation. Employers are apprehensive of dealing with an unclear visa status, and often decide against such applicants on allegedly legal grounds, although there is in fact ample discretionary scope under the law. The “Training, not Deportation” (Ausbildung statt Abschiebung) association seeks to help precisely this population. The HIT-Bewerbungszentrum (HIT application center) focuses on improving the academic and vocational skills of youths living in Bonn with unresolved visa statuses. The project is built around several components: For example, in individual training sessions, the participants are prepared for the job-application process; a vocational-orientation camp helps them clarify their own strengths; and apprenticeship mentors provide individual support to the youths and provide contacts to companies. This helps the young people gain hope for the future. If they remain in Germany, and are able to obtain a secondary-school completion certification and an apprenticeship, they can live independently, without relying on social services. And even if a return to their country of origin proves inevitable, education remains as protection against exploitation and impoverishment.

IMPACT

The project fills a gap in state-funded social services and is unique in the Bonn region. The association is accordingly well-known in the region. The organization is well connected to agencies and local businesses, engages in considerable lobbying work, and thus creates awareness of the problems faced by the affected youths. The project’s holistic approach is also worth emphasizing: It is focused directly on the youths’ needs, providing services where they are. In this regard, it is always a point of concern that participating youths have a practical next stepping-stone to look forward to. Typically, the youths stay in the program until they no longer need support, or until they have transferred successfully to another program. Many remain connected with the project, and engage with it themselves later. Since 2012, 12 youths have successfully completed vocational training; currently, 40 youths are midway through apprenticeships.

Founded: 2001

Project start: 2012

Organization income (2015): €322,276

Project budget (2015): €39,283

Number of project staffers: 20

Of which volunteer: 17

Project location: Bonn, Germany

Reach: Regional

Target group: Young refugees with unresolved visa status



Potential project impact

Objetives and target groups ★★★★★

Approach and concept ★★★★★

Development of quality standards ★★★★★

Organizational performance

Vision and strategy ★★★★★

Leadership and staff management ★★★★★

Supervision ★★★★★

Finance and oversight ★★★★★

Transparency and public relations ★★★★★



JAZ

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THE PROJECT

Although the Münster metropolitan area features a relatively low youth unemployment rate, a significant number of at-risk youth (i.e., those with either no or low-level secondary school degrees, those growing up in instable family or otherwise socially disadvantaged environments) face difficulties in finding an apprenticeship. Among those who do start an apprenticeship, attrition rates are on average higher among at-risk youth. These young people often have no role models in their social environment to encourage and motivate them or, in cases of conflict, mediate for them. Targeting the creation of apprenticeships for at-risk youth in companies in the Münster region, the PLUS 1 initiative also helps trainees take advantage of the opportunities available to them.

Effective cooperation is the cornerstone of the project: The "PLUS 1" association enlists companies as partners, providing them financial support for the creation of additional training places. JAZ staffers supervise trainees and companies prior to and throughout a training cycle. Together with the youth, they explore each participant's potential and help them submit applications. Once a participant has successfully started their apprenticeship, JAZ staffers remain in regular contact with the participant and the company. In crisis situations, JAZ staffers act as mediators between all stakeholders (participant, association, company, school, parents). PLUS 1 also engages in public relations in order to raise awareness among companies and investors of the importance of educational supervision during a trainees' apprenticeship and to demonstrate the benefits of working with disadvantaged youth.

IMPACT

The PLUS 1 concept is convincing in particular because of the close cooperation between the PLUS 1 association and the JAZ youth training center. Seventy percent of participants successfully complete their training or are offered a job before completion. Another success factor is the willingness of companies to take on at-risk youth because they know that JAZ will supervise and support participants throughout their training. Since its start in 2001, the initiative has enlisted the cooperation of some 200 local companies, and many factories are happy to take on new JAZ-supervised trainees.

Founded: 1982

Project start: 2001

Organization income (2015): €1,901,001

Project budget (2015): €18,155

Number of project staffers: 2

Project location: Münster, Germany

Reach: Münster and its surrounding region

Target group: At-risk youth



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★

Organizational performance

Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



Contact

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Founded: 1920

Project start: August 2015

Organization income (2015): €456,900

Project budget (2015): €19,000

Number of project staffers: 25

Of which volunteer: 20

Project location: Cologne

Reach: Local, regional

Target group: Vocational students from economically structurally weak regions, people with disabilities

THE PROJECT

Youth from economically structurally weak regions, young migrants, and young people with disabilities face quite different problems on the path toward working life. For example, some lack self-confidence, empathy or language skills, and don't want to or cannot take on the responsibility necessary to obtain an apprenticeship. The barriers to starting a career are as high as they are diverse. Nevertheless, the project brings these target groups together through a common interest: sports. Training to become a sports assistant has a low threshold for entry, and enables young people to acquire a first vocational qualification. The inclusive orientation allows contact between young people who otherwise often experience little acceptance. Prejudices are diminished and mutual understanding is constructed, a process that strengthens the youths' social skills. For five days a week, the training program includes not only the provision of sports-related knowledge, time-management and safety information, but also work on communications skills and the development of a sense of responsibility. The program ends with the final exam for certification as a sports assistant, which is an element of the broader German Olympic Sports Confederation (DOSB) qualification. From this point, additional qualifications can be added later, ranging from trainer all the way to professional careers in organized sports.

IMPACT

Although the project has been running only since 2015, it is based on a successful pilot project. In the first project year, six institutions ranging from vocational colleges to non-profit workshops participated in three joint apprenticeship programs, with each course training between 15 to 20 youths. Four training programs have already been scheduled for the second project year. The club has high quality standards, and conducts exemplary project evaluations. In interviews, participants indicate a high level of approval, and access to the sports milieu is appreciated, creating an emotional connection that leads to sustainable results. The highly needs-based concept is worth emphasizing: The sports-based approach helps overcome participants' reluctance and anxieties, while at the same time there is a clear focus on conveying important social and vocational skills. Following the training program, youths show themselves to be more responsible and more open-minded, and are motivated to engage more deeply in society. Others benefit from this as well – in the training institutions and the workshops for the disabled, sports offerings can be expanded with the help of the sports assistants. Some participants have also been able to find jobs outside the non-profit workshops, with some even finding positions in regular club-sports activities.



Potential project impact

Objetives and target groups	★★★★★
Approach and concept	★★★★★
Development of quality standards	★★★★★
Organizational performance	
Vision and strategy	★★★★★
Leadership and staff management	★★★★★
Supervision	★★★★★
Finance and oversight	★★★★★
Transparency and public relations	★★★★★



Contact

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Founded: 2007

Project start: 2007/2008

Total JOBLINGE initiative income (2015):

€6.3 million (€3.6 million public funding;
€2.7 million private donations)

Number of project staffers: 117

Of which volunteer: 1,500

Project locations: 24

Reach: National

Target group: Socially disadvantaged youths
before and during vocational training

THE PROJECT

The JOBLINGE initiative conjoins business, state and civil-society capacities to support socially disadvantaged youth transition successfully enter the labor market. In the course of its six-month program, the initiative focuses on practical skills development and individual support, as well as on helping participants take on independent responsibility for their own lives. The goal is to facilitate disadvantaged youths' transition into the primary labor market – thus, into an apprenticeship or job. The program strengthens job and social skills so that the young people can contend successfully in the labor market even after their participation. The JOBLINGE program is broken into four phases. First, the youths identify their talents in training sessions, develop realistic vocational goals and strengthen their social skills. After six to eight weeks, the youths begin internships in partner companies, in which they gain familiarity with daily work in a company ("skills-development internship"). In the subsequent "application internship," the youths have the opportunity to persuade their employers to keep them on over the longer term. The youths and companies receive support from JOBLINGE staff even after the end of the program, with the aim of preventing apprenticeship dropouts. The initiative has further developed the JOBLINGE Kompass program, which is aimed at the integration of young refugees.

IMPACT

The JOBLINGE concept is convincing due to its highly practical orientation, the intensive support it provides, its broad partner network and its entrepreneurial approach. Through its close links with engaged partner companies, the use of private volunteers (providing 1:1 mentoring), and close cooperative work with local public institutions, social forces are combined to improve the opportunities afforded to disadvantaged young people beginning their working lives. The results are also convincing: More than 70% of participating youths find a foothold in the primary labor market, with 80% still employed after six months. The project has significant economic as well as social impact. By 17 months after a successful labor-market transition, the program's direct publicly supported state costs are less than what would be expended on social services for an unemployed youth.



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★
Organizational performance	
Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



JUNIOR Wirtschaft erleben

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THE PROJECT

In terms of startups, Germany lags behind the European average, a trend that in recent years has worsened. Regulatory and institutional barriers account in part for this gap, though many observers point as well to insufficient attention paid to economic issues in schools. German companies often complain of the lack of knowledge and maturity among school-leavers. The Cologne-based JUNIOR program responds to these challenges with a practical approach: The program offers students the opportunity to start their own small business and thus learn first-hand the ins and outs of running a business. In contrast to theory-driven education, the project focuses on real-life learning involving practical challenges. The young entrepreneurs must learn how to realize a business idea with limited capital while paying wages and taxes and keeping an eye on costs. The goal here is not only to promote the next generation of entrepreneurs, but also to foster their ability to take on responsibility, organize, present ideas, and work both independently and in a team – skills needed for any occupation. Participants benefit from both in-school and external guidance: educators from their school serve as on-site advocates and organizers while volunteer “business angels” oversee each startup process. Comprised of various modules, the project can be adapted to all types of schools and age levels: The challenges faced by older students are different from those faced by young students, and general schools (Hauptschulen) will focus more on practical skills than will, for example, college-preparatory schools. Through its approach, the project has already reached more than 100,000 students.

IMPACT

The JUNIOR program’s “learning by doing” approach has proved effective. Starting one’s own business is an experience that leaves a lasting impression on participants. JUNIOR alumni are more likely to start their own business, more successful in their occupations and take more pleasure in their work. Looking back on their experience in the program, alumni identify their participation as the most important aspect of their preparation for their occupation. Nine out of ten educators confirm that the program improves participants’ ability to work in teams, their sense of responsibility and their independence. Ongoing improvements are made to the program as a result of annual surveys conducted among the participants, educators and business angels. Additional modules for elementary and tertiary-level education institutions are currently in planning.

Founded: 2008

Project start: 1994

Organization income (2015): €2.8 million

Project budget (2015): €1.3 million

Number of project staffers: 357

Of which volunteer: 334

Reach: National

Target group: Students from 5th grade onwards



Potential project impact

Objetives and target groups ★★★★★

Approach and concept ★★★★★

Development of quality standards ★★★★★

Organizational performance

Vision and strategy ★★★★★

Leadership and staff management ★★★★★

Supervision ★★★★★

Finance and oversight ★★★★★

Transparency and public relations ★★★★★



Contact

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THE PROJECT

Academic success paves the way for future life: Youths without a secondary-school degree have significantly poorer chances of finding an apprenticeship. The Project for Girls' Futures (Mädchenprojekt Zukunft) at the Cologne Craftswomen's House (Handwerkerinnenhaus) sees girls in school who have stopped trying, begun cutting classes or have even become aggressive as its starting point. At the facility, courses are offered in parallel with school classes for students beginning from the 5th grade. In the wood and metal workshop, they learn technical skills as well as perseverance, team spirit and independence. The preventive approach links the project with an additional concern; experienced craftswomen show the girls that they have more open to them than just the typical "women's professions," and help the students develop their vocational future. At the same time, the participants discover unexpected talents in themselves, and gain new motivation to finish their schooling. Particularly for those girls who no longer see any realistic prospects in the regular school system, the project also becomes an alternative place of learning, saving them from simply dropping out. In cooperation with a special-needs school, these girls can here obtain instruction tailored to their individual needs and circumstances. In small groups, they can together work toward secondary-school completion, while child developmental support staffers help them deal with their personal problems. The work in the workshop gives them a sense of achievement, and teaches them key skills useful for a future apprenticeship and career. Thanks to this comprehensive support, the girls can again gain confidence, developing a new perspective on life and a potential career. A number of schools have integrated the project's offerings into their own programs; thus, it today reaches more than 1,100 girls every year.

IMPACT

In the Craftswomen's House, girls are given a future. Positive learning experiences and the opportunity to get to know their own strengths increase the sense of self-worth and provide new motivation. Craft items made by the participants themselves are visible signs of success, and lead to recognition from others in the students' personal environments, as many proudly report. The positive feedback bears the underlying concept out: In the protected space, personal goals come to seem more plausible, and school grades improve. Those who have rejected or are failing in regular school can through the project find their way back to a daily learning environment. They can catch up on missed material, and ultimately obtain a secondary-school degree thanks to the individualized support. The project provides internships and training so that the participants can also succeed in future transitions.

Founded: 1989

Project start: 1998

Organization income (2015): €481,476

Project budget (2015): €416,454

Number of project staffers: 11

Project location: Cologne

Reach: Regional and nationwide

Target group: Girls from 5th grade and onward



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★
Organizational performance	
Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



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THE PROJECT

Many young people in Berlin's Neukölln district have a migrant background and/or have grown up in a socially or educationally disadvantaged family environment. As a result, many of these young people lack role models and the knowledge needed to make informed decisions regarding their future vocation. The mentoring project "Hürdenspringer" ("Jump your Hurdles") addresses these challenges by providing individualized support to Neukölln youth during their transition from school to work. Volunteer mentors help participants identify their own strengths and skills, thereby facilitating their capacity to create opportunities for themselves. By the end of the program, participants have a clear idea of what to do after completing school. The one-on-one relationships between mentors and participants are key to the project's success. Participating youth develop trust and self-trust as they are exposed to career paths and educational biographies that they would otherwise have no access to. Ranging in age from 25 to 75 years, the mentors have accumulated a diverse set of experiences in the working world themselves.

A crucial aspect of the project is the exclusively voluntary nature of participation. Young people who choose to participate are carefully matched with a mentor who accompanies them throughout the duration of the project. Parents are also involved, as mentors actively seek out contact with parents. The project has been engaged in long-term cooperation with three schools in the district.

IMPACT

Since 2009, the Hürdenspringer team has overseen more than 270 mentoring tandems. Success factors include the project's highly qualified mentoring staff, ongoing monitoring by the project team, and the inclusion of parents. In 2015 and 2016, 35% of those mentored went on to secondary-level education, 18% transitioned into school-based vocational training and 10% enrolled in a prevocational training program. Some 10% of participants were not enrolled in a formal program or course by the end of the year. For mentors, participation in the project also yields benefits as they develop their intercultural, empathic listening and mediation skills while improving their work-life balance.

Founded: 2014 (nach Umstrukturierung)
Project start: 2009

Organization income (2015): €853,832.28
Project budget (2015): €15,904.37

Number of project staffers: 21
Of which volunteer: 20

Project location: Berlin
Reach: Local
Target group: Young people (8th-10th grade) residing in Berlin's Neukölln district



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★
Organizational performance	
Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



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THE PROJECT

Far too many young people leave school without professional qualifications; in Berlin this applies to about one in ten youths. There can be many different reasons for dropping out – conflict in the school or at home, bullying, addiction, violence. NEUKÖLLN-AKTIV and WILD-AKTIV can help with these difficult living conditions and give youths a chance. Within a year, 25 young women and 25 young men receive tailored support to overcome these problems. The goal is for them to finally graduate from school and develop the skills they need to get a start in their working lives. A regulated daily routine provides structure, while a sports component communicates the importance of rules, fair play and team skills. Where there are problems at home – or no home at all – social workers are on hand to help. The concrete goal is finding training or employment that provides support and security. In small groups defined by levels of prior knowledge, the young people also learn how to prepare for their school-leaving exams. In internships that they choose themselves, these young people can then discover that a difficult phase of life doesn't have to be a dead end and that with tailored support a new start is possible. Together with the local council the team works to get participants on the road to further qualifications after the project. There is a pressing need for this support – there are numerous young people on the project's waiting list who want to take their lives in hand.

IMPACT

NEUKÖLLN-AKTIV and WILD-AKTIV do more than just break down placement barriers; the comprehensive support it offers young people also changes their living environment. That's why almost nine in ten participants succeed in getting their school leaving diploma. The strength of the project lies in the combination of reinforced social skills, sport, education and the opportunity to sample different professions. Behavioral problems are tackled and the personal environment stabilized. Even if the participants don't all go on to training or employment, they have stepped through a door in the direction of a self-determined life and social participation. From once marginalized and under-educated youths emerge young people with a chance at a future free of welfare payments and dependency on transitional measures.

Founded: 2008

Project start: 2005 (WILD-AKTIV) and 2008 (NEUKÖLLN-AKTIV)

Organization income (2016): €7,655,071.98

Project budget (2016): €347,637.74

Number of project staffers: 14

Project location: Berlin

Reach: Regional

Target group: Unemployed young people (17-25)



Potential project impact

Objetives and target groups ★★★★★

Approach and concept ★★★★★

Development of quality standards ★★★★★

Organizational performance

Vision and strategy ★★★★★

Leadership and staff management ★★★★★

Supervision ★★★★★

Finance and oversight ★★★★★

Transparency and public relations ★★★★★



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THE PROJECT

“Pro 10 Plus” is a project for children, youths and young adults from socially disadvantaged backgrounds with traditionally low levels of education. The goal of the project is to strengthen young people’s skills enough to launch them into their working lives. The project concept aims for an early start (from 10 years of age), continual support (minimum 5 months’ project phase until start of work) and close cooperation with local businesses.

With social training, workshops, courses and internships, children and youths between 10 and 16 receive vocational orientation and the motivation to start thinking about career choices. Older youths receive support that prepares them for training. The last project phase is aimed at young people between 17 and 25. The core element is peer mentoring, in which youths who have grown up with the Lichtblick Hasenberg facility (“Lichtblick” = ray of light) shadow other “external” youths from the district, a meaningful complement to the support they get from full-time staff at the facility. The primary goal is to ensure that participants successfully complete their training. Participants’ parents are also involved from the very beginning with consultation, language courses and tips on negotiating bureaucracy.

IMPACT

It is the continual support of youths over a very long period (up to 15 years) that distinguishes this project. This results in particularly trusting relationships between Lichtblick Hasenberg and the youths over the course of time, one in which even deep-seated problems can be tackled. The project reaches out to its target group early on, when they’re still receptive to encouragement and guidance. Small wins are continually reinforced and built upon so they’re not wasted. This approach can even reach “drop-out” youths with no training who would otherwise fall through the existing social safety net, and offers them effective support. Lichtblick Hasenberg is also highly sensitive in the way it combines the work of full-time staff and volunteers. Staff members regularly assess the results of their work, with their findings flowing into steering and quality development and contributing to a vital learning culture.

Founded: 1910
Project start: 2004
Project budget (2015): €187,000
Number of project staffers: 34
Of which volunteer: 25
Project location: Munich
Reach: Local
Target group: Children, youths and young adults (10-25) from socially disadvantaged backgrounds with traditionally low levels of education



Potential project impact

Objetives and target groups	★★★★★
Approach and concept	★★★★★
Development of quality standards	★★★★★
Organizational performance	
Vision and strategy	★★★★★
Leadership and staff management	★★★★★
Supervision	★★★★★
Finance and oversight	★★★★★
Transparency and public relations	★★★★★



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 www.rockyourlife.de

Founded: 2009
Project start: 2009

Organization income (2015): €1,130,329
Project budget (2015): €1,012,523

Number of project staffers: 5,809
Of which volunteer: 5,784

Project locations: 51, e.g., Berlin, Dresden, Düsseldorf, Frankfurt a. M., Hamburg, Munich

Reach: National, international

Target group: Students (primarily at lower secondary schools), university students, businesses

THE PROJECT

ROCK YOUR LIFE! is a special kind of mentoring program. It brings secondary school students together with university students, as both groups face very similar challenges and decisions. Which career is the right one for me? What options do I have in the labor market? Are my skills and knowledge sufficient? As part of the project, mentors and mentees work together hand-in-hand for two years. They talk about music, fear of math tests and the atmosphere at home, and go to the theater and skate park together. "Ultimately, you have to believe in yourself, but it always helps if you're not the only one who does," sums up Tim, one of the mentors. Mentors are provided with ongoing training in the program, and can receive individual support if needed. A particularly impressive element of the project is the great importance that it attaches to the development of a business network. During the program, young people get to know various firms and sectors through visiting them. This can occasionally result in a work experience position, and maybe even an apprenticeship.

ROCK YOUR LIFE! has become a successful social franchise with over 45 business locations across Germany and in Switzerland. Local ROCK YOUR LIFE! associations coordinate mentoring pairs and cooperation with companies on the ground, while the head office assumes overall management.

IMPACT

Everyone reaps the rewards: the secondary school students improve their performance in school and approach the future with inspiration, courage and motivation. In addition to the good feeling they get from their involvement, the university students become more open to the unfamiliar and gain a new perspective on other ways of living. The companies get to know new talented individuals and can fill vacant training positions. The accompanying evaluation (2015) shows that 88% of the university students give more consideration to their future than previously. The secondary school students learn about where their strengths lie (86% agree) and gain new self-confidence (77% agree). Some 71% feel that they have a good understanding of what options they have after finishing school, and many already have definite prospects, such as advancing their school education (59%) or an apprenticeship (24%).



Potential project impact

Objetives and target groups	★★★★★
Approach and concept	★★★★★
Development of quality standards	★★★★★
Organizational performance	
Vision and strategy	★★★★★
Leadership and staff management	★★★★★
Supervision	★★★★★
Finance and oversight	★★★★★
Transparency and public relations	★★★★★



Contact
 Strahlemann e. V.
 Mozartstraße 11
 64646 Heppenheim
 +49 . 6252 . 670 960 0
 www.strahlemann.org

THE PROJECT

Not all students have a PC at home that they can use to research education and training opportunities or write applications. Many schools also lack the technical prerequisites for vocational counseling. In order to address this, the Strahlemann Talent Company has established in-school vocational guidance and career readiness facilities. These spaces are not traditional classrooms - with a lounge area, high-quality furnishings and PC workstations, they more closely resembles a modern office. Specialized courses on vocational orientation, workshops by cooperating companies, assessment training, and consulting by employment agencies and private organizations take place in this space. Cooperation between the schools and local companies is central to the Talent Company, as is the targeted support of disadvantaged students, who often possess hidden talents and, in many cases, will constitute the future skilled workforce for local companies. The project leaders actively support the schools in their search for cooperating partners, advise and motivate the teaching staff, and involve every Talent Company in an annual network meeting. The project is now being conducted at 20 schools across Germany, and a further 10 Talent Company locations are planned.

IMPACT

The Talent Company packages together all issues involving career readiness at the partner school. It creates space for companies and schools to meet, networks existing parties and makes the offer more transparent for everyone. This also increases the importance of vocational guidance at the school. One of the criteria for success is the room concept – the design and furnishings help ensure that students value vocational orientation offers and take them seriously. A local company network for vocational orientation is associated with the room concept. This network is long-term, takes into account all partners in vocational guidance, and receives ongoing support from Strahlemann. In a December 2014 survey of the teaching staff in the participating schools, 80% agreed that the Talent Company had established better awareness of the issue of vocational orientation at the school, and 80% also agreed that the issue is more accessible to the students. Some 90% believed that more vocational orientation measures were taking place, and 80% felt that the contact to the local economy had improved.

Founded: 2002
Project start: 2011
Organization income (2015): €626,237
Project budget (2015): €394,000
Number of project staffers: 30
Of which volunteer: 20
Project locations: 20
Reach: Local, national
Target group: Students at lower and upper secondary schools



Potential project impact

Objetives and target groups	★★★★★
Approach and concept	★★★★★
Development of quality standards	★★★★★
Organizational performance	
Vision and strategy	★★★★★
Leadership and staff management	★★★★★
Supervision	★★★★★
Finance and oversight	★★★★★
Transparency and public relations	★★★★★



Contact

VFJ Verein zur Förderung abschlussbezogener Jugend- und Erwachsenenbildung e. V.
 Genevestraße 72
 51063 Cologne
 +49 . 221 . 9620 272
 www.tas-koeln.de

THE PROJECT

Cologne's day and night school (Tages- und Abendschule, TAS), provides youth and young adults who have left school without a degree the opportunity to obtain their certification. As a school aiming to provide early school-leavers a second chance, TAS targets primarily disadvantaged youth and young adults with spotty academic backgrounds. TAS also features offerings tailored to the needs of single mothers, including refugees and other migrants, who wish to acquire the equivalent of a general school qualification or are otherwise planning to enter the job market.

TAS maintains two schools in Cologne and attracts participants from across the city's greater metropolitan area. TAS distinguishes itself from other schools and continuing education facilities by providing its students the opportunity to obtain their certificate in parallel with vocational counseling and job placement. The school features close cooperation between specialist educators and in-house social pedagogues. As a result, students receive considerable individualized attention, which fosters a stabilization of their social environment. TAS cultivates partnerships with facilities in the community, local businesses, and civil society organizations. TAS also has a close working relationship with the federal government's local labor office and job center that is built on mutual trust. With more than 4,000 businesses in its catalogue of local firms providing apprenticeships, TAS maintains good relations with a vast number of firms in the Cologne area. As a privately funded organization, TAS is subject to greater success-related and financial pressures, but is also more flexible in its activity and thus able to implement impact-oriented measures throughout its organization.

IMPACT

As a "second-chance school" TAS has proven effective in reducing the number of young school-leavers in Cologne while helping those without qualification back on to the path to employment. Since its founding in 1996, TAS has helped more than 11,000 young school-leavers obtain their secondary qualification. Among the graduating class of 2014/2015, some 40% had secured either an apprenticeship or job by June 2016 while 7% went on to further education. Another 42% were in the process of applying for jobs, and the activities of 6% were unknown by TAS staff.

Founded: 1996

Project start: 1996

Organization income (2015): €7,477,040

Number of project staffers: 99

Of which volunteer: 2

Project locations: 2 locations in Cologne

Reach: Regional

Target group: Disadvantaged youth and young adults



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★

Organizational performance

Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



Contact

VbFF Verein zur beruflichen Förderung von Frauen e. V.
Walter-Kolb-Straße 1-7
60594 Frankfurt
+49 . 69 . 795 099 19
www.vbfff-fm.de

Founded: 1978

Project start: 1998

Organization income (2015): €2.7 million

Project budget (2015): €905,000

Number of project staffers: 42

Project location: Frankfurt a. M..

Reach: Frankfurt a. M. and the metropolitan area

Target group: Women, in particular (single) mothers of all nationalities

THE PROJECT

Training is the key to entering the workforce, also for young mothers. However, if a child gets sick or daycare is closed, balancing professional and family life can become difficult very quickly. All too often, young mothers end up unemployed. For almost 40 years, the VbFF has supported young women through consultation, training, and initial and continuing vocational education and training. The part-time training offered by the VbFF was first trialed as a pilot project in 1998, and has been successfully implemented since. Now, 284 women have completed their training.

In the project, mothers complete their training on a part-time basis in various occupational fields. During the entire training period, the women are accompanied and supported by the VbFF, both professionally and pedagogically. Before the start of training, project staff educate the women in learning and working techniques, improved social skills, and time management. The project staff also support the women in the search for a training position and in organizing childcare. The reduced time spent in the workplace is compensated for by practice-oriented instruction and training in the VbFF. The organization providing the training, the trainees and project staff also meet on a regular basis.

IMPACT

The concept of part-time training has great potential. It bears in mind the everyday lives of young mothers, and takes their plans in life seriously. At the end of the training, the women have occupational prospects as well as greater self-confidence in life, and are able to tend to both themselves and their child. The companies also profit: they gain access to motivated applicants who have already learned to how to deal with responsibility. Following the training, two-thirds of the young women in the project are taken on by the organization they trained at or another company, despite the majority of them "only" having completed lower secondary school. The VbFF also conducts successful lobbying activities: the concept requires that the association is well-networked and works closely with its cooperating partners. The VbFF is a member of a number of regional and trans-regional networks, and organizes relevant conferences and events to promote the issue of part-time training.



Potential project impact

Objetives and target groups	★★★★★
Approach and concept	★★★★★
Development of quality standards	★★★★★
Organizational performance	
Vision and strategy	★★★★★
Leadership and staff management	★★★★★
Supervision	★★★★★
Finance and oversight	★★★★★
Transparency and public relations	★★★★★



Contact

beramí berufliche Integration e. V.
Burgstraße 106
60389 Frankfurt am Main
+49 . 69 . 91301011
www.berami.de

Founded: 1990
Project start: 2013

Organization income (2015): €1.9 m
Project budget (2015): €150,000

Number of project staffers: 6
Of which volunteer: 0

Project location: Frankfurt/Main
Reach: Local
Target group: Migrants

THE PROJECT

Frankfurt/Main is a multicultural metropolis populated by people from 190 countries around the world. Some 47% of the city's residents have a migrant or refugee background. Faced with a massive shortage of skilled childcare professionals, childcare facilities in Frankfurt are struggling to fill positions. In Germany, childcare is a regulated occupation, and professionals in the sector must be certified by the state. Since many foreign credentials are not recognized by the German state, migrants with a similar qualification from their home country are often required to undergo the German system of training. Training in Germany is demanding, and entry into professional programs programs is difficult. Many migrants need the support of advocates and prevocational training in order to access such a program. Helping qualified migrants successfully pass the entrance exam and access programs at state-certified vocational schools for educators and childcare workers is the focus of the German association beramí. The project focuses on several aspects of vocational integration, including individualized guidance, professional training, practical work experience, language acquisition and qualification recognition. These offerings are tailored to participants' individual needs, thereby fostering their access to the primary labor market. Buoyed by the recognition of their skills and talents, participants become integrated into the community and daycare facilities become more open to diversity which, in turn, promotes the integration of other migrants in the community.

IMPACT

The project's success is evident in its high demand: with a steady flow of inquiries, there are more applicants than available slots in the program. Since its launch in 2013, the project has seen 36 of its 38 migrant participants successfully complete its preparatory courses. Management at daycare centers providing practical work experience have expressed their confidence in the skills demonstrated by participants. Working with a needs-driven approach, beramí is highly responsive to its target group. Particularly noteworthy is the project's ongoing development and quality assessment, which draws on regular data collection and best practices exchange and evaluation. Through such monitoring, beramí ensures that its operations remain evidence-based. Beramí's approach is transferable to several contexts and is scheduled to be applied to other vocational sectors in Germany.



Potential project impact

Objetives and target groups	★ ★ ★ ★ ★
Approach and concept	★ ★ ★ ★ ★
Development of quality standards	★ ★ ★ ★ ★
Organizational performance	
Vision and strategy	★ ★ ★ ★ ★
Leadership and staff management	★ ★ ★ ★ ★
Supervision	★ ★ ★ ★ ★
Finance and oversight	★ ★ ★ ★ ★
Transparency and public relations	★ ★ ★ ★ ★



PHINEO'S METHOD OF ANALYSIS

Analysis of the
sector, its challenges
and characteristics

Analysis of
organizational
performance

Analysis of
project's potential
impact in sector

Integration, environmental stewardship, dementia – the scope of civic engagement is broad. In order to properly assess the potential impact of an individual project, it is important to identify environmental factors, potential challenges and the key actors involved. To help in this regard, we take a close look at specific issues in society and examine projects implemented

by non-profits active in each sector. To those projects we find compelling, we award our seal of approval. Participation in our analysis procedure is free-of-charge for interested organizations.

The PHINEO analysis procedure is not an evaluation process that measures concrete impact. Instead, we explore the potential impact that can be brought about by a non-profit project. We want to know if the conditions needed for a project to deliver social impact are indeed present.

A distinguishing feature of the PHINEO analysis is its holistic approach. We do not focus on discrete data sets and facts; we look instead to the big picture. We draw on qualitative and quantitative information from various sources, examine both an organization's achieved objectives and its development potential, and consider all this information within the context of the social cause in which the organization is engaged.

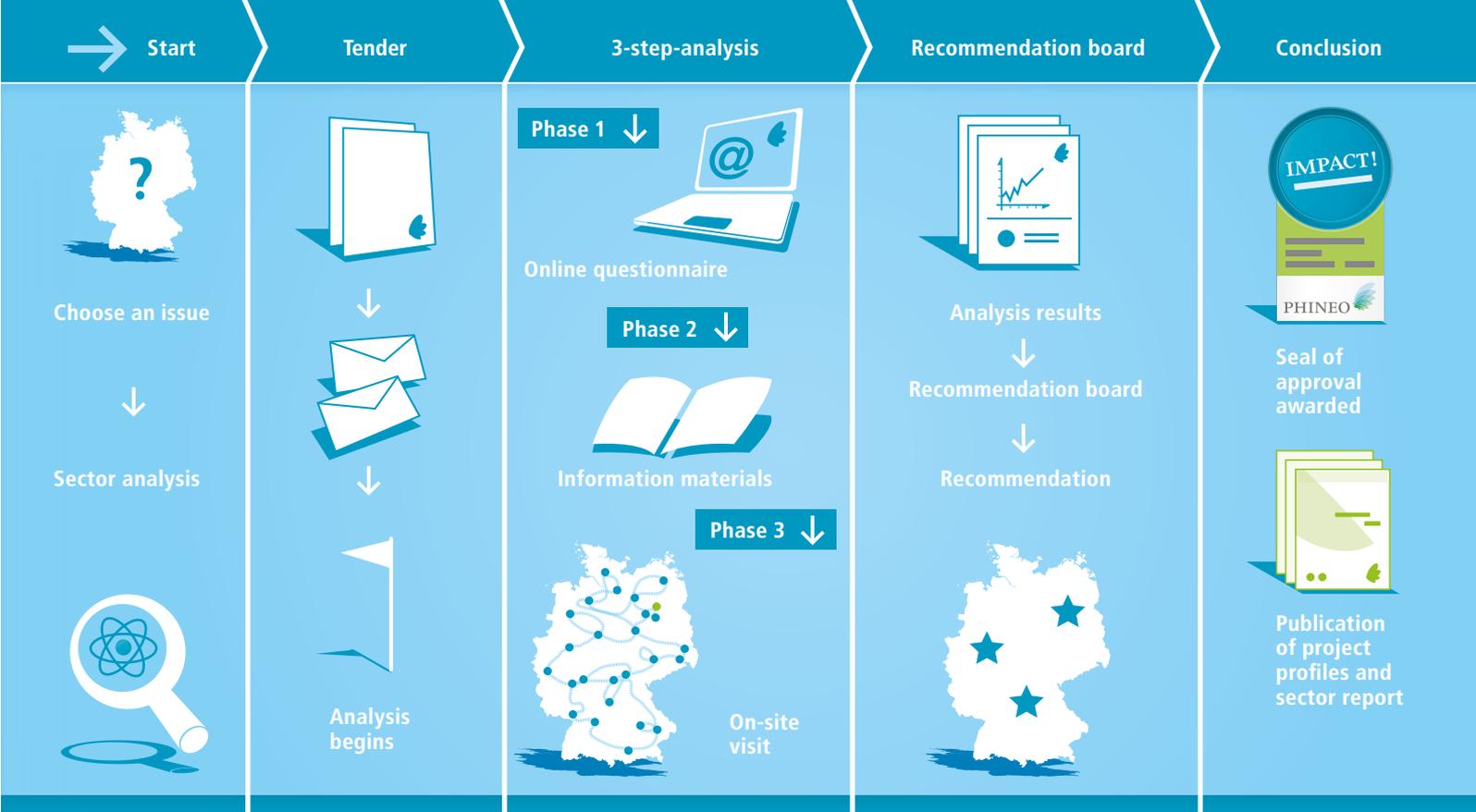
PHINEO ANALYSIS CRITERIA

Each PHINEO analysis is focused on a specific project currently underway. This allows us to explore the project's logic model in detail and determine to what extent it contributes to resolving a specific problem in society. We use the following criteria to assess the project's potential impact:

- **Objective and target groups**
- **Approach and concept**
- **Development of quality standards**

Every project with impact is the product of a strong organization. But the project and organization must be suited for each other. In assessing organizational performance, we draw on the following criteria:

- **Vision and strategy**
- **Leadership and staff management**
- **Supervision**
- **Finance and oversight**
- **Transparency and public relations**



THE PATH TO A SEAL OF APPROVAL

In a first step, interested organizations provide information in an online application about their activities, projects and their non-profit status. Should a project meet PHINEO requirements, the organization then sends to PHINEO information about themselves such as their charter, annual report, financial details, and reports about their work. This information is then analyzed and assessed by a PHINEO team according to specific criteria. As part of this analysis, PHINEO analysts conduct an on-site assessment of the organization. Should the work and operational aspects of the organization prove compelling overall, the analyst team submits the organization to the PHINEO's recommendation committee for approval. This committee of external experts issues final decisions regarding which recommended organizations and projects are to be awarded PHINEO's seal of approval.

SECTOR REPORTS PROVIDE GUIDANCE

On a regular basis, we bundle our expertise in specific areas into PHINEO sector reports. Designed to support those providing help, these reports provide insight into specific challenges met by non-profits, guidance in communicating various solutions and offer practical tips for identifying projects with social impact and how to effectively support them. We want to show funders just how diverse the world of civic engagement is and encourage them to invest in impact by providing them the essential information they need. Our sector reports feature profiles of each organization and project in the relevant area that have been awarded the seal of approval. Social investors can also explore the entire scope of projects at www.phineo.org. All sector reports and project profiles can be downloaded free-of-charge at www.phineo.org.

CAPTION

outstanding:



very good:



good:



acceptable:



needs improvement:



unsatisfactory:



Full details regarding our method are provided in our "Engagement mit Wirkung" guidebook (in German), available free of charge as PDF at www.phineo.org



GERMANY'S EDUCATION AND VOCATIONAL EDUCATION AND TRAINING SYSTEMS



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 grade. In some states, however, they cannot leave school until completing the 10th grade. 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 youth in the 5th to 9th grade receive a basic education. Lower secondary schools in some German states have a 10th grade 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.
- ▶ Youth who attend an **intermediate secondary school** (Realschule) have an additional year of schooling, namely, through the 10th grade. Youths who have completed intermediate secondary school (Realschulabschluss) have earned the qualification to attend a specialized upper secondary school or to start vocational training.
- ▶ Youth at an **upper secondary school** (Gymnasium) can attend school through the 11th, 12th or 13th grade. 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 grade). The upper secondary school leaving certificate (Abitur, 12th or 13th grade), also known as university entrance qualification, entitles holders to study at any university in Germany. Many students 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 youth 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 grades, youth can learn the basics of a subject or opt for more extensive knowledge. In other words, students 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 recognized 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 labor market.

- ▶ in **school-based vocational training programs** (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 programs enroll in publically funded **pre-vocational transition programs** (this is the so-called Übergangsbereich, duration 1 year). These programs 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 programs 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 a full-time 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 specialized 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 practice 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

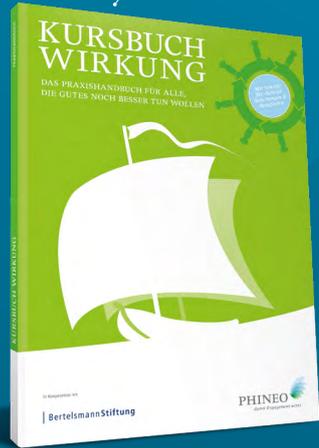
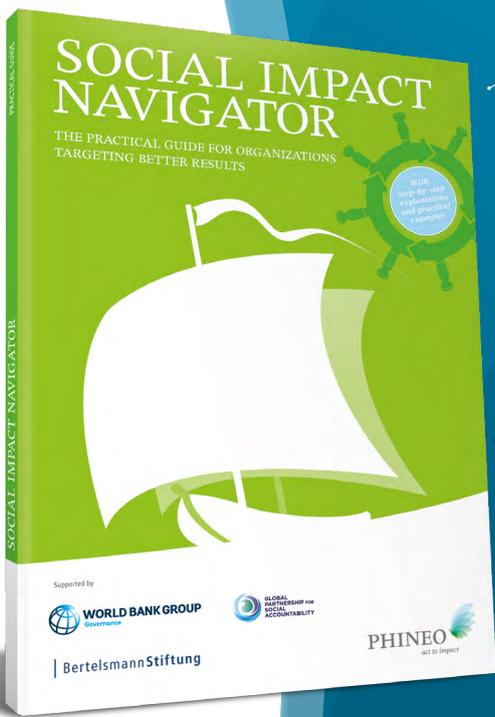
NRW – Nordrhein-Westfalen / North Rhine-Westphalia

SGB – Sozialgesetzbuch / German Social Welfare Code

STEM – Science, Technology, Engineering, and Mathematics



SOCIAL IMPACT NAVIGATOR



Have you read it?
 We're proud to introduce PHINEO's "Social Impact Navigator – the practical guide for organizations targeting better results" with practical examples and templates. Download here in English, German and Spanish free of charge:

www.social-impact-navigator.org



FURTHER READING

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