

# School-to-Work-Transitions and Regional Transition Management Current Situation in Germany and Local Practices

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## Structure

1. The German Setting of School-To-Work-Transitions
2. Background Information about the City of Offenbach
3. Practice Example – Bridging the Gap
4. Practice Example – Monitoring Transitions
5. Achievements and Shortcomings

# 1. Strategies and Policies in Germany



# Multi-Level Government in Germany

## National Government:

- Federal Employment service (including occupational guidance)
- Funding of local employment services and social assistance
- Funding for innovative local projects in the fields of education and employment

## 16 State („Länder“) Governments:

- Educational services, schools
- Supervision of local authorities

## Local government:

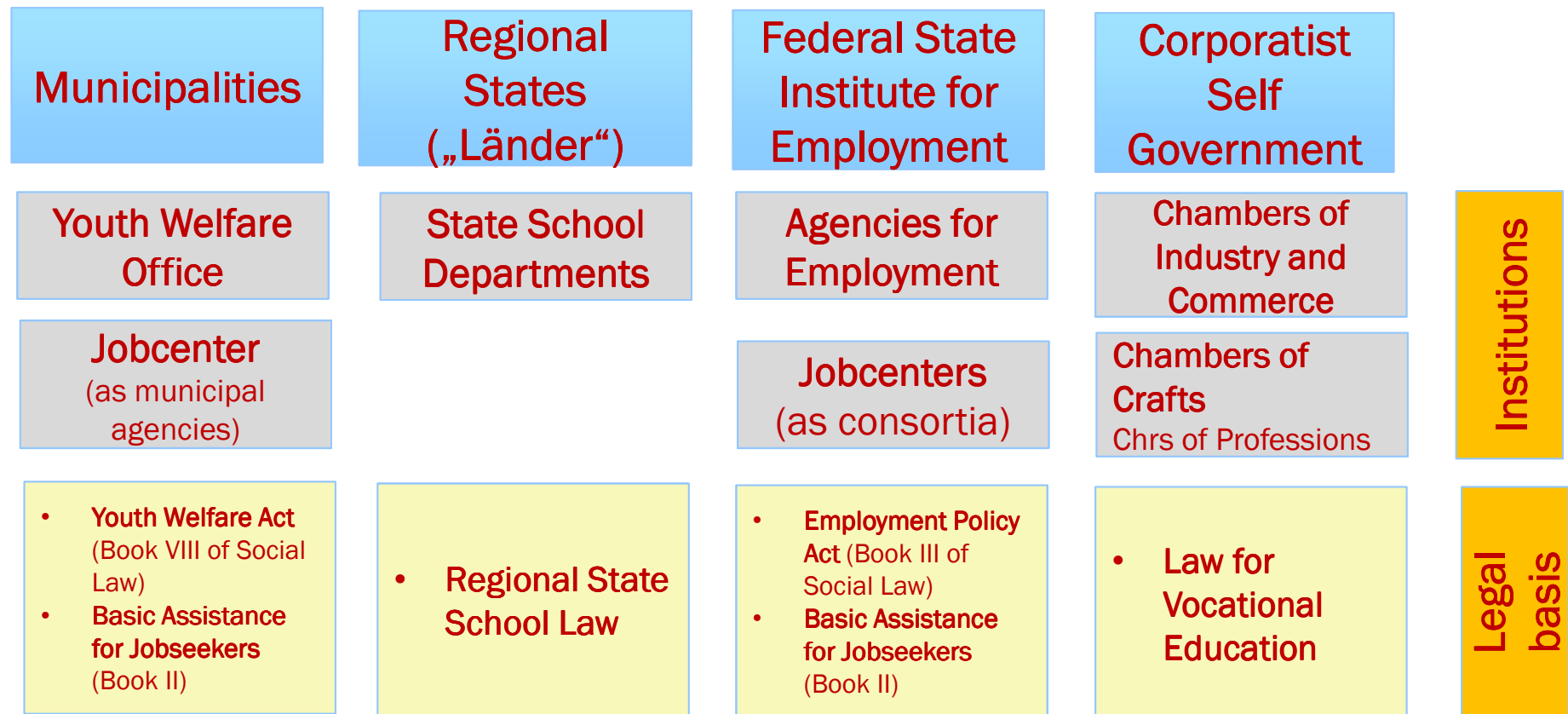
- Delivery of localised employment services and social assistance
- Social services
- Social development policies
- Integration policies for immigrants

## Corporatist self-governing bodies of the business-sector:

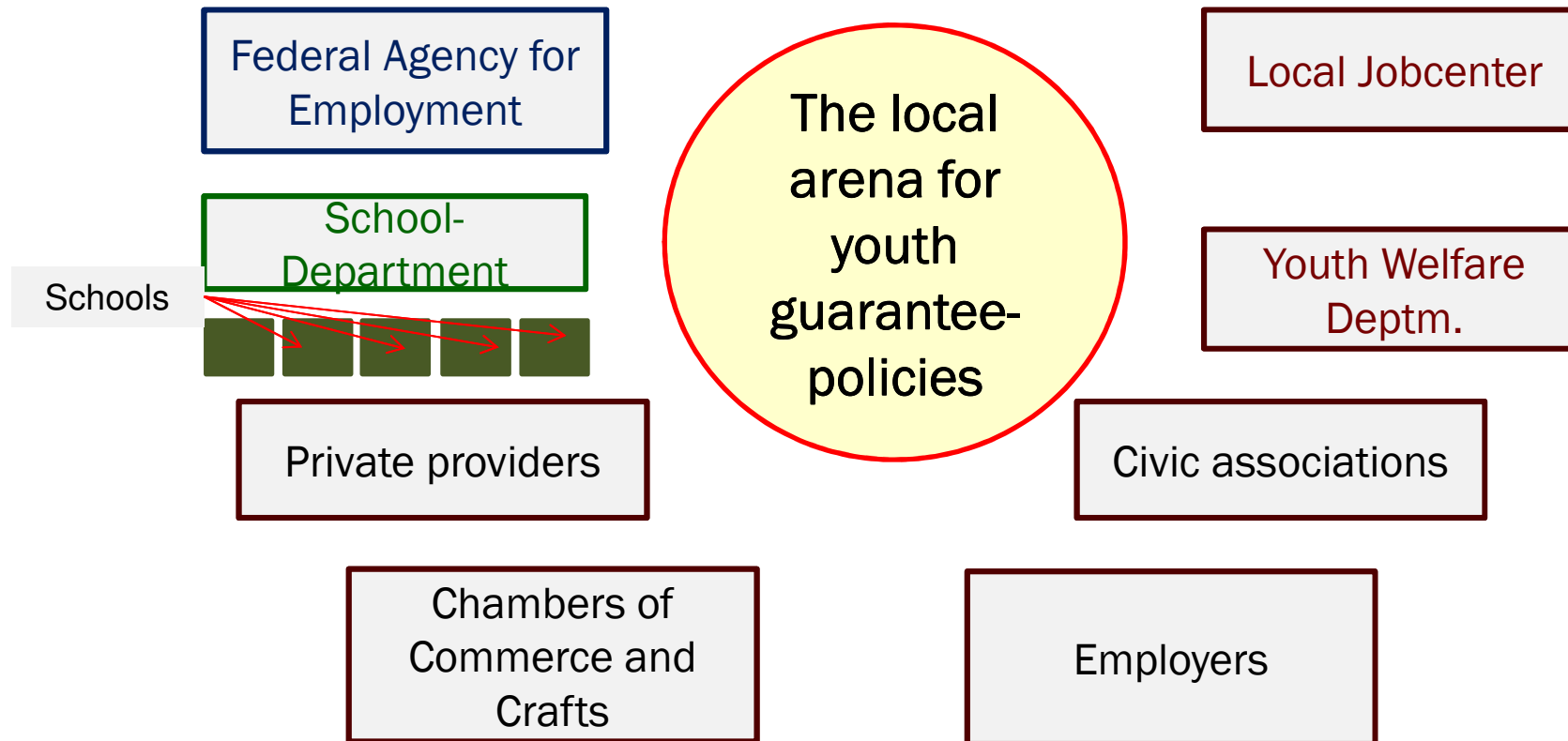
- Chambers of Industry and Commerce
- Chambers of Crafts-Businesses



# School to work transition – a complex interplay of legal responsibilities and institutions



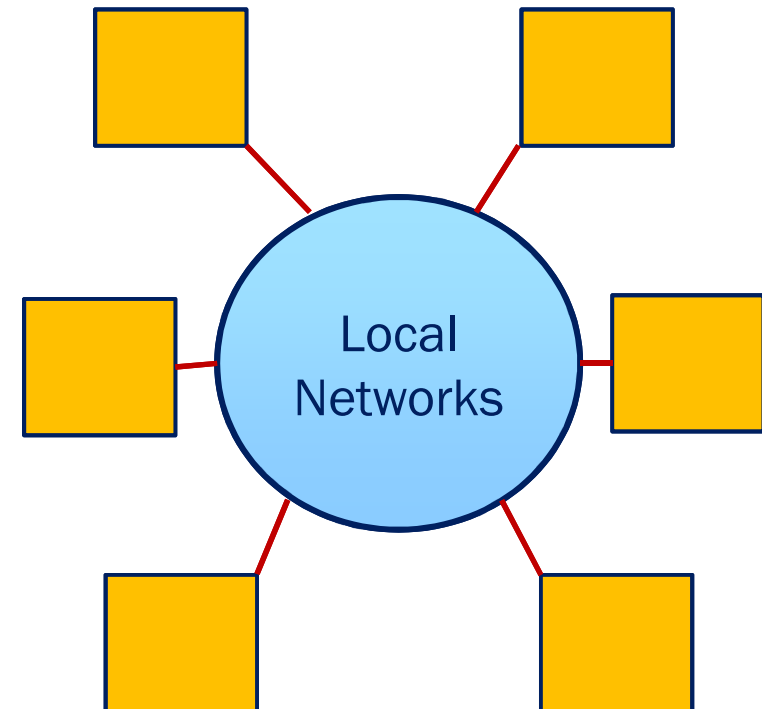
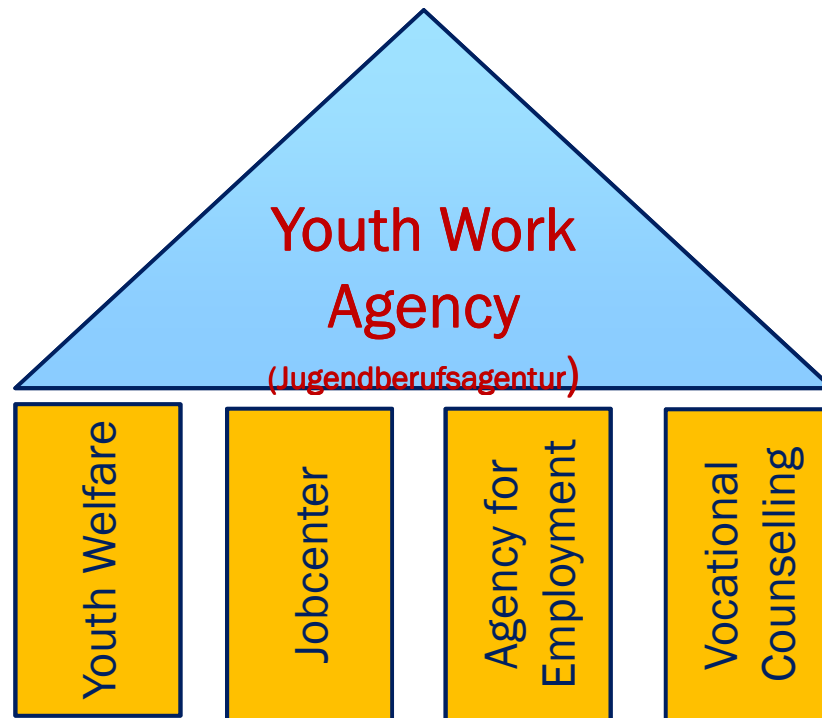
# The Challenge: Coordination of Actors



# Strategies and Policies

- **A new management of interinstitutional interfaces**
- **Increase school performance** esp. with regard to disadvantaged youth's (immigrant, low income families etc.)
- Establishing **vocational orientation** in school curricula
- **Link schools with the business sector** (internships, mentorships, first hand information about job perspectives and business culture – „bosses into school“ etc.)
- **Establish and maintain local networks to support stw-transitions** (mobilize all actors)
- **Pilot projects for youth-work-agencies** („Jugendberufsagenturen“)

## Youth Work Agencies - 2 Models:





**Recommendations for the cooperation of youth welfare,  
jobcenters and employment agencies (departments for vocational  
counselling )**

Deutscher Verein für öffentliche  
und private Fürsorge e.V.

DV 31/14 – AF II & AF III  
23. September 2015

**Unterstützung am Übergang Schule – Beruf. Empfehlungen des  
Deutschen Vereins für eine gelingende Zusammenarbeit an den  
Schnittstellen der Rechtskreise SGB II, SGB III und SGB VIII.\*)**



# Challenges

- Imperfect complementarities / incongruencies of different legal spheres and institutions involved
- Data flow, privacy rules
- Ressources
- Youth work agencies (YWA) – still multiple stop services, although much more harmonized, delivered „under one roof“ and with minimal slack (*if everything works perfect*)
- YWA still „end of the pipe“-approaches, no substitute for quality improvements in the school system to achieve true equality of opportunities for all students, incl. Immigrant and socially disadvantaged.

## 2. Offenbach am Main - Facts and Figures



# BUNDESREPUBLIK DEUTSCHLAND

2007

MAINZ = Landeshauptstadt  
Fürth = Sonstige Städte  
● Städte über 500.000 Einwohner



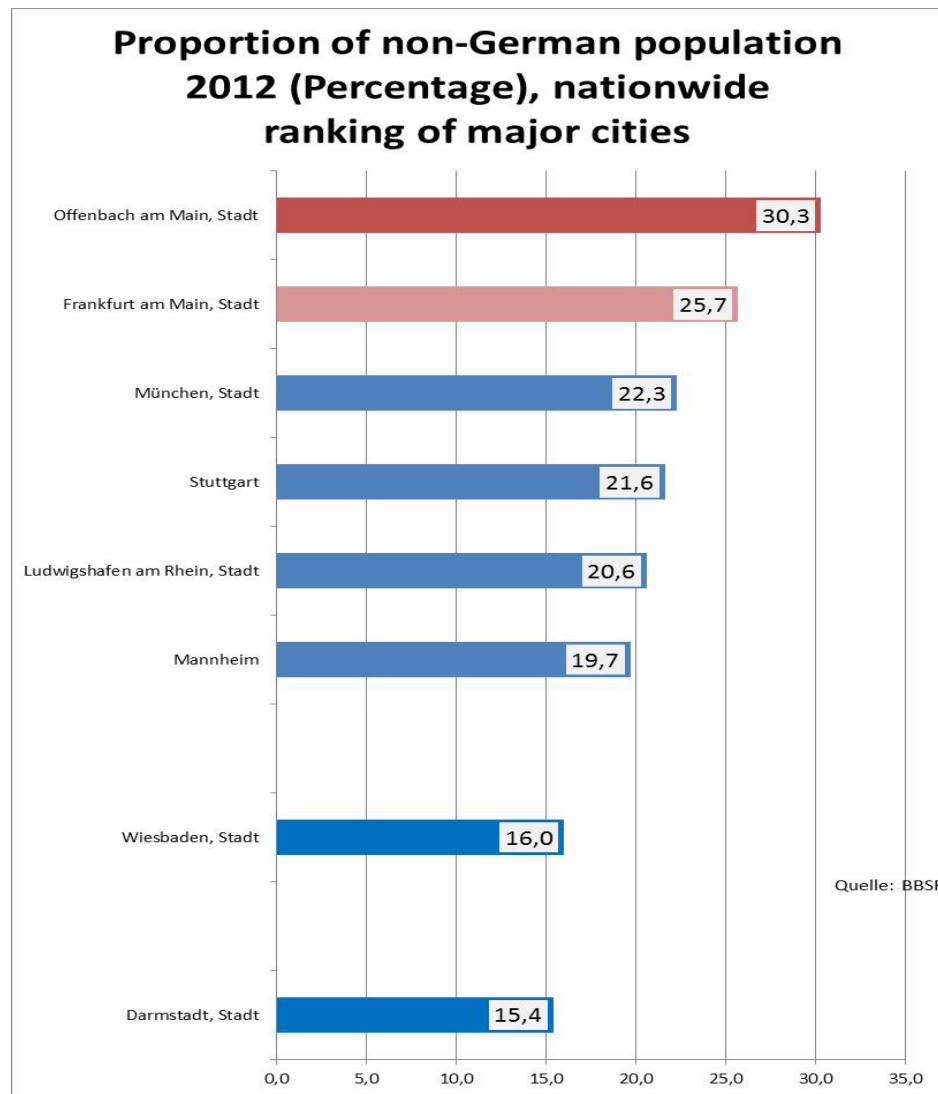
Offenbach am Main



## MainArbeit

Kommunales Jobcenter Offenbach

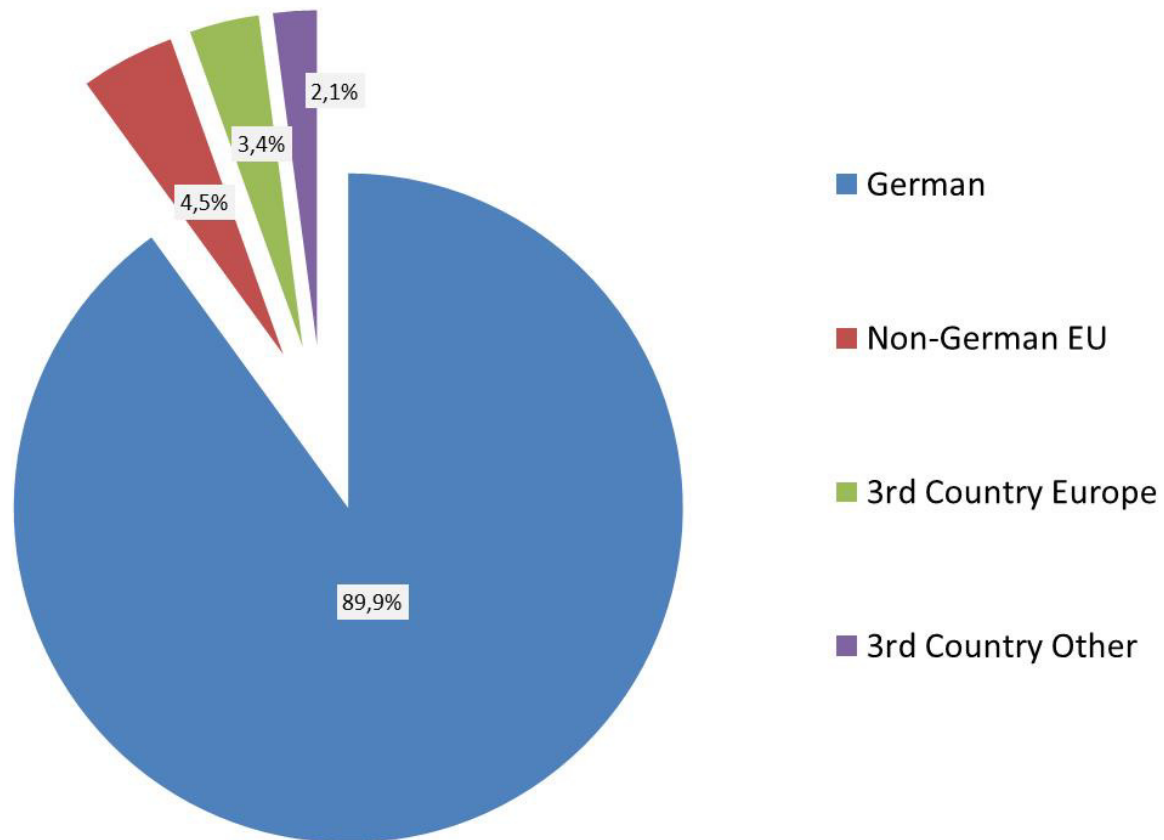
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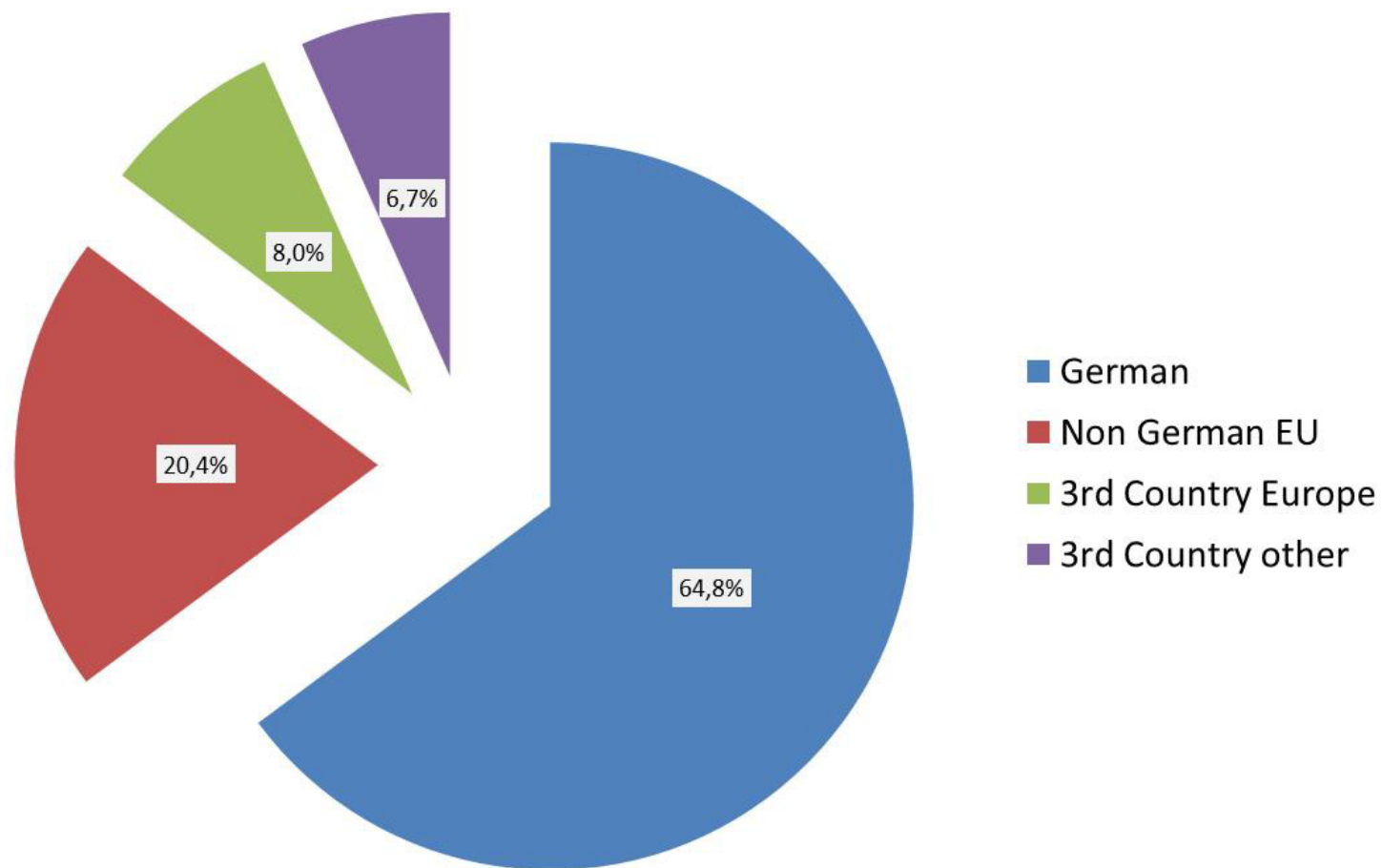
Offenbach is a city of transition:

- Fluctuation-Rate: 10,8%
- Inflow-Rate: 11,4%

## Population Germany 2014

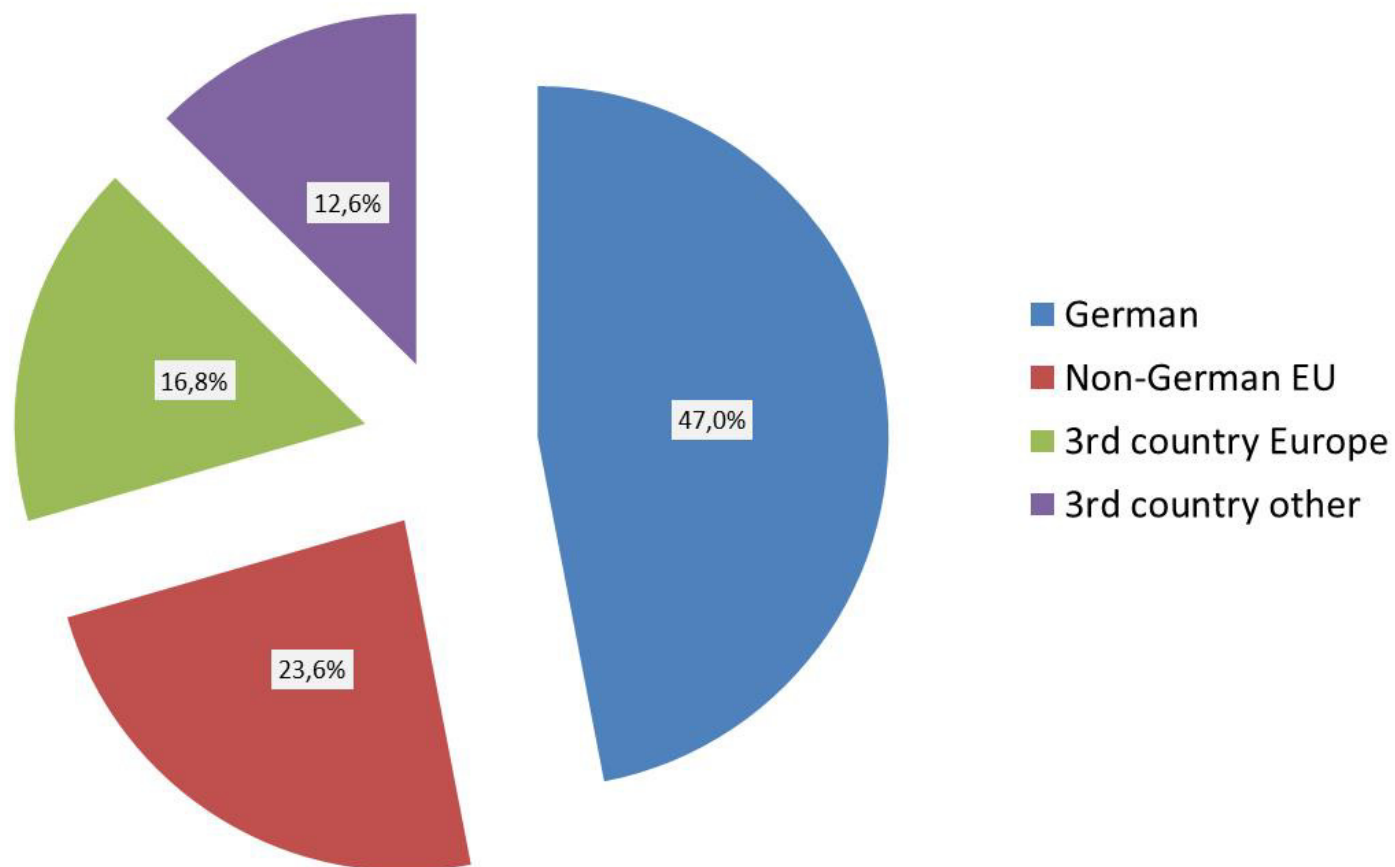


## Population City of Offenbach 2014





## 2304 Recipients of Basic Assistance U25 in the City of Offenbach





### 3. Offenbach - The Local Strategy for School-to-Work-Transitions



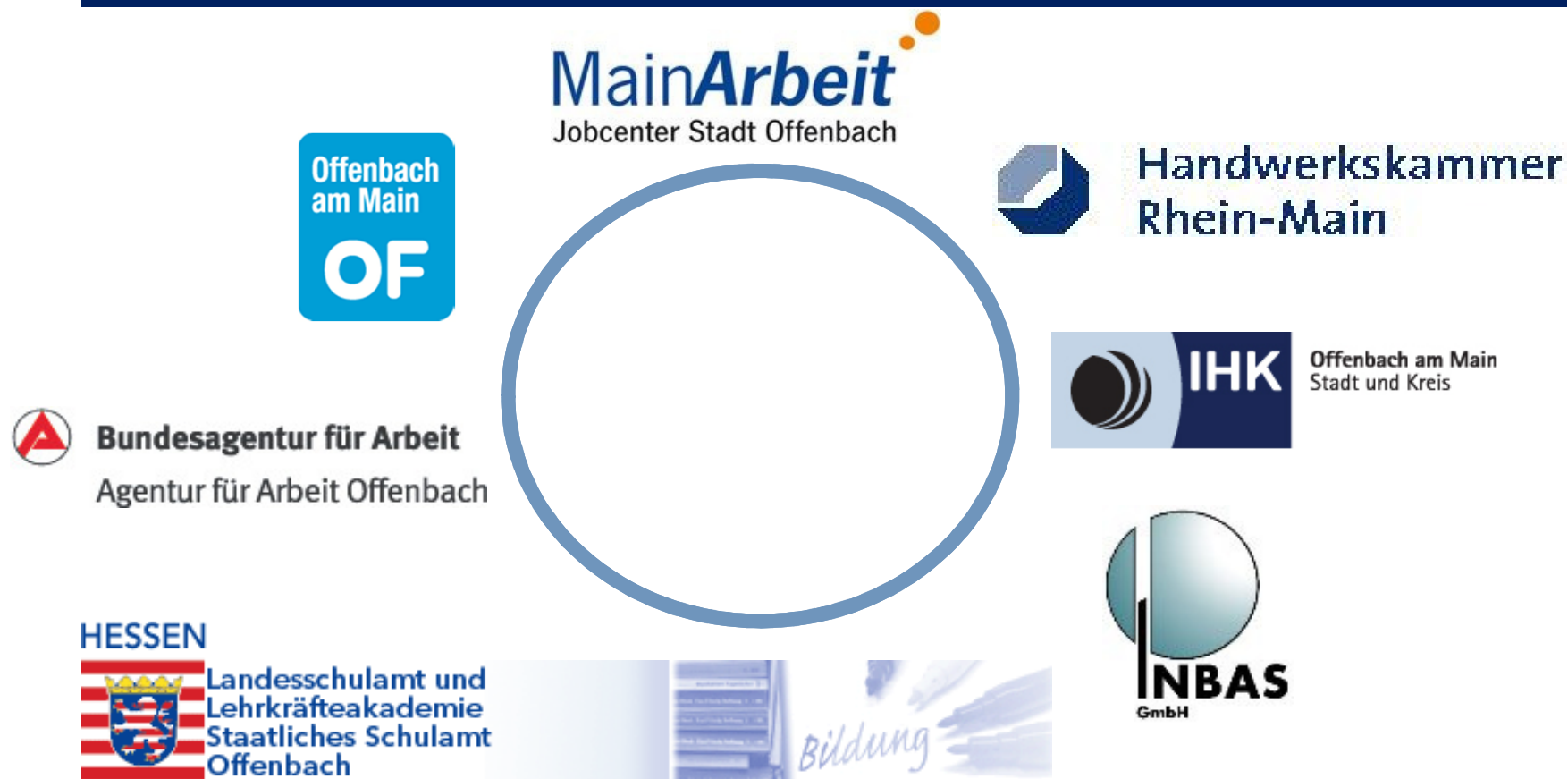


Key objective: no one to be lost!

# Key elements

- **All actors work together**
- **Early intervention** – assessment, vocational orientation and individual support starting in school
- **Prevention of early school leaving** – massive support for youth at risk, tutoring, municipal social workers based in schools
- **Connecting with immigrant communities**, empowering parents
- „Kein Abschluss ohne Anschluss“ (**bridging the gap**)
- **Transition management**
- **Active labor market policies** for youth out of work
- **Integrated employment and social services**
- **Monitoring and reporting**





## 4. An Example of Network Management – Bridging the Gap („Kein Abschluss ohne Anschluss“)



# Strands of Action

## Action-Line 1:

Secure graduation

## Action-Line 2:

Secure placements in apprenticeships

## Action-Line 3:

Complete apprenticeship successfully

# Securing Graduation

- **Specific supplementary tuition (groups, learn-camps etc., funded by charities and federal programmes)**
- **Individual tuition (funded by the job-center)**
- **Social work at school** (conducted and funded by the youth welfare department)
- **Coaching for finding a proper apprenticeship or initial job** (conducted by transition management unit, funded by various sources)
- Coordinated action for the **prevention of school absenteeism** (social work, youth welfare dpt., police)
- **All measures under an integrated conception with shared data bases, and fine-tuned complementary methodologies**

# Transition into Apprenticeships

- **Vocational guidance in secondary schools** (specific measures of the school dpt. in cooperation with the TMU and external providers)
- **Managing the transition process**
  - Profiling
  - Coaching
  - Support for youth in writing applications
  - Linking with units within the chambers
  - Mentoring with volunteers from local businesses and civic associations (including the „Kickers Offenbach“ football-team)





# Securing Successful Completion of Vocational Education

- **Coaching during the apprenticeship** (Jobcenter)
- **Supplementary tuition** (jobcenter and employment agency)
- **Assisted cooperative education** (company and provider, optional)

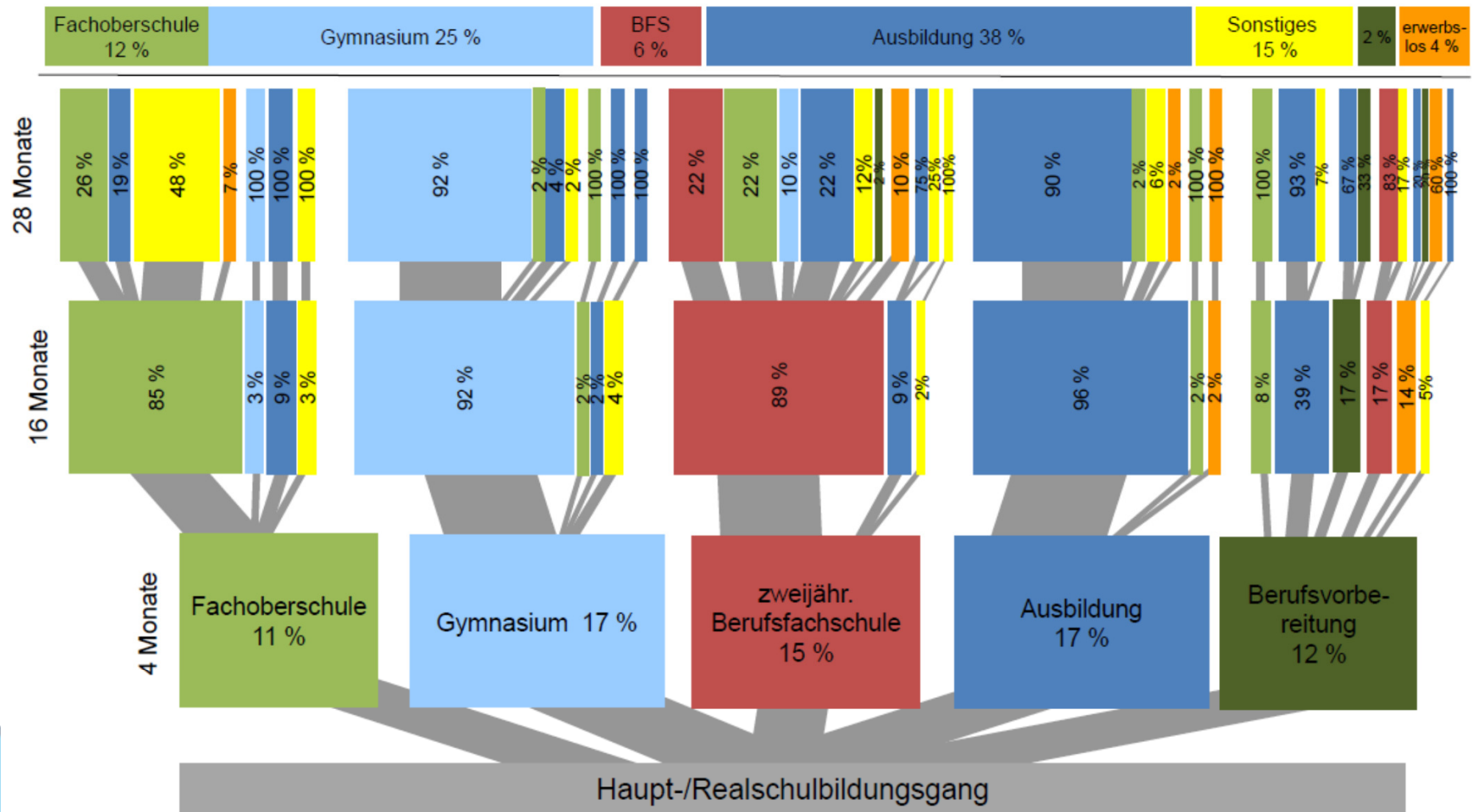
## 4. Practice Example – Monitoring the Transition Process



# Integrated Monitoring Process

- **Statistical analysis** of the labour and vocational education market in the region (monthly)
- **School leavers survey** (covering all prospective leavers of sec. Schools, once a year)
- The **Offenbach Transition Panel** (a panel survey over 3 years)

# The Offenbach Transition Panel – display of itineraries of school-leavers within a span of 3 years



## 5. Conclusion – Achievements and Shortcomings



- Offenbach is strongly **challenged by immigration** and groups at risk
- The German system owns a certain **institutional fragmentation**, which has to be handled on the local level
- The city has implemented an **integrated strategy** building on networks of local actors and a spirit of working together
- School-to-Work-Transitions are subject to **network management**, which can – at least in parts – compensate institutional fragmentations
- Although there is evidence, that the **strategy works on an individual level**, the **structural impact** is still (too) weak.



MainArbeit. Kommunales Jobcenter Offenbach

[www.mainarbeit-offenbach.de](http://www.mainarbeit-offenbach.de)

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