

**JOBLINGE**

**10** Years  
Theses  
*An invitation  
to dialogue*



# Widerstände. Mutig. Weiterdenken.

(Courageously thinking ahead against resistance)

10 YEARS – 10 THESES

DEAR READERS,

Ten years of JOBLINGE are a reason to be proud and grateful. We are proud of the over 8,000 Joblings who have successfully completed their paths, and grateful for the overwhelming commitment of our partners from the private and public sectors and society who made it all possible. And we tip our hats to over 200 JOBLINGE employees without whom these achievements would have been unthinkable.

Together with you, we would like to use our ten-year anniversary to spur new momentum for integration, so even more young people can benefit from it in the future. We have learned that it takes courage to spur momentum: With a pedagogical approach that strengthens self-responsibility rather than dependency;

recruiting based on decisions made in person, not on paper; and support rooted not in standards but in impact. Under the motto "Widerstände. Mutig. Weiterdenken." (Courageously thinking ahead against resistance) we have summarized our experience, insights, and convictions for you here.

You may agree with some of what you read here, while other content may provoke you to challenge it ... and this is exactly the point. We would like to invite you to rethink the topic of integration in dialogue with us. We look forward to this dialogue – and to our continued shared commitment to addressing one of society's greatest challenges and opportunities: integration.

Warmly,

*Ulrike Garanin and Kadim Tas,*  
*Directors, JOBLINGE umbrella organization*

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## Thesis 01

Position and program

# Venture, not lecture

How do you reach young people considered to be tired of school and socially disadvantaged? And how do you awaken in them the skills relevant for employment? Not by sending them back to school, but by learning by doing.

At places of learning that prepare them for everyday training. With practical tasks and emotional experiences that draw them out of their shells and broaden their outlook.

## VENTURE, NOT LECTURE

Our participants often don't have the social skills they need to deal with training on a daily basis. They need not only to learn these skills, but also how to apply them. That's why we make sure they get practical experience that's new and challenging for them. The focus is on the emotional components of learning, for which we use innovative formats: Project based learning and with new media like our own math app. This helps our participants to overcome blockades and awakens their interest and motivation.

*»Why do we still think the same methods used at school can help young people succeed for whom school is synonymous with personal failure?«*

Our aim is to prepare them for professions and what they require. So we go through real-life situations with them from day one. We see ourselves as an entrepreneurial initiative and want to show these young people what a professional environment looks like – within the protected space of JOBLINGE. We address them as adults, not children, and there is a dress code, including for them. We send them to companies early, which is the best place to learn and get motivated. For a successful learning experience, not just “what,” but “how,” is key.

## *WHEN I DO SOMETHING, I REMEMBER IT*

For a long time, I had no prospects at all. After finishing high school, I did some work programs and one-euro jobs while looking for an apprenticeship. My biggest fear was that I would make the wrong decision and drop out of whatever I tried.

At the time I didn't yet understand that you have to stick to things even if they're not always fun. I've been a Jobling for a few weeks now, and a lot has happened. Some of the tasks we were given didn't make any sense to me at first. Once we were supposed to write a letter to ourselves, praising our strengths. I wrote that what I like about myself is that I'm helpful and creative and always pick myself up and try again even when I fail.

Sometimes when I think about my day that evening, the reasons for things become clear. That they are deliberately confronting us with new situations and perspectives.

We just made it through a weeklong radio project, even though it was really tough.

For the coach, too – she had to keep encouraging us right up through the end. It helps me that it's not like at school, where the teacher tells you something and you're supposed to remember it. That's not so easy for me. When I do something, I remember it. At school, I got really good grades in the subjects I liked, and I ignored the others. Now I'm learning that it feels good to confront your fears.

In the future, I don't need any huge successes, but I want to be satisfied with myself and have a structured daily routine where I can use my skills and make a difference. Sitting at home feeling hopeless is awful, and I never want to go back to that place.



*Franziska Kunth  
is a Jobling in Leipzig.*

## IT DOESN'T ALWAYS HAVE TO BE FUN

We have one main responsibility, and that is to trigger a deep process of change in our young people. But change lasts only if it happens on the emotional level. They're not interested in hearing us tell them what they should do. So we show them, starting already in the admission phase.

A lot of them don't understand why they have to collect branches or build fences during this phase. But they notice that it's part of the decision whether they'll be accepted into the program for good. In the cultural and activity program, we bring them into new environments where they may feel totally out of place, like a music school or a museum. There, they have to master a challenge, such as a weeklong project in modern dance that's presented to an audience at the end. If the result is positive for them, it's like a revelation. Positive doesn't mean it has to be fun. It's about them coping with it.

If our format were like a school, it wouldn't activate anything in them, only old patterns. We can only reach them if we give them something that challenges them. We act like a company,

because we always have their placement in mind. But there's also an overlap to the work on personal relationships. Because we can only successfully place them if we work together.

When we have the same goal, we have something to work towards. Classroom instruction would mean, "I'm giving you something, and you don't have to do anything." But we want to enable young people to act on their own. That's the principle behind the STEM worlds and our math app, too. So many of them have had negative experiences with math that they first need to express their frustration. After a few minutes, it becomes clear that it has less to do with math than with math teachers. But with digital learning, there's no more teacher. The app even has some of them doing calculations during their breaks. Right now we're planning a lot in the way of digital learning, and we already have a big data workshop.

We're also working on teaching our participants the basics of programming. After all, we want them to enjoy working with emerging technologies, not just with their smartphones.



**Christiane Schubert**

*is the Deputy Regional Manager of the gAG Frankfurt Rhine-Main.*

## THREE QUESTIONS FOR



**Milagros Caiña Carreiro-Andree,**  
*Head of Human Resources & Labor Relations, BMW Group*

### ***BMW developed the app »Math as Mission« together with JOBLINGE. Why?***

One of the biggest challenges on the labor market is the advance of digitalization combined with the shortage of experts in STEM professions. This industry offers many opportunities, but for disadvantaged youth, especially, getting the necessary qualifications is a stretch. Since we've been working together for years, it was natural for BMW Group to help drive a project forward where we can foster understanding and excitement about technology in young people. The STEM program builds a bridge between digital learning and practical experience, between prospective apprentices and employers. The app is a core element of the STEM program.

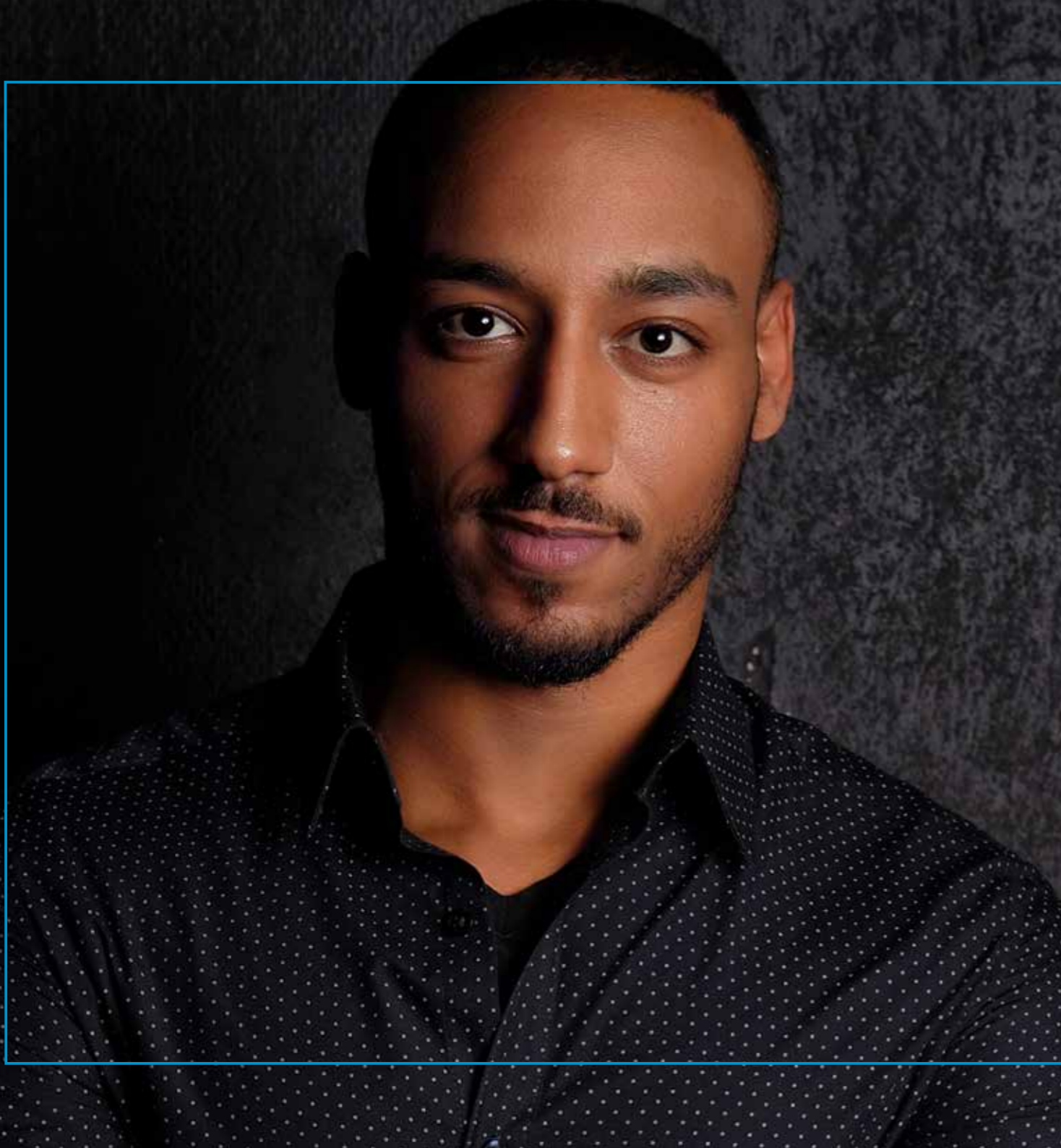
### ***What can the app do that classroom instruction can't?***

It combines content with a game. It's a format that motivates even young people with low interest in math because it's not a traditional learning format like flashcards. By playing the game, they learn not only math skills but the things they need for skilled technical training. With this method, math isn't so scary anymore. That's important, because the STEM curriculum also requires math, in addition to other things.

### ***What role will digital learning play in integrating people into the employment market in future?***

Digitalization will change a lot in the work world, and we have to prepare young people for that. Building on its experiences with the app, JOBLINGE is therefore developing a wider digital learning concept that also aims to support the target group with »Skills 4.0.« Digital media enables all kinds of new individual learning methods, all at your own speed. Incidentally, the fact that the app and the entire STEM program have been honored with prizes three times already in 2018 – the Bitkom Innovation Award for digital education, the Cernius EduMedia Award, and Phineo "Wirkt" seal – is not the only reason I think they're trailblazers.

The STEM program rests on two pillars: In addition to the app, hands-on workshops are held for participants directly at companies to sensitize them to the relevant topics. "JOBLINGE goes STEM" was developed jointly with J.P. Morgan. By means of digital learning and practical experience, it builds bridges between prospective apprentices and the companies that seek to employ them.



## *Thesis 02*

Position and program

# Challenges, not caretaking

Why does work with disadvantaged youth always have to be reduced to the lowest common denominator? If we expect them to overcome the ultimate hurdle - successfully starting an apprenticeship - we have to teach them to take hurdles.

We have to take them seriously and insist that they do, too. Let them grow into meeting real-life demands. Help doesn't mean taking responsibility for them, but enabling them to take it for themselves.

## CHALLENGES, NOT CARETAKING

Easy assignments don't help young people learn to handle the job market on their own. They are not realistic preparation for daily work. To help them take the seemingly insurmountable hurdle of »getting an education,« we challenge our participants to tackle ever higher hurdles from the very first day – and we believe they can do it. The overarching goal is to prepare for the demands of regular work, a little more every day.

"What will you pay me for doing JOBLINGE?"

Many of our participants haven't learned the principle of quid pro quo in their environments. They're more familiar with the role of passive recipients of aid treated as though they're no good for anything, which is, of course, ultimately a violation of their dignity. We take the opposite tack: We want our participants to become self-reliant, active members of society. They need to learn to overcome their fears, work to succeed, take feedback and criticism – in brief, to take responsibility for themselves.

# H

**Ready, set ...**  
Applying for admission

I probably give the shortest information workshop ever. It takes 20 minutes. I give a brief introduction to the program, with particular emphasis on our partner companies and the opportunities they have for our participants. After that I explain clearly what we expect and describe the admission phase. The goal is for them to apply. That's all. There's nothing else I have to do. Because the main thing is that they make the decision to apply. That's a huge difference to what they've experienced up to that point.

*Nora Wieggers*  
is a Youth and Mentor  
Coordinator at the gAG  
Rhine-Neckar Metro  
Region in Ludwigshafen.

# U

**Go:**  
Working for a  
good cause

Every time, the project »Hands on for the old Cologne fire station« is a sight to see: The kids leave their comfort zones on the couch or in front of the computer, often for the first time, and start using ladders, paint rollers, and jigsaws. Since the result of their work is concrete improvement, they see the sense in the project right away. And the experience of making a positive impact themselves with practical work supports the important realization that »I can earn myself a apprenticeship!«. One young man, after he had finished painting a wall, asked if he had now started the »independent phase« – we think he hit the nail right on the head.

*Petra Balzer*  
is the Regional Manager  
of the gAG Rhineland.

# R

**Routine:**  
Being reliable  
and on time

Punctuality and reliability are stumbling blocks when young people start a course of training without sufficient preparation. Many of them are adept at shifting responsibility away from themselves when working with instructors. This is something we don't accept – instead, we have clear expectations, clearly communicated. Our Joblings find out early that they won't get access to our partner companies until they prove they can be reliable and on time. Of course, we help them to overcome these hurdles with different methods – often by association.

*Matthias Kretschmer*  
is the Regional Manager  
of the gAG Leipzig.

# D

**Style:**  
Good clothes,  
good conduct

We have to show the participants what we expect of them by setting an example. We start at nine a.m., not at three minutes after nine. They stand us up all the time, but we never do that to them. After a while, they see that it works. The less committed the person is, the more firm we have to be. And we always emphasize: Communicate with us, no matter how! Whether by e-mail, WhatsApp, or telephone. That's how they learn to be responsible and dependable.

*Anika Nebring*  
is Head of Company  
Coordination and  
Apprenticeship Support  
at the gAG Hanse  
in Hamburg.

**L**

### Off to new shores? Cultural and activity program

The cultural and activity program is the hurdle that shows the youths what they are capable of before they know it themselves. Overcoming themselves, presenting themselves like they never have before, and getting out of the situation in one piece in the end – that shows them that change is possible. And that it feels good. This feeling gives almost all Joblings the motivation to give up their “aid recipient lethargy” and try something new. They rethink their attitude, motivation, and professional flexibility and develop the confidence the need to develop prospects for their own future that they previously would not have thought possible.

*Raphael Karrasch*  
is the Regional  
Manager of the gAG Ruhr.

**E**

### Who's that? Getting to know their mentors and seeing them regularly

"Why should I meet with someone I don't even know?" Many kids actually ask this. And then they're also supposed to keep appointments week after week and arrive for them on time. Mentoring is practice in personal responsibility, and we support our participants on that from day one. With mentors, they have someone at their side who's interested in them and their issues, takes them seriously, and celebrates with them when they succeed. And all of this without pay. At first the kids can hardly believe someone is getting together with them simply for their own sake.

*Ilse Schmücker*  
is the Regional Manager  
of the gAG Munich.

**R**

### Soft skills: Small talk, eye contact, and telephone skills

It seems obvious to us that maintaining eye contact during a job interview is important. But what if looking someone in the eye is considered impolite in another culture? When making small talk with an older colleague, is it okay to ask how old she is? How can you be convincing and confident on the phone if you don't have the right words? Soft skills don't come naturally to everyone, so we practice them through intercultural sensitization, targeted speech exercises, simulated dialogue, and topic-specific trainings at our partner companies.

*Carola Vogel*  
is a Youth and Mentor  
Coordinator in the  
Kompass program in Munich.

**A**

### Present yourself: Practicing and performing in interviews

Many participants find it difficult to present themselves in the right light. They perceive their background as a story of failure and often don't know exactly what they can do. So they feel accordingly insecure in interviews. We simulate dialogue with them to practice the situation, including expectations on both sides; develop possible behavior patterns and consider body language, gestures, and facial expressions. This turns a story of failure into a story of orientation, and instead of feeling lost they start to get a feel for their own interests and talents.

*Erik Bock*  
is a Project Leader/Company  
Coordinator at the gAG  
Leipzig in Halle (Saale).

**C**

### Sticking with it: Surviving the first day on the job – and going back again and again

It's completely normal for kids to be nervous before they start their apprenticeships. Some quit because they don't want to face their fears. Others lack a routine that gets them out of bed on time every morning. We take all of this into account and motivate the participants to carry through up to the end. We show them how a successful apprenticeship can put them on the path to achieving their long-term goals, and remind them how much they've already invested just for their companies to give them a chance.

*Sebastian Herbstreuth*  
is Head of Company Coordination  
and Apprenticeship Support for  
the gAG Stuttgart region.

**E**

### Up the ladder: Finding suitable training

Many young people come to us without concrete ideas about what their professional future could look like: »What can I do, what do I want to do, and what's a good fit for me?« These questions seem unanswerable. Many of them first think of traditional professions like auto mechanic and medical assistant. Going on their passions and newly discovered potential, we work with them to develop a career outlook beyond the usual soft skills tests. And we encourage companies to get to know young people who normally wouldn't have a chance.

*Nahide Pooya*  
is an Apprenticeship Supporter  
at the gAG Berlin.





## *Thesis 03*

Position and program

# Ballet, not boxing

Why is the focus usually on meeting youths where they are—with foosball, boxing, and a youth club atmosphere — instead of preparing them for where they need to go? How can we approach work

integration from the intended goal instead of from the starting point? Our cultural program draws participants out of their comfort zones, enabling them to become aware of their strengths and weaknesses.

## BALLET, NOT BOXING

We're not a youth club. Our participants don't spend time hanging around a foosball table, and our instructors don't wear tennis shoes. Our kids have to work getting integrated into the job market in a setting that is not only foreign to them but a little scary for them. That takes a lot out of them. Here, our kids take part in a modern dance performance on one of the city's stages, write their own play, or give talks on art in a museum.

*"Modern dance - and then in front of an audience, too - that was really tough. But I gave it my best and am proud of myself for doing it. I got applause for the first time in my life."*

This helps them not only to solidify various social skills relevant for a job, they also get to know an environment that would otherwise never have been open to them. They visit locations of »high culture« like museums, opera houses, and theaters, and see more of them than some regular subscribers. The confidence they acquire from broadening their horizons like this is also starting capital for their entry into the job market.

*"What was the worst part of the JOBLINGE program for you?" – "The culture workshop."  
"And where did you learn the most?" – "The culture workshop."*

This excerpt from a feedback discussion perfectly describes the aspirations and effects of our cultural and activity program. The workshops require discipline, perseverance, and willingness to try something new. And they bring surprises: The strengths they reveal and the unexpected success. Dance isn't just dancing, but presence; soccer isn't just soccer, but social competence; boxing becomes self-control and de-escalation.

Irritations like this need to be well planned in order to be effective. The content, workshop leaders, target groups, frame conditions, and results all have to come together in the development of challenges for individual and shared success.

This also requires willingness on the part of our partners. They accept our idea of working through groups to get results, our expectations, and our participants. The big performance at the end of a workshop is often the first step toward "You can do it!" – encouragement that stays with them throughout their training, their jobs, and their lives.



**Petra Schnabel**

*heads the partner program  
at JOBLINGE's umbrella organization in Munich.*

"Most of these kids have never done theater or gone to a play. When they hear they'll be performing in a piece they wrote themselves at the end of the week, they're shocked at first. At the beginning of the week, no one knows what's going to happen on stage, including me. We create everything ourselves, using the topics that they think about."

**He:** "So who are you?"

**She (beaming):** "I'm a refugee."

**He (shaking his head):** "That upright posture and the nice clothes – you don't look like a refugee at all. Hang your head a little, at least."

**She:** "I don't need your sympathy."

**"During this week, they learn to trust – including to trust in themselves. They experience successes, find their voices, and get closer to a group who used to be strangers to them."**

*"ACTING MEANS OPENING UP, AND THAT MEANS GETTING TO KNOW SIDES OF THESE KIDS THAT YOU NEVER WOULD IN NORMAL LIFE. IT'S A NEW LEVEL OF COMMUNICATION. THE RELATIONSHIPS FORGED HERE HELP EVEN WHEN THERE ARE CRISIS SITUATIONS DURING THE PROGRAM."*

"The rehearsals, the identification with a role, and the mandatory performance also help them to deal with their fears about interviews. Standing in the spotlight and speaking to an audience makes them stronger."

"The kids become more alert, more open. More self-critical and empathetic. They realize it's worthwhile to practice their roles over and over. They become more responsible, start developing their own ideas, reflect on content, and make suggestions for improvement and offers that no one would have believed they could. They begin to realize what it means to dedicate yourself to a project."



**Philipp Haines**

is a Youth and Mentor Coordinator at the gAG Frankfurt Rhine-Main in Frankfurt.

**"Cognitive skills and languages aren't as important when it comes to cultural projects. Here, the focus is on the group."**

*"What I really like about art is that there's no right or wrong"*

"To make culture a tangible experience, we have to bring it into the world they know. And to do that, we put our participants in an environment that's completely new to them, where they can define the content themselves. Like a painting workshop at the studio of an artist or a project week on modern dance. We challenge them with projects in museums and theaters. And rehearsals are followed by performances on stage before an audience. You can practically see them grow into these tasks."

**"PARTICIPATING IN CULTURE IS PART OF SOCIAL INTEGRATION."**

*"Even the room has things to teach. That's why we offer projects at unfamiliar learning sites."*

*At the Dialogue House in Hamburg, Joblings visit the exhibitions "Dialogue in the Dark," "Dialogue of Silence" and "Dialogue of Time". There, they get to know non-seeing and non-hearing cultures, come into contact with elderly people, and reflect on tolerance and their own situations. It's about self-perception, dealing with feelings, empathy, acceptance, and responsibility. Sometimes broadening their horizons even gets them interested in social occupations.*

**"AT THE BEGINNING THERE WAS A LOT OF LAUGHING, BUT IN THE END WE WERE ONE."**



**Verena Lenzen**

is a Project Coordinator at the gAG Hanse in Hamburg.



## Thesis 04

Cross-sector involvement

# Cooperation, not charity

How can cross-sector support be effectively and sustainably organized? With non-profit initiatives that understand themselves not as recipients of aid, but as partners

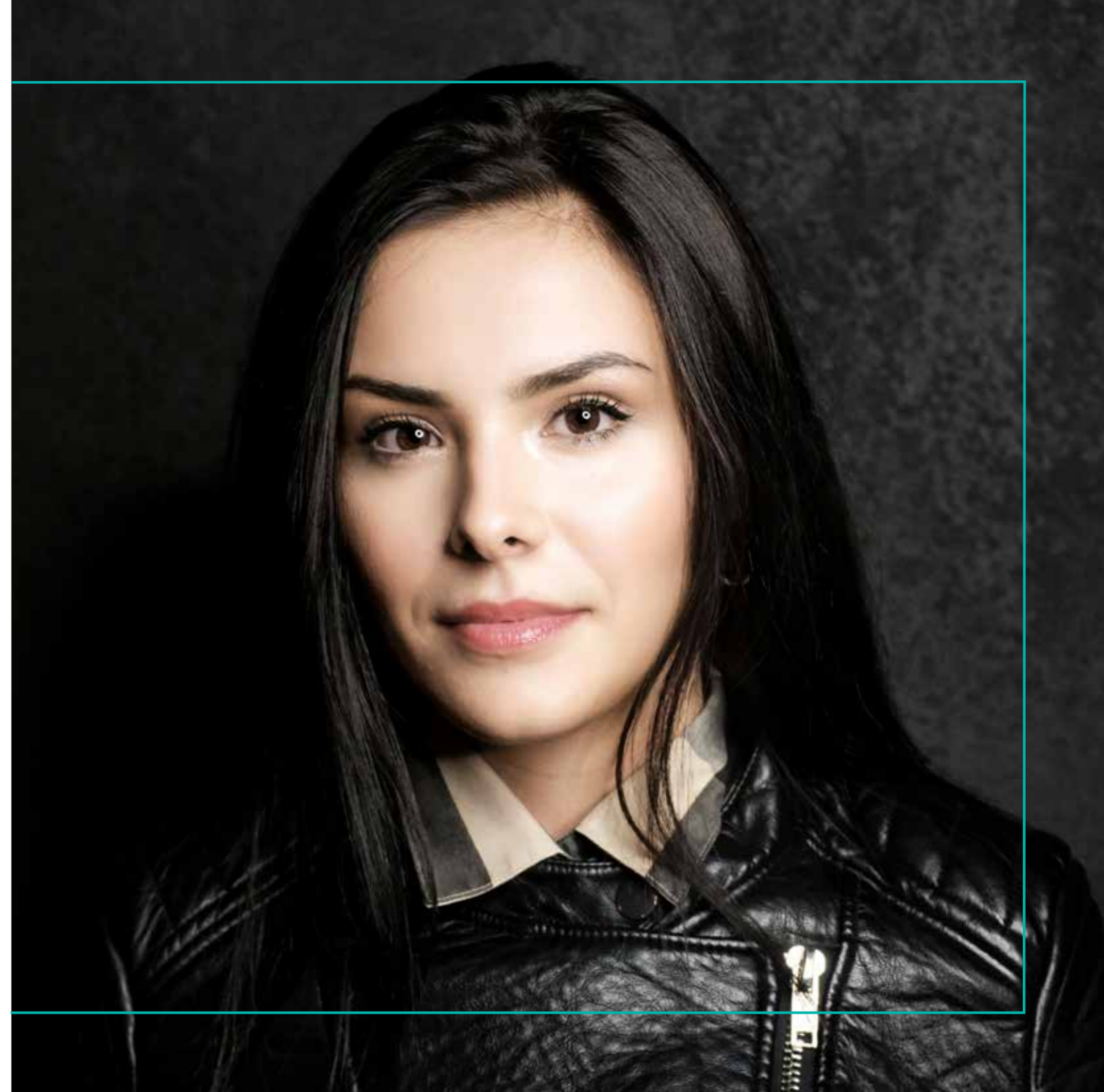
and providers of win-win solutions. This requires an understanding of the needs of all involved and the development of solutions using their combined competencies – together.

## COOPERATION, NOT CHARITY

Integration can succeed only when the public and social sectors, business, and civil society work together. But when this happens, worlds collide, with highly divergent constraints and maxims for action: Partners from social fields focus on "help" and guidance; the public sector both wants and needs to ensure that funds are used according to the rules; and employers want their hiring criteria to be fulfilled. Though all of them stand firm behind the goal of getting young people trained, the expectations of the collaborative effort are often so disparate that it doesn't work.

*"The transition from school to work sometimes seems like an exercise in passing the buck: Schools demand more help from parents, businesses demand that schools turn out young people with better qualifications, the government demands more investment in education from businesses, and parents demand more support from the government. And no one wins."*

For tri-sector cooperation in particular, clearly defined roles, carefully managed interfaces, and proactive communication are decisive. Our goal is to ensure that the different worlds neither battle one another nor pass the responsibility to the others, but work together successfully as partners. This requires an understanding of the different needs – and the courage to forge new paths together.



# "WE HAVE TO CHANGE THE PUBLIC MOOD"

*What's been accomplished, what's next, and where does the future lead?  
A three-way conversation in Hamburg.*

*Looking back at four years of collaboration between three sectors, what particularly moved you?*

**Dirk Heyden:** Refugees and asylum are an inextricable part of our shared history, then and now. In 2016 we had to find ways to get people into training and work fast. JOBLINGE is one of the partners we quickly came to trust.

**Anja Meyfarth:** Because none of us has a problem with speaking candidly, for one thing.

**Umut Savac:** And that's not something to be taken for granted. We work together differently than with many other social initiatives. JOBLINGE knows the value of corporate volunteering.

**Dirk Heyden:** Trust comes with professionalism and good collaboration. JOBLINGE works closely with companies, from whom we were soon getting positive feedback. That motivated us to say: Let's do more of this and try something new. I see our role as builders of bridges.

*What bridges have been built in recent years, for instance?*

**Umut Savac:** Because we're not in the business of education, what we give JOBLINGE participants is our time. Our employees share their skills as tutors, such as for conversation classes and preparing presentations. I can't even count the number of projects we've already done together. And more and more of our employees are becoming mentors.

**Anja Meyfarth:** The mentoring has an enormous impact. We started with three of you, then it was ten, and now it's about fifteen. It seems to be catching.

**Umut Savac:** Yes, even though there were hurdles at the beginning.

*What kind of hurdles do you mean?*

**Umut Savac:** Mostly the intensity of the mentoring. To explain it, you have to bear in mind the general understanding of community service: do good for one day – and then you've done your duty. With JOBLINGE, we turned the tables: To really make something good happen, we have to support these kids more closely and over a longer period of time.

**Dirk Heyden:** Offers like this also help with career orientation. The choice of profession is one of the most important decisions we make, and yet we're hardly prepared for it. Often, it's left up to chance, friends, or parents. Mentoring helps, and we do something similar with our partnerships. Recently we worked with a company to qualify Syrian ref-

ugees as bus drivers, and now they're driving buses in Hamburg. With the same certification as professional German bus drivers. But so much for the hurdles ... (laughs). We get a lot of hurdles from bureaucracy.

**Umut Savac:** We sure do. This year we started an internship project for the placement of refugees. The first of them are just starting. After the interviews, our people were enthused, but then, of course, the bureaucratic process started: international good-conduct certificates, other credentials, questions upon questions, ...

**Dirk Heyden:** ... which brings us to the fact that most refugees don't come to Germany with a folder full of credentials and references.

**Umut Savac:** It took a lot of willpower to simplify the process. We got certificates of good conduct from their home countries, some of which I translated myself.

**Anja Meyfarth:** And because this is the situation, we have to look at the individuals involved and what's the best fit for them. Incidentally,

it's mostly smaller businesses that sometimes will take a slightly different path to do something for society. Luckily most companies have already had positive experiences with refugees. The shortage of skilled personnel is definitely the bigger hurdle.

**Dirk Heyden:** That's right. We're moving toward a very heterogeneous and competitive market. The old labor market, where companies were able to pick out the good candidates, has turned completely in favor of the workers. In Hamburg, we have an unemployment rate of 6.1 percent and forecasts of 5.9 percent – ten years ago, this would have been unthinkable. The situation demands that the need for skilled workers be met. For this, too, we have to be very entrepreneurial.

*Entrepreneurialism is often believed to be synonymous with greed for profit*

**Umut Savac:** Unfortunately yes. But that doesn't make the comparison right. There's a mindset about how



*Dirk Heyden is the Director of the Hamburg Jobcenter.*



*Umut Savac is Head of Corporate Social Responsibility at Barclaycard in Hamburg.*



*Anja Meyfarth is the Regional Manager of the JOBLINGE gAG Hanse.*

the world of business works: faster, further, higher, as an end in itself. But in our partnership it's mostly about what comes out in the end. For us, it's not justification enough "simply" to get involved – we really want to change things for these kids. Only then are we satisfied.

**Anja Meyfarth:** Another aspect of this mindset is that when you work with people, you can't measure success with placement rates. Some people don't want to get into data- and performance-based social impact. It doesn't sound social.

### *What direction do you want to go together in the future?*

**Umut Savac:** From the business perspective, what motivates me is how to increase our impact: As a socially responsible partner, how can we break new ground in refugee integration?

I believe the three of us could envision working together even more closely to deliver conviction, manpower, ideas, and funding. It could be semi-public or public.

**Dirk Heyden:** New ground needs to be broken in any case. In 2016 there was the concept of a welcoming culture, and a lot of companies said, Of course we'll do our part! Then came the sobering reality of language and professional barriers. Understandably, many of them were naive, because these are really big challenges. Now we're a few years further along, most refugees have BAMF recognition, and the job market has gotten even better in the meantime.

**Anja Meyfarth:** Now we have to repeat our statements even more.

**Dirk Heyden:** Exactly. We're already doing this in a lot of places,

but one hurdle is also the change in public mood. The topic of asylum has become problematic.

**Umut Savac:** And instead of a welcoming culture, we're talking about deportation ...

**Dirk Heyden:** ... euphemistically called "repatriation." An Afghan taxi driver told me that lately he's being asked every day when he's going back. Turning the mood around will be a huge challenge. I hope we succeed.

## THREE QUESTIONS FOR



*Janina Germann-Sentner,  
Location manager of the Stuttgart Region gAG.*

### *At your location, you partner very closely with foundations. How did that come about?*

Some of my colleagues and I come from foundations. That helps us understand their logic and needs and to propose interesting solutions for both sides. For them, we're not someone asking for aid, but competent partners. But I wouldn't say our involvement is limited only to foundations ...

### *What other partnerships do you mean?*

Our work with the public sector also revealed needs that we address in a way that benefits both sides. For instance, in Stuttgart we introduced an activation phase that makes it easier for job centers to place young people and consequently also optimizes our workload. And we also work with companies, of course. Here, the main thing is aligning their interests with our self-understanding.

### *Do you have an example from practice?*

We were asked a number of times about putting on a "community service day," that is, releasing employees from their duties for one day to support a charitable project. We don't offer formats like this, and instead work with our partners to devise individual solutions, such as "conversation days," which are basically lunch dates between Joblings with a refugee background and people from the company. For the young people, it's good experience for operational integration. And employees who don't have enough time to mentor someone for six months can still get involved in a useful way. Our participants come back from these lunch dates highly motivated, and one of our partner companies called them a perfect example of win-win.



## *Thesis 05*

Cross-sector involvement

# Target-oriented, not boundless

How can we mobilize more volunteer engagement? And be attractive for people whose professional support could be a major success factor, but whose available time is limited? With a clearly defined

structure, beginning and end, role understanding, and objective, backed up with professional preparation and support, volunteering is more results-oriented and satisfying for everyone.



## TARGET-ORIENTED, NOT BOUNDLESS

This is how we do volunteering: In the context of job integration, qualified volunteers become role models with a clear assignment, role, and boundaries and a defined timeline from the beginning to the end of their involvement. This kind of volunteer work is not only more goal-oriented for the benefit of the program, it is also more satisfying for volunteer mentors.

*"Oh, aren't you some kind of mentoring program?  
That won't work anyway. You'll give up after awhile."*

Our professional preparation and support for volunteers have proven to be long-term success factors. A clear structure must also include honesty and expectation management from us: Yes, your mentee will turn up late and probably even stand you up. If he didn't, he probably wouldn't be a Jobling. And this is exactly why mentors' contributions are so important. They are often the first ones to concern themselves with these kids without a "government mandate." And almost every time, this turns out to be an experience described as rewarding not only by the young people, but by their mentors, too.

## THIS IS HOW WE MENTOR

Mentoring has been a central component of our program for ten years. In fact, the voluntary commitment of experienced employees from a wide variety of companies is indispensable for our young people. It's essential in strengthening them for the future and giving them self-confidence. In the one-on-one support, our participants not only experience genuine interest in their person and appreciation for who they are, they also benefit directly from the professional and life experience of their mentors.

On the other side, our mentors report again and again how their volunteer work enriches their everyday lives. After all, it introduces them to a world they've never experienced before, and they often get a lot back from their mentees. So it's not surprising that most of our mentors come back several times. And that more and more companies are using mentoring as a building block in their (junior) management programs. We're extremely pleased about these developments.

*Lavan Sabir*  
is the Location Manager of the  
Rhine-Neckar metropolitan region gAG

One of the values I learned young, as one of eight children with a single father, was not only to think of myself and to help others. As I see it, it's essential that we allow refugees to come to Germany and recognize them as equal members of our culturally and religiously diverse society. I have been a small part of the Kompass program for about two years now and have the privilege of accompanying my mentee on his journey in Germany.

My protégé is a prime example of the desire to integrate. He's learning the language, got an apprenticeship by doing an internship, and is now in his second year of training. We've already experienced a lot together: trying out Arabic and Western cuisine, celebrating Christmas together, doing language exercises with Asterix comics, and overcoming bureaucratic hurdles. I've learned a lot about his culture from him, and we've discussed frustrations and laughed a lot. Even now, we get together nearly every week.

*Ekkehard Hoffmann*  
is the Director of Special Websites & Online Projects (IOX)  
at DER Touristik Online GmbH in Frankfurt am Main.

## THIS IS HOW WE MENTOR

I became involved as a mentor because I find it unacceptable that many young people don't get an education – or don't have an environment that motivates them to do so. I think my mentee saw me as a role model, and I saw my task as primarily to give him a realistic picture of his possibilities.

When he signed his training contract, he wanted me with him, and I was very happy about that. But I underestimated the low tolerance for frustration that young people sometimes have and the influence of his parents. I was able to prevent my mentee from breaking off the apprenticeship after four months. Unfortunately, however, the people in his home environment convinced him that he could make fast money with a job as a bouncer. After six months, he broke off his training and contact with me. Nevertheless, mentoring has an important social effect. It's about mutual understanding, respect, and social responsibility.

*Elfriede Buben*

*is the head of Corporate Responsibility & Contributions  
at Philip Morris GmbH in Munich.*

Until a few years ago I was a volunteer soccer coach, and then I became a JOBLINGE mentor through our in-house educational sponsorship program. The topic of training is very important to me personally. First, because for all of us, what we make of our lives depends to a large extent on education. And also because my children are currently in the middle of their educations and I see how important it is to have someone to talk to about it. These kids have no experience with issues like why no apprenticeship has worked out for them so far and how they can reflect constructively on rejections. Above all, I see myself as a source of ideas and a motivator. One of my mentees has a hard time finding the motivation to learn, but because we stuck at it together, he's found a structure that works well for him.

Through my involvement, I've definitely improved my ability to listen and to fully accept opinions and aspirations that aren't my own. In my eyes, anyone can only benefit from it. The same applies to getting to know people with whom I would otherwise have no points of contact. If we weren't mentors and mentees, we would have no idea how much we can give each other.

*Georg Prante*

*is Head of Risk Management at Commerzbank AG in Hamburg.*

## THIS IS HOW WE MENTOR

Since 2013, we've been running our educational sponsorship program, a mentoring project with JOBLINGE as our largest partner. Is it successful? Actually, just a glance at the figures is enough. 130 of our employees have already worked for JOBLINGE as mentors, supporting not only 260 participants in the traditional program but also young refugees in the Kompass program. I find it remarkable that mentoring has added value for us as a company beyond the benefits to society. The effect can even be measured scientifically. A study on "employee volunteering," which also included our educational sponsorship program, came to the conclusion that employees who volunteer as mentors feel more connected to us as employers and are helpful and open in their jobs.

Overall, the program has been well received. A lot of people here want to volunteer, but don't know where or how. We make it easier to take that step, among other releasing them from their duties during the qualification phase of mentoring. The more of them report on their experiences, the more want to become mentors themselves. At first, questions come up, like "Am I suited for this? Can I even do it?" We then provide detailed advisory to dispel any uncertainties quickly. What I'd like to emphasize is professional cooperation with JOBLINGE. Our Commerzbank employees communicate with the JOBLINGE employees as equals, that is, as they would with any other business partners.

***Heike Heuberger**  
is Head of Reputation Management  
at Commerzbank AG in Frankfurt am Main.*

The networking of JOBLINGE with committed businesses and their managers gives the initiative a kind of power rarely found in volunteer organizations. Mentoring impacts both the mentee and the mentor: Young people have adults standing at their side, people in the middle of their (professional) lives, taking time for them and their personal development. And these adults come into close contact with kids who are willing to work, but are also often shaped by the difficult surroundings from which they come – someone they can actively support.

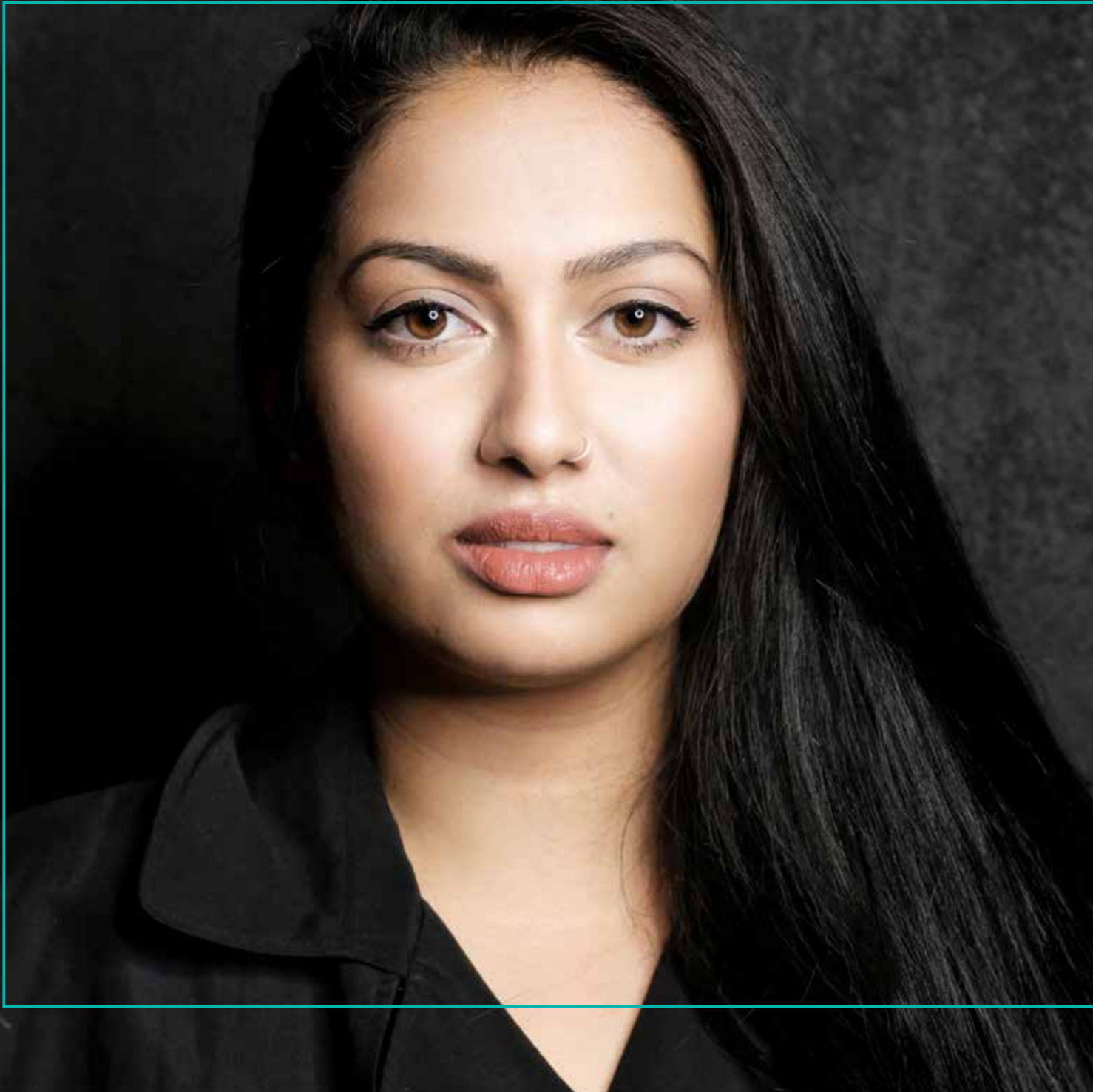
Generally, I've always been able to help in the search for internships and training slots. I've also acted as an experienced conversation partner from a social and economic environment to which these young people would otherwise have had no access. One of my mentees assessed his own abilities in a way that deviated strongly from reality, and I wasn't able to get him on the right track. Still, the positive experiences of the past years have confirmed that I made the right decision with my volunteer work.

***Hans-Jörg André**  
is the owner of Musikhaus André in Offenbach  
and a member of the advisory boards of  
JOBLINGE gAG Frankfurt Rhine-Main.*

Our participants earn their apprenticeships on their own, but not alone. In addition to mentoring, our partner companies and other volunteers support us with training on specific topics that prepares our participants to apply: Interviews, presentation and telephone skills, assessment center exercises, and health, finance, and social media workshops – conducted by HR personnel, communications staff, bankers, and many more. The idea is also to help them answer everyday practical questions: How should I budget my training salary? How can I cover my regular costs and maybe even save a little?

Very important for refugees are the language classes and conversation days developed together with our partners for job-related sets of topics, where they learn the vocabulary they need for a certain job. These courses enable goal-oriented preparation, and the employees of our partner companies have the opportunity to use their expertise to get socially involved.

***Duygu Utku**  
is the Acting Location Manager of  
the Stuttgart Region gAG.*



## *Thesis 06*

Cross-sector involvement

# Proving, not applying

How can we prepare our target group for the job market? And how can we recognize and develop their talents? Not by filtering them through a process they are bound to fail, but by getting to know them

personally and allowing them to prove themselves in practice before they have to do so on paper. When we dare to turn the process around, 70 percent succeed. When we don't, 100 percent fail to make the cut.

## PROVING, NOT APPLYING

Our target group doesn't meet the formal criteria of employers. Their situation cements their extremely poor entry chances, but doesn't allow any judgment to be made about their potential. That's why we "turn recruiting upside down." We don't select young people based on their grades. Instead, we allow them to prove themselves. In formats like our STEM worlds, young people get to know professions that often correspond exactly to their abilities. And instructors quickly recognize whether someone is interested and has a knack for something.

*"Before this workshop, I was sure I was wasting my time. Now I'm optimistic that I've just met two prospective apprentices."*

In a concrete occupational environment, recruiting criteria can be much more specifically applied for a selected profession, even without formal qualifications. At our partner companies, our young people have the chance to introduce themselves personally, leave an informal impression, show commitment, convince others, and thus earn their apprenticeships. Especially for the integration of young refugees, partners need to embark on new paths and break away from traditional application processes.

## I WISH WE DIDN'T NEED JOBLINGE

I volunteer for a non-profit organization, and once, when a mentor workshop was held at JOBLINGE, my interest was aroused. That was already a few years ago. When I joined our company in 2017 after doing an internship here, I was asked to find new recruiting opportunities for apprentices and specialists. This was my second contact with JOBLINGE. At first, not everyone at our company was enthusiastic about the idea of recruiting apprentices from an educational organization. But it didn't take long.

To be exact, it took until the first STEM workshop here. We immediately grabbed the first trainee. He did a great job. And he gave us the idea of creating a new training position, for which we were also able to get a Jobling. Obviously, the program is a win-win situation for both young people and companies. My aim is for people to

be able to prove themselves in practice, not just with certification and résumés. Sure, sometimes it takes more work, but both sides get a lot out of it. Fortunately, our management gives me the time and freedom to do the work.

As a student of social sciences, I'm interested in the connection between background and education – and I wish we lived in a system where we didn't need JOBLINGE. But we do need initiatives like this, because background and education are still closely linked. My impression is that the program participants come to us with greater openness than young people who have to complete some kind of training measure. Openness is also characteristic of how our company collaborates with JOBLINGE. If someone spontaneously has an idea, they call the other person, and if there's bad news because something is going wrong, we address it together.



*Marc André Monien is a working student responsible for personnel development and the recruitment of apprentices and specialists at SSS Nelken GmbH, a business with a long history in Essen that is currently training several Joblings.*

## WHEN SOMEONE REALLY WANTS TO MAKE IT, WE MAKE SURE THEY DO

**H**ochtief and JOBLINGE have been working together for a long time, but I myself got involved by chance in 2017. My colleague had been a mentor for some time, and when I had an apprenticeship available as a construction equipment operator, I contacted JOBLINGE myself. Shortly afterwards, the position was filled with a participant.

This is how it works with me: I don't care if someone has a D, an F, or an A on their report card. The important thing is that they want to learn and what they're like. With my experience, I can tell whether they want to be there or not. Of course, our apprentices

need technical understanding and should be able to handle school, but nobody has to write a doctoral thesis on a construction site. If someone really wants to make it, I work with the HR department to make sure they do.

I've been at Hochtief for 42 years. Back when I started, they gave me a chance that enabled me to do my apprenticeship. And it paid off, because I've stuck with it. That's why I do the same with young people. Some trainers complain that they can't find the right people. But you just have to be a little creative. I do job interviews without an entrance examination. I prefer to ask

why someone has applied and how they see their education. Then we talk to each other, sometimes for half an hour, sometimes for an hour and a half, and get to know each other. Sometimes I'll turn down a straight-A applicant because they don't fit in. Once they called me nuts because I accepted an applicant for the construction equipment operator apprenticeship who had straight Fs. But he showed me when we talked that he really wanted the job. And I thought: Now more than ever. He passed his training, he's still with me today and drives a GPS-controlled excavator like a young god.

## I'D LIKE TO HAVE MORE CLASSROOM INSTRUCTION

**I**n Iran, I worked in IT and later repaired ATMs for a large company. This job doesn't even exist in Germany, as I recently found out, because here broken ATMs are simply replaced. I'd rather have an apprenticeship as an IT specialist anyway, but I'm open to other subjects, too. Education has been a difficult topic for me. When I studied in Isfahan, I was thrown out of the university for political reasons, after which I started learning a technical vocation. After a year the police demanded my papers and never gave them back.

Today in Cologne, we're having our skill assessment ... at the moment I can't imagine pronouncing this word in German without any mistakes. It's about trying out your talent for different professions and finding what suits you. For me, it's been confirmed that my talents are electronics and computer technology. And that I'm not interested in teeth or gastronomy.

I've learned that I have to pay even more attention to secondary things: working cleanly, putting things away afterwards, and so on. The next part of the program is an internship, but I don't know yet where I can do one.

In general, I'm a little scared that I soon may be too old to get an apprenticeship. It's good when it's not only papers that get you an apprenticeship or a job, but I hope it's actually true. I've heard from acquaintances how important certificates are in Germany. For me, the most important thing is to learn the language and all the grammar.

At the moment I'm doing this mainly at home. I'd like to have more classroom instruction. It worries me that my German might not be good enough for an apprenticeship.

*Amir Navid*

*is a participant in the  
Kompass program for refugees in Cologne.*



*Pietro Spano is a personnel planner and trainer at the technical competence center of Hochtief Infrastructure GmbH. He had one Jobling in 2017 and four in 2018, with more to come.*



## *Thesis 07*

Management and financing

# Innovation, not administration

How can dynamic developments like digitalization be translated into innovative solutions for disadvantaged youths? Where do new ideas and partnerships come from? Only from working closely

with the young people, employers, and partners involved. Locally and hands-on. Not one of our innovations was the objective or result of a public call for bids with a predefined concept.

## INNOVATION, NOT ADMINISTRATION

The further a group is from the job market, the more decisive an individual approach. Rigid calls for bids with predefined content won't get us anywhere. Instead, successful integration in the highly dynamic job market calls for tailor-made solutions: Offers that don't just fulfill the minimum requirements, but are made to do the most for young people. This requires innovative partnerships, along with the willingness to question the program again and again and to develop it in an impact-oriented way.

*"Why do you first come up with a concept and then try to get public financing – and not the other way around, like everybody else?"*

In order to successfully address issues like digitalization, the job market 4.0, and demographic change, we need agile and demand-oriented solutions that go beyond the straitjacket of conventional funding logic. We need to be a motor for innovation, to think and shape trends and their consequences for the target group at high speed, rather than responding after the fact. And to do it in intensive dialogue with young people and companies.

## "MORE INITIATIVE WOULD DO ALL OF US GOOD"

*Kadim Tas on administration as an end in itself, interesting biases, and being "successfully" unemployed.*

*What's the main difference between administration and initiative?*

Administering is a passive process, and taking initiative is an active one. Everything comes down to being active. This is also true for young people, because they should be in a position to take the initiative on their own futures. This requires freedom, but that's something our participants first need to learn to deal with. After all, their freedom is not limitless, even though it's sometimes suggested to them that they have a huge range of career opportunities. With us, they can learn to initiate things themselves within the framework of their options, rather than just administering themselves.

*"Administering themselves" what do you mean by that?*

You don't see it at first glance, but a lot of young people administer themselves. By this I mean that they regulate their status quo – i.e., their dependence on government funds and actions – in an administrative way. They then become “successfully” unemployed because they internalize what you have to do to get by without being active. The fact that their independence is lost is a fatal by-product of the system.

*And then there's presumably also the administration necessary on your part.*

Of course, public funds have to be



*Kadim Tas*  
is a JOBLINGE Director



properly administered, no question about it. But generally I think people do too much administration and not enough initiation. Entrepreneurial requirements like planning resources sensibly and working cost-efficiently – that makes sense. But if administration becomes an end in itself, without achieving a goal, we need to take a critical look at it. In my view, many of the formal requirements of daily work are counterproductive. It would do us all good to put initiative first.

#### *How has this aspect changed over the course of the years?*

At the beginning it was extremely difficult to push through our way of approaching partners and support for young people. Our way of doing things crossed a line, since it went up against the established idea of support and the usual funding logic. In the meantime, people understand what we're about and we can play an active role in shaping things, even if it's still normal to classify these young people as passive, needy victims. That's not how we see it.

#### *How do you see it?*

We make them share the responsibility for their actions, don't accept every argument they give us, and confront them, sometimes very directly. But there's a clear goal, because what we're doing is building trust. We take these kids seriously, maybe for the first time ever in their lives. The result is personal development in live action.

#### *So when you say "initiative," you mean it both in terms of the program and the individuals?*

Yes, myself included, because there were a few interesting biases against me when I first started my job. It was very subtle, of course, but because of an apparent affiliation with the participants, who were not very well educated, people thought I would be able to work with them effectively due to my access to the target group, but not that I would be able to manage things well. It took a lot of work to get rid of that.

#### *What form of initiative is your current focus?*

It is and remains an ambitious project to place people in the primary job market despite what they have in the way of formal qualifications. To achieve this, we have to break new ground, especially with our target group, for whom the regular paths were a dead end. At present, one priority is to be prepared with the right topics for highly dynamic developments. Digitalization is one of the keywords, and the market punishes you if you miss trends like that. Demographic change, occupational shortages – all of these are topics that now more than ever, call for new ideas, collaboration, and networks. And for this, of course, we have to keep taking the initiative.

## READY TO LEAVE BUREAUCRACY BEHIND

"Initiative, not administration" is a pretty good description of what working together effectively means to us. Together with our partners, we want to work towards our goal of enabling young generations to lead a self-determined life in the world of tomorrow. If we really want our vision to have social impact, administration won't get us far – we have to tackle things head-on.

In order to be able to work together well and productively, we have to work as partners. And if we didn't see ourselves as partners, our goals would remain unattainable. It may sound hackneyed, but mutual trust and respect have proved their worth. After all, our partners have to accept that we'd rather have a seat at the table than just read a report after all is said and done. And we for our part have to have confidence in the entrepreneurial skills of our partner organizations. Their experts decide in the end whether it's necessary and sensible to move away from the original project plan and make agile adjustments to the measures.

If we as a foundation want to promote such innovative and dynamic projects, we also have to engage with the respective organizations and be prepared to leave our own bureaucracy behind. Often, the NGOs and social enterprises we support are more like start-ups, responding with agility and flexibility to new developments. When we see them as a resource from which we, too, can still learn much, we benefit as well. More courage, flexibility, and openness in this respect – this is the dialogue we aim to start.



*Dr. Constanze Webner*  
is Program Manager for Schools and Development  
at the Schöpflin Foundation in Lörrach.



## *Thesis 08*

Management and financing

# Impact-, not input financing

Why do public sector management and financing still include incentives to keep the unemployed “in the system” longer rather than finding them a lasting occupation? The focus of quality management and cost indica-

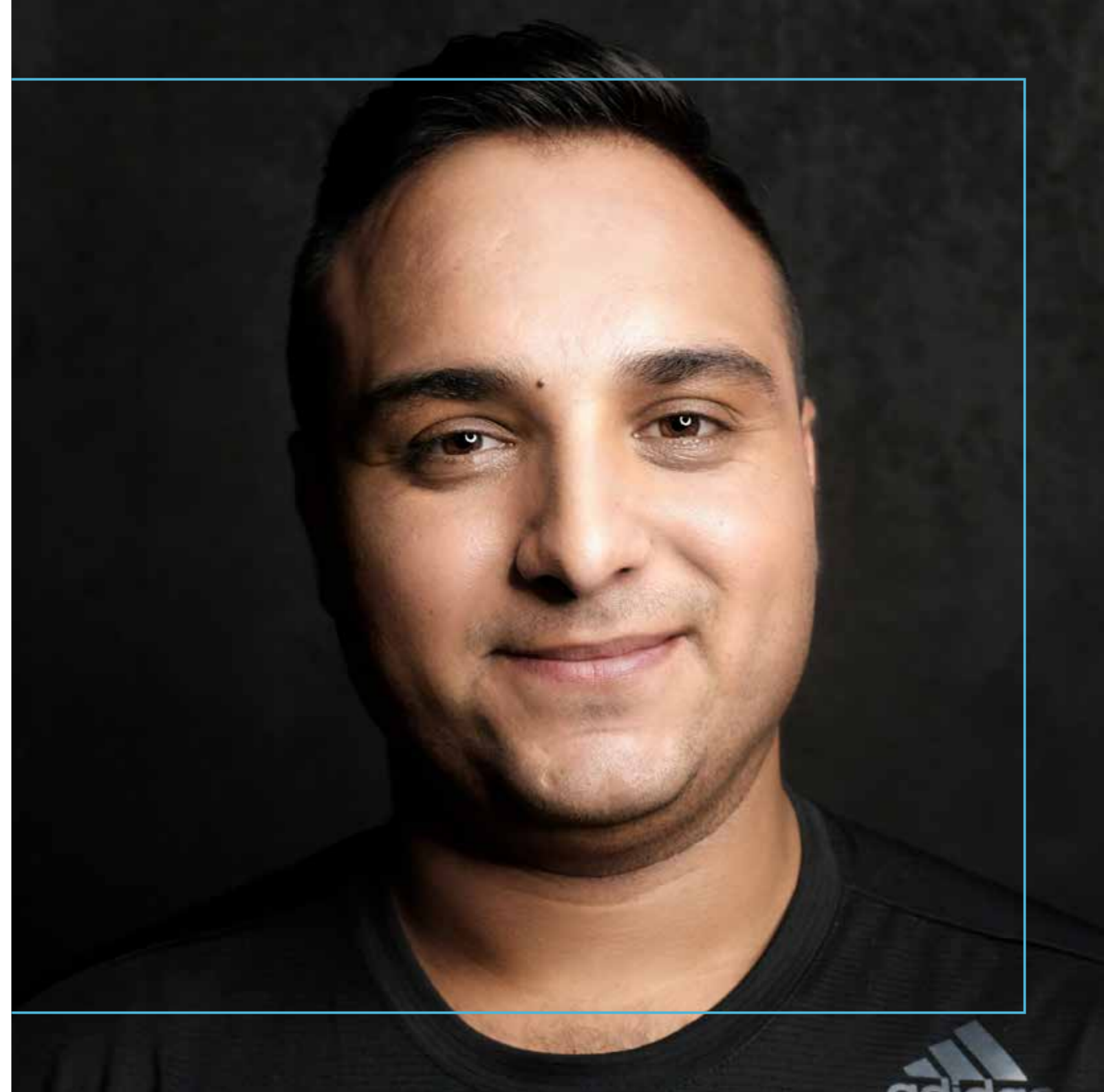
tors isn't long-term integration, but providing apprenticeships. Measuring impact rather than input would free up significantly more resources and innovation for society's real goal – sustainable work integration.

## IMPACT-, NOT INPUT FINANCING

Social impact – measured by integration and retention rate – should be the basis for financing. Instead, content or formal requirements usually are. But these can make it even more difficult to achieve the social objective. The central factor for funding measures is still the monthly cost per participant, not the cost of that person's long-term integration. This amounts to financial incentives in opposition to the social goal. The longer a person is kept in the system, the more funding continues to flow.

*"What financial incentive is there for us to get our customers out of the system?"*

Theoretically, not-for-profit organizations should be just as free as for-profit companies to achieve their social objectives in an entrepreneurial way. If they were, young people would no longer repeatedly go round a carousel of measures that are likely to end in long-term unemployment; they would be placed rather than babysat; and socially weaker candidates wouldn't be sent away in favor of stronger ones. There would be more transparency, incentives for innovation and cooperation, providers selected by quality, and competition in line with social objectives. And not, as is has been up to now, pure cost competition.



## HOW IT IS

For many social initiatives, the question of their work's impact, measurability, and potential for improvement is central. In the context of public funding, however, this motive often recedes into the background. In the case of JOBLINGE, it is then no longer a question of how each of our participants can be integrated into the job market as individually, appropriately, and long-term as possible, but of how we meet the prescribed requirements for program content and documentation.

*We have many examples of this from our ten years of experience: For instance, points of criticism in inspections carried out by state sponsors were that the premises weren't suited for classroom instruction; that the computer room was designed for group rather than individual work; that digital rather than analog teaching materials were used; and that the team included not a social education worker, but a certified psychologist with additional social education qualifications. Up to 800 reports were requested for 80 participants per year.*

Requirements like this are intended to ensure the quality of the “measures.” But the problem is that they not only sideline program impact, but sometimes even jeopardize it, and that there is no conceptual freedom to develop innovative and individual approaches even though these are needed more than ever in the highly dynamic environment of the digital age. Rather than freedom regarding the content and funding logic intended to achieve the social goal – i.e., sustainable integration – payments covering the “monthly cost rates” per participant still predominate. This is a direct financial incentive to keep young people in the program and the transitional system as long as possible. For instance, if we place a participant in training after only four months instead of six, we lose two months' funding. Thanks to private donations, JOBLINGE has been able to resist the pull and ensure that both questions are answered: the right time for placement and the right conceptual approach. Socially speaking, this makes sense. Even when it's disadvantageous for funding.



### Experience

*from ten years of JOBLINGE and 30 locations.*

## HOW IT SHOULD BE

This is about a concept that has not yet been able to establish itself in Germany. We are convinced that this needs to change and therefore dedicate ourselves to it constantly. What we mean is a success-based funding model. What's unique is that the public sector would only grant funding to educational institutions such as JOBLINGE if the program works. In other words, only if we manage to place young people in the primary job market long-term. The payments would be only a small percentage of the savings for social security – and every euro of subsidization would benefit the taxpayer. If we didn't succeed, we wouldn't get any funding. We'd have to manage the pre-financing and assume the default risk ourselves, together with our partners. If we were measured only on our results, assuming we were successful, we'd have secure financing and leeway in terms of content. This leeway is what we need to be able to place as many participants as possible with flexible, individually tailored solutions.

In this model, the public sector plays an important and steering role. It would not only examine the impact of the programs and disburse subsidies accordingly but also ensure, through its prerogative to allocate participants, that no program succumbs to the incentive to select the best and thus most lucrative of them. Project funding with a free hand like this would equally promote innovation, new cross-sector partnerships, and impact. Incidentally, the basic idea has already been tested with positive results in England and the USA with so-called social impact bonds. Germany has some initial pilot projects, too, but implementation at the level of the broader system is still a long way off.

We're convinced that a concept like this, implemented carefully and in close cooperation, can improve the framework of many social “markets” – through more competition and transparency to the benefit of those in need of support.



### Jonas Hettwer

*is the Regional Manager of the gAG Berlin.*



## *Thesis 09*

Management and financing

# Transparency, not transcendence

Why is the transitional system so opaque – despite the measurability of placements for young people and how long they last? And why is it still acceptable to use sayings like “people first, numbers second” to

push the question of impact into the background? A common standard for measuring the effectiveness of programs is both necessary and possible. And it is the prerequisite for learning from one another based on facts.

## TRANSPARENCY, NOT TRANSCENDENCE

It's easy to measure whether work integration is successful. But there's hardly a sector as opaque as vocational preparation and integration. This market, worth billions, lacks the basis for fact-based sharing of best practices and impact-oriented financing. What's needed is a common standard – a consistent data basis with generally valid placement and sustainability rates.

*"For me, the rates have very limited meaning – every educational institution also has its own definition of rates."*

Especially when the goal is to enable people to exercise the fundamental right to work and shape their own lives independently, it should be in the common interest to make the measurable success factors for achieving this goal transparent. That is, to say whether, how, when, with what approach, and under which conditions the goal of work integration can be achieved for which target group. Instead, it's sometimes claimed that looking at numbers is dehumanizing.



## RENEGOTIATING THE ROLE OF CIVIL SOCIETY

Phineo and JOBLINGE have the same mission, even though our daily work is more complementary. So we have a good basis for exchange – and for conversation. I’ll start with the latter directly, because I have my own view of the thesis “transparency, not transcendence.” Rather than confirming that all the effects of social initiatives need to be measurable, I’d like to differentiate a little.

First, let’s go back for a moment, about ten years, to the founding of JOBLINGE and Phineo. Our origins weren’t far apart, so we’re basically the same generation. At the time, opinions differed as to the importance of civil society; today, the question is much more urgent. We are in an era in which the role of civil society is being renegotiated. It goes without saying that we need a strong government and a strong economy. But the most productive source of social innovation and cohesion is still civil society, whose ultimate *raison d’être* is its social impact.

As organizations, we still have a few hurdles to overcome to strengthen the position of society. For example, we have widespread silo thinking, based on the assumption that government, commerce, and civil society are diametrically opposed. The opposite is the case; they stand side by side in partnership. Silo thinking also nourishes biases that do more than just make our work a lot harder. I mean the fairly strong assumption in the social sector that initiatives with roots in business must per se be capital-driven. At the same time, the business world has a bias against the contributions of civil society as the work of unprofessional do-gooders. And so both sides miss the opportunity to act collectively.

One question is: Which instruments can business and civil society use to work together? Social impact is central, but it’s not enough to just orient yourself on a goal. If possible, the impact should be scientifically measurable – not as an end in itself, but to demonstrate the

impact, to manage it and to learn. For this, blinders need to be removed and numbers considered. This is where “transparency, not transcendence” comes into play – at least when it comes to integrating young people into the job market. JOBLINGE works directly with the target group, so measurability is right and important. But we also need to know where numbers reach their limits. In contrast to direct work with young people, indications in other areas are not as easy to come by.

As soon as one moves away from the target group, the measurability of impact that is possible with a reasonable amount of effort disappears. Why do I mention this subtle difference? Because it’s important not only to support organizations that operate with scientifically acceptable measurability. That would be a disservice to all involved.

But it’s also because sponsors would curtail innovation if we rejected concepts that

are not (yet) measurable, but may have great potential. We must be allowed to try out new approaches, transparently and confidently – with businesses as our partners and equals. Fortunately, the points raised here are currently moving in the right direction. Biases are disappearing, albeit slowly, and the importance and recognition of traditional civil society is increasing.

Furthermore, more and more people are moving between sectors, just like the initiators of JOBLINGE and Phineo. It does the results measurably good, and the sectors benefit too. We can learn so much from one another. And keep the conversation going.



*Dr. Andreas Rickert*

*is the CEO of Phineo.*

*The analysis and consulting firm is dedicated to effective social commitment.*



## *Thesis 10*

Management and financing

# Vision: social business, not educational provider

Is the concept of social business, where recipients of aid become contributors, really superfluous in a state with a social safety net? Particularly where the state has yet to find satisfactory solutions, the concept of social business may have them. Such as in innovative entrepreneurial approaches to

the achievement of social goals, including in particular that of work integration. At the same time, social business could also provide an urgently needed sustainable financing model for non-profit initiatives, where the state still has the ultimate responsibility – which it could then better fulfill.



## VISION: SOCIAL BUSINESS, NOT EDUCATIONAL PROVIDER

In Germany, the Nobel-Prize-winning idea that recipients of aid should pay back part of their support as soon as the assistance has been successful has been met with resistance or declared unnecessary. But in the context of work integration in particular, it would be important to awaken a responsible attitude among those affected and to establish the principle of give and take.

*"Interesting concept, but in a country with a good social safety net, we don't need it."*

Social business pursues social objectives with an entrepreneurial approach and without consideration of profit. This requires goal orientation, measurability, transparency, innovative strength, the willingness to take risks, and synergetic cooperation. In the vocational preparation and education sector, these values don't correspond to reality. It would hardly be possible to convey to participants the idea of cost sharing – even if only symbolic – as long as the system offers them financial incentives to remain in their programs. We need to rethink the entire system.



## VISION OR UTOPIA?



Ulrike Garanin  
is a JOBLINGE Director.

*I'd like to invite you to join me on a mental journey, one that began in Bangladesh. There, Nobel Peace Prize winner Muhammad Yunus demonstrated that the poorest of the poor can be effectively helped to build an economic livelihood with interest-free, repayable microcredits. And that this offer of aid, where it has been successful, can be expanded and sustainably established.*

Recipients of aid become contributors – and a previously purely donation-based approach becomes a sustainably financed social business. The power of this idea has convinced people all over the world. In the meantime, large corporations like Adidas, Veolia, and Danone are doing their part to solve social or environmental problems based on this principle.

But let's bring our mental journey back to Germany. Here, too, Yunus provided inspiration. The enthusiasm

didn't translate into change, however: Most here agree that the approach is a concept for developing countries, not for established states with social safety nets. But what if this approach – in appropriately adapted form – could help states like ours with solutions precisely where they have reached their limits? What if the approach also created a useful framework for phenomena like long-term unemployment, allowing many of the hurdles previously identified to be removed or made easier to overcome?

### Imagine ...

- that long-term unemployed youth start seeing support for work integration as an investment in their own future, an investment to which they can and want to make a cost contribution – even if only symbolic – from their future income if they succeed;
- that the public sector fulfills its responsibility to provide a social safety net – but in a different way, by making its support dependent on whether a sustainable and

measurable contribution has been made to solving a social problem;

- that the question of whether a social initiative is funded or not depends exclusively on whether there is a need for the service offered and whether it is provided well and at a competitive price.

This is the vision of a different system than the present one. In today's system, our young people have learned that it is not they themselves but others who are responsible for them finding a job. They are more used to getting paid for the support they receive than to contributing to it themselves. Our vision turns this situation around: It assumes that it's not aid, but self-empowerment that is the key to success in working life.

In our vision, social safety nets are neither replaced nor weakened – quite the opposite: They are strengthened. The state is not responsible for program design, as it is today, but for

managing the results. It assumes a steering role that creates space for the involvement of a wide variety of actors to develop innovative and impact-oriented solutions together with job seekers and employers, and to make the most effective approaches transparent as a basis for shared learning. Our vision also resolves the constant conflict between the commitment to social objectives and the survival of the organization that social initiatives and sponsors currently face. They could combine impact-oriented concepts, partnerships, and competencies toward the achievement of social objectives, free of strict content specifications and high administrative costs. They would know that they need not worry about funding if their social impact is demonstrably – and measurably – successful, and would also have a constant financial incentive to further improve their social impact.

Today, we're still a long way from this vision. And although JOBLINGE is

often referred to as a social business, according to the standards outlined above, we are just as dependent on donations and public subsidies as all the other program providers of which we're aware in the transitional system. But we would be willing to help make the vision a reality – because it could remove so much sand from the gears of the current transition system, and maybe even turn it into oil.

There are still many questions we should address together: What needs to be done to ensure that a principle that makes sense in Bangladesh isn't rejected across the board in a country with social safety nets? That the logic of give and take is seen not as inhumane, but rather the first step towards the attitude needed to make it on the job market? That the idea doesn't fail on the misunderstanding that we want to abolish safety nets or take money from people in need of help? How can a solution be found for programs whose

## VISION OR UTOPIA?

effectiveness can't be seen in their placement rates, such as those that work preventively and thus are not tasked with making placements?

We've reached the end of our mental journey – but perhaps the beginning of a sea change in mentality. And this beginning is the legitimacy of the basic idea that an entrepreneurial approach, combined with the principle of give and take, can have enormous social impact. For ten

years, JOBLINGE has been committed to integrating young people into the primary job market. How successful would our program be if we didn't take our participants seriously? The impact of our work depends entirely on respecting their individual personal responsibility.

We – by which I mean the government, the public sector, and all involved in the vocational preparation and education sector – should

rethink our approach. The result would benefit not only the economy.

It would chart new shores to a system of givers and takers that in some ways has run aground. It would enable people to make decisions for themselves and take control of their own destinies. Let's talk about it.

## THREE QUESTIONS FOR



*Karen Hitschke,  
Co-CIO of Yunus Social Business*

### *Could the social business concept also be established in Germany?*

Basically, it's as well suited to Germany as any other country. The concept itself—that is, solving a social problem in a financially sustainable way—can work just as well in an industrialized country as in any other. Only the tasks are different, since in a country like Germany the state provides a relatively broad cushion. However, there are already examples of social enterprises here, too; many hospitals and preschools are based on this principle, for instance.

### *What do you believe is necessary to strengthen these concepts?*

First of all, the insight that bureaucratic solutions to social problems haven't worked in the past, which is why they have to be approached creatively. One advantage of business is that it can be incredibly creative. But creativity and regulation by the public sector are mutually exclusive. So what's needed is the freedom to implement creative solutions unbureaucratically.

### *How would that look in reality?*

When the public sector cooperates with social initiatives, it should leave plenty of freedom to achieve their social objectives. However, subsidies should be paid only for concrete results. But how they're achieved should be a matter for the initiative: What counts are measurable results achieved with an entrepreneurial approach.

## GREETING



*Carsten Kratz*

*is a Senior Partner and the Managing Director Germany and Austria at Boston Consulting Group.*

JOBLINGE is a success story: 8,000 participants, 2,200 partner companies, a 75 percent placement rate, 30 locations in Germany, and a chance for the future for everyone. New and innovative concepts like the Kompass program for refugees and the STEM program – to name just two examples – are milestones of which JOBLINGE can be very proud. I would like to thank all those involved who started on this courageous path ten years ago to support the founding of JOBLINGE.

At BCG, we believe that when people from a variety of backgrounds come together, something extraordinary happens – men and women with different backgrounds, skin colors, religions, and sexual orientations, with diverse skills, interests, and educational backgrounds. As a company, we benefit from this. As numerous examples show, it benefits the economy as well. And last but not least, it benefits society.

The model diversity of JOBLINGE's board members, partners, public supporters, and other affiliates helps us support young people from difficult backgrounds, offer them real job opportunities, and integrate them into the job market long-term. Now and in the future.

## GREETING



*Eberhard von Kuenheim*

*is the former Chairman of the Board of Management and Supervisory Board of BMW AG and Honorary Chairman of the Board of Trustees of the Eberhard von Kuenheim Foundation of BMW AG.*

freude am neu:wagen—under this motto, we as a foundation have developed and initiated numerous projects. At JOBLINGE, this motto applies in a unique way. A foundation and a management consultancy joining forces to solve a social problem? Not typical.

But our experience and competence complemented each other perfectly, and a successful concept emerged. It is highly gratifying to see how far JOBLINGE has come, how many young people have found their way, how large the network is, and how diverse our partners are. From the start, with the first participants in the Bavarian Forest to the expansion of the program for young refugees, I have always followed the initiative's course with interest.

When we launched JOBLINGE ten years ago, the world was in the throes of the financial crisis; today, we are experiencing a shortage of skilled workers in many industries. I am convinced that JOBLINGE and all those involved will continue to adapt to the highly dynamic job market and always seek the best solutions.

I wish everyone involved in JOBLINGE, especially each and every one of the young participants, the courage to think further and joyfully discover new paths.

Thanks to all our partners and supporters around Germany for ten years of JOBLINGE!

We are particularly grateful to the following sponsors for making our anniversary year possible:



We would like to thank our nationwide premium partners for their many years of support and for enabling our growth and ongoing development:



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## CONTACT

We look forward to a lively exchange with you at [diskurs@joblinge.de](mailto:diskurs@joblinge.de) and are personally available at more than 30 locations in nine regions across Germany.

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