



Sofronie steps in when obstacles
need to be stepped over

Annual Review 2021

A message from the Founder

2021 in the aftermath of the devastation of Covid-19, was the year we had to respond spontaneously to the grip and loosening of the Covid restrictions, the year to work with change and flexibility.

The increased use of digital connections was paramount in sustaining support during this period and this highlighted the disparity of access to working spaces, wifi access, technical appliances and parental guidance. Our young people are usually supported through programmes and activities in school, offsite hubs, activity centres and in the workplace and this all shuddered to a halt. Campaigns were launched for the donation of laptops and accessories to maintain activities but sadly some charities had to postpone programmes. The impact of this disruption will be felt for some time to come, and we are aware of how important the connectivity of learning is and the impact it can have on our beneficiaries. Our supported charities reached out in many different ways to ensure pupils were not left behind.

Since the Dutch foundation would normally run programmes with primary school children within businesses to introduce them to the world of work but as children were staying home these children were included on video tours of companies and presentations from the management team. I realise this is not as enjoyable as the physical experience but at least it gives a view of the corporate world.

Sofronie provided funding for a new UK technology charity Zero Gravity which provides mentors for young students applying for university through an easy access digital application. Our support will provide the platform development and increase the reach to support thousands of young students this year.

For the same reasons, we supported Article 1 with their new Bridging Mentoring geared towards securing and guiding the passage from Year 13 to their higher education for students from Grenoble and Lyon deprived areas.

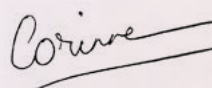
We also made a significant donation to a Dutch charity Techmeup which provides loans for software training for disadvantaged students in Amsterdam and of those supported over half have secured employment. We hope to help more students reach employment in 2022.

Our supported computer coding college, Codam in Amsterdam reacted to this unfamiliar environment and offered remote learning, managed and distanced on-site learning and made tremendous efforts in staying in contact with the student cohort. The well-being coach normally located on-site adjusted to remote meetings and group video calls to ensure the students could maintain personal support during this time.

We celebrated the first graduates of Codam last October and are so pleased that they are now well prepared for a career as software engineers.

I am immensely proud of the Codam staff, the security and cleaning teams and the students who made huge efforts to maintain a safe and healthy building for all throughout the impact of control restrictions.

Finally, I would like to recognise the Board of Trustees of Sofronie and Codam for their unwavering support, time and expertise in assisting in our work supporting young people to step forward to the next level of opportunity.



Corinne Vigreux

Founder and Chair of Sofronie Foundation

Additional note from Head of Operations

Reflecting back over the year there is much to be optimistic about. Our supported students have weathered a tumultuous time and responded positively to unprecedented challenges. All of our funded partners have managed to continue by adapting to new and different methods of support.

That is not to say that our young people have not been greatly affected by the Covid pandemic and health restrictions because they have and what has become glaringly apparent is the level of disadvantage on those from lower socio-economic families. The families without Wi-Fi or tech appliances and workspace were severely affected when education was delivered remotely. Thankfully, many schools supported by dedicated teachers provided in school education to the children of key workers and remote learning to the rest of their students. During this past year the Sofronie

Board continued their support and will support activities and programmes next year which can directly help those that have been adversely affected by the interruption to their learning during this time.

Sofronie is dedicated to supporting projects that provide skills and raise attainment for those that experience disadvantage and lack of access to opportunities. My colleague Stephanie who is responsible for the work in France and offers support to me in managing the foundation, look forward to reconnecting with our selected charities and beneficiaries in 2022.



Jacqueline Higgin
Head of Operations

Left to Right: Jax, Corinne and Stephanie





Plans for the Future

The restrictions imposed to safeguard health have been difficult for everyone but have prompted resourceful and sometimes remarkable responses. The charities we support have managed to continue with their homework clubs, mentoring sessions and resorted to video seminars. The main challenge was staying connected when schools closed, and real efforts have been made via technology to reach out to students.

As the world opens up and life returns to normal it is clear that technology has played an important part in this transition. The Sofronie board will honour all funding commitments and will plan cautiously for 2022 and move forward to providing help to those particularly affected by the disruption to their learning.

We are pleased to share a review of our work and to show the impact of the activities that Sofronie, through our charity partners, provide in helping young people succeed in 2021.



Codam



Codam is a unique college of learning, which offers a curriculum to acquire skills in computer coding. As a member of the 42 Network, and part of a global network of training institutes providing an innovative learning model Codam is the only campus in the Netherlands. Codam is a foundation created by Corinne Vigreux for the benefit of training young people for meaningful employment.

Skills are taught by following a curriculum of a set of digital challenges and prompts to search for solutions using your own motivations and collaborating with your peers. Students enjoy the independence of “learning by doing” and thrive within the relaxed environment despite the timely project schedules. Open for study 24/7 students can set their own schedules.

Sofronie provided an unrestricted grant to Stichting Codam of EUR2m. The funding provides operational costs in support of delivering the educational model free to students.





Providing skills for future employment

The tech industry is evolving in unprecedented ways, and every year more well-equipped programmers are needed. The prospect of a successful career and a well-paid job after studying at Codam appeals to all our students.

The Netherlands has one of the highest percentages of hard to fill IT vacancies in Europe, currently recorded at 53% (www.cbi.eu/market-information 2020). This is also due to the growth of the European market for software development services, driven by digital transformation and automation. In addition, the need of these services has been accelerated by the Covid-19 pandemic and cloud-based solutions. Codam is able to provide quality in-depth learning to balance the needs of the student looking for work and also enable the industry to develop systems for the future.

By removing the obstacles of education funding, (tuition is free) and academic eligibility (no diplomas or degrees required) Codam can welcome all those who have talent and tenacity and put them on the route to success.

Highlights

Codam's first Graduation Ceremony

On 27th September 2021 Codam celebrated their graduates from the first cohort of Codam opening in 2018. Corinne Vigreux, David Giron and all the Codam team were proud to acknowledge the achievements of 70 students who had successfully completed the curriculum, including a 6 month internship. Corinne remarked that it would be a pleasure to welcome them back as Codam Alumni to the speaker forums to mentor and inspire future Codam students.

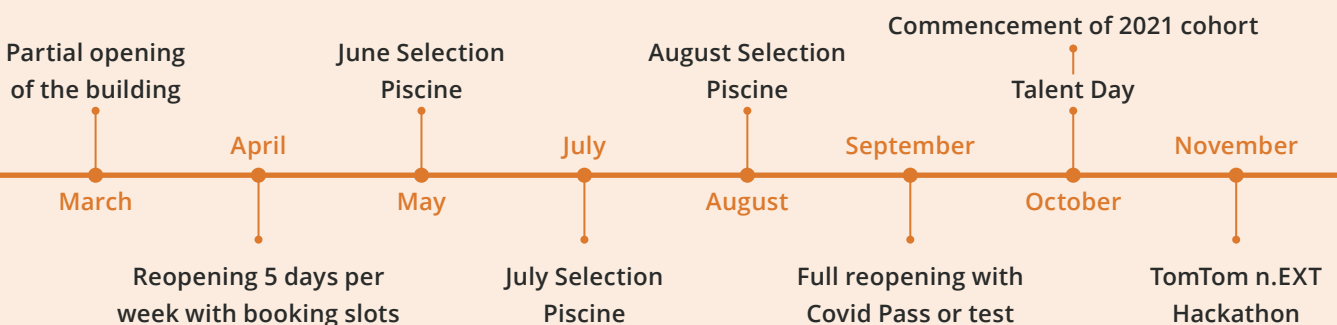


Hackathon

It is important that the students practise their programming skills by solving challenges that can make improvements to the way we live life. Since mobility is a challenge that impacts us all, students were asked to co-create solutions with business collaborators and university students in a 5 day Hackathon competition. Codam students managed to secure 2nd & 3rd prize.

Activities in 2021

Despite the impact of Covid safety regulations and restrictions Codam managed to offer three assessment piscines and welcome the new 2021 cohort to the college.





Progress so far

Codam continues to self-monitor and evaluate the benefits to the students and undertakes various assessment surveys annually.

The application process is monitored to endeavour to attract women into the industry, by targeting women and ensuring that women are represented fairly. Managing and analysing the data is a continuous process which can assist in remodelling strategies to ensure they continually assess any unintentional bias in the application process. Codam is doing better than many software training institutions attracting 40% of the cohort in June, 36% in July and 33% in August for 2021.

Those females that passed the assessment piscine to join the curriculum full time were 28% of the overall selection. This will remain high on Codam's goals and they will continue to analyse and support the development of interest to females in software engineering.

Codam is also aware of, and taken steps to, support the health and wellbeing of all their students. The college hires an external qualified specialist to provide direct support arranged by and managed by the student. To ensure that the students have a voice and can discuss any issues that arise, Codam has a student elected Council which can represent or act on their behalf to engage with the management team if that is required.

Every year the students are sent a satisfaction survey to allow the Codam team to gauge where they should make changes or improvements. In January the results were overwhelmingly positive scoring a 4 out of 5 for the quality of the curriculum, communications, and the value of the internships.

The feedback from the companies providing internships have reported that the Codam internees are highly motivated and skilful which has resulted in further placements and job offers.

Plans for 2022

The team realise that the past disruption caused by remote working needs to be addressed and overcome and there is still some ground to cover with the resulting gaps in learning and more time is needed to invest in collaborative learning activities, something that was sadly lost during the past year.

For Codam, 2022 will be a year of stability and consolidation after a tumultuous working pattern and the culture and learning environment will be re-established to ensure that the vibrant and invigorating environment present pre-Covid is established before new projects start.



Every student receives an average of 3 job offers during their studies



Students are typically hired within the first month after graduating



Alumni receive a starting salary ranging between EUR35K-EUR40K per year for their first Job



Codam continues to build its reputation in producing high quality software engineers which can contribute effectively to the workforce. Coming back after a disruptive two years due to the pandemic and resulting health restrictions has given everyone a sense of renewed motivation and a positive spirit.

Testimonials:

"I graduated as a graphic designer and in my work had a lot to do with the digital teams of advertising agencies. As a result, I became more and more interested in tech. I love Codam's peer-to-peer education system and the flexibility of the contact hours gives me the space I need."

Katherine



"I am 24 and have not completed any education. For the last few years I have organized parties and worked as a DJ. When I read about Codam in a newspaper, I immediately signed up and took the test. The best choice I could have ever made!"

Saladin

Stichting Jinc



The “Flash internship” is a programme for 8-16yrs pupils which brings them into companies to experience the working world. The programme is delivered through schools, primary and secondary schools, in various key cities around the Netherlands and particularly those areas with high unemployment and low income households.

The board has supported the Dutch “Flash internship” programme since 2016 and witnessed the expansion of the programme and the expansion of the geographical area in which the programme is delivered. More young people are experiencing the variety of roles and participating in work activities in the heart of the business. Jinc’s motto is everyone grows with Jinc and this is true for the young people who take part and the businesses that become supporting partners. Jinc would like to see that a postal code is no longer a predictor of success in the labour market.

Jinc’s expansion plans were initially in jeopardy with the Covid-19 restrictions but with the unwavering support of their partners and the local authorities their funding was not negatively impacted and therefore they were able to recruit new office teams and open in 7 new cities Arnhem, Breda, Delft, Groningen, Leiden, Maastricht and Tilburg.

The Businesses that work with Jinc are currently over 500 and they offer valuable insights into their organisations and invest time into showing pupils around the varying sectors of their company. During the restrictions of Covid-19 last year this meant a move to online and videos to showcase their departments and the roles available within their corporations.

Sofronie has supported the work of Jinc since 2016 and is delighted that so many young people have positive and inspiring memories of their “Flash Internship” and feel guided by the “Job Ready” events which prepare them for their first interview.

Results in second half of 2021

	Participating Pupil numbers July-Dec 2021
Flash Internships	1.118
Job Interview Trainings	2.652
Total	3.770

Testimonials

“It was useful to know what they are doing there because it helps me decide what I want to do later. Now I may know which direction I want to go.”

Student of Praktijkschool Laurentius, age 13, about the Flash Internship at Exact Facility (Delft)

“I’ve learned that you really have to be yourself, ask lots of questions, and have a nice attitude.”

Student of Wellant College about a Job Interview Training (Leiden)

“JINC brings the real world to the students for us. They would never get to know it otherwise. You see that children ask all kinds of questions about the company they are introduced to. They feel challenged, become curious and come up with surprising questions. The companies where we are received really take the time and have thought carefully about the visit.”

Director of primary school De Wisselaar (Breda)



“A student who stuttered, came into class crying because she was dreading it, seemed to overcome her fears, did not dare to join the group but came to us afterwards if she could still practice a job interview with us, without the rest of the class. Incredibly brave, tough and ambitious that she still wanted to use the moment to learn. She also did an amazing job!”

Trainer from the company Van Dijnssen installation company (Breda)



Sofronie has supported the project over six years with two three-year grants totalling EUR348,300. EUR70,000 was paid in 2021. In the last 3 years, the programme has delivered 26,400 “Flash Internships” and 33,000 Job interview training sessions. It is important that all young people feel they have a fair chance at getting on in life, and activities like these support that vision.



TechMeUp



A new Dutch Foundation was established in 2020 to provide loans for those who are not able to fund a computer software training programme. Training, which can improve employment prospects and secure well-paid jobs which enable them to repay the loan and the fund can go on and help others.

There are currently more vacancies than skilled technical staff and the demand continues to grow. By providing opportunities for training, those students who would not normally have the means to fund their training can be supported and become work ready.

Eligible students train at selected private reputable Computer Software training academies and colleges which provide a high level of learning and additional job seekers support to match graduated students with businesses. Eligibility is a process where an independent committee will gather information on soft skills, hard skills and financial background, focus is also placed on underrepresented groups without access to financial assistance.



Covid shut down the Events company she had been working at and Silvia had to completely rethink her job prospects.

“I had doubts about my career for a while. I’ve had many different jobs, sometimes even three at a time, and I have seen every corner of the music industry. It was hard work and a lot of giving, but it actually gave me very little in return. My life was not stable, I was 35 and I wanted more stability. I only realized this because of covid. It was like the universe was telling me it was time for something new. I wanted to keep creating experiences for people, but preferably from a different perspective. Five years ago, I already had a job as a product manager at TicketSwap and had been very interested in development. Suddenly I thought: why don’t I step into the world of tech? It’s a relevant industry, it’s growing every day and it’s not going away.”

Silvia turned to TechMeUp for a financial loan to fund a digital skills training programme so that she could start immediately acquiring new skills for a new career. During the training we were offered internships and was successful in securing a junior developer role on the completion of her course.

“I didn’t have a back-up plan. This changed my life.”



Three years ago, Jamal moved from Lebanon to The Netherlands with a diploma from the aviation school and a pilot’s licence. Covid restrictions have had a negative impact on the aviation industry, and he found it difficult to find work.

“Without the financial support from TechMeUp I would never have been able to attend training at Ironhack, develop new skills and get offered a full time Front-End Developer position within eight months”

The employment possibilities open to trained students is not limited to the professions below, the possibilities are varied, and the scope is endless for proficient tech engineers.

UX Designer	Growth Hacker	Full Stack Developer
Data Analyst	Software Tester	Data Engineer
CRM Consultant	Front-End Developer	Cyber Security Expert
Back-End Developer	Data Scientist	Mobile App Developer

Sofronie contributed with a grant of EUR50,000 to the fund in 2020 and again in 2021. So far, the fund and the funding partners have provided loans up to EUR200,000 of which 60% has been allocated to women which is extremely encouraging to have more female insight into historically a male environment.

Evaluation outcomes are ongoing and further data will be available next year on the progress of the students.

By creating opportunities from a more diverse workforce the improved job prospects and financial benefits improve lives and in turn improve the progress of the talent and knowledge in the tech industry.



Stichting LeerKRACHT



The board has previously supported projects with Stichting LeerKraacht in 2016 and 2017 and admire the work that the charity provides within schools. The improvement of teaching is developed through in-school personal development programmes for teachers as part of their continuous learning. The Foundation believes that teachers carry a huge responsibility and impact towards a child's learning and attempts to find ways to recognise great teachers and invest in their own development.

Previously the continuous teaching programme was delivered through 5 teacher training colleges (PABO) and this year the project supported will provide training tools for teaching which teachers can access to support their teaching delivery. With collaboration and translated from a UK training manual and website Teaching Walkthrus, by Tom Sherrington and Oliver Caviglioli the website provides a detailed set of lessons to improve teaching techniques that have been evidence based.

Sofronie agreed a payment of a one-off unrestricted grant of EUR60,000 to provide training videos as a supplementary explanatory aid which can be accessed through the Walkthrus/Doorloopjes.NL a Dutch site which will provide a variety of lessons for teachers to access.

“The mission is to support great teaching which in turn supports our children’s learning”

The aim is to integrate this teacher training support into 1,000 schools currently following the continuous learning programme and allow access to the new Walkthrus/Doorloopjes.NL website to 2,500 Dutch teachers. Improving the quality of education will create a learning culture within school which both students and teachers will benefit and find learning rewarding.

Robotic Team – Afghanistan

Brought to the attention of the trustees was the plight of a group of computer programming students who were fleeing Afghanistan in the wake of the withdrawal. A fund set up by Sarah Porter of Inspired Minds through the Gofundme website enabled the safe passage of the Robotics team and their immediate families to leave their homeland with the desire to continue their education. A donation of GBP16,000 was contributed to the fund. The girls are currently in education in Ireland and hope to pursue their dreams of becoming AI programmers.





Zero Gravity

Zero Gravity believes that talent is evenly spread but opportunity is not. The digital mentoring application aims to reach bright underprivileged students to raise their chances of entry into reputable universities. Launched only two years ago it has made a significant impact on state school pupils from low-income families applying for university. When Joe Seddon (founder) presented to the board his confidence and conviction of his mission of improving social mobility was evident, he has created an application for students which gives access to mentorship support to navigate the university application process.

The aim is to reach more than 60,000 eligible pupils and give them the confidence and belief that they can succeed and support their progress with a matched mentor.

Those state school pupils who have a lack of opportunity due to socio-economic factors can partner with current graduates who are studying the same subject and can guide them through the application process.

The tech platform designed to match volunteer undergraduate mentors with year 12 students hoping to gain entry to Russel Group universities caught the attention of the board due to the scope of support for those without resources to overcome the obstacles of university entrance procedures.

Many eligible state school students do not apply for the top Russel group universities as they feel that they could never get in. They do not want to waste one of their 5 choices. Each year 60,000 students from less affluent backgrounds achieve top GCSEs, yet two thirds fail to reach elite universities and elite professions. The aim is to disperse this talent and support them through the process.

Originally the app was designed to guide eligible students through the challenging Oxbridge entrance exams but due to the success of the programme and the number of students receiving offers, the platform now links all Russel Group universities.



More than a thousand undergraduates have signed up as Mentors to support an hour of weekly support to discuss revision strategies, exam practice, application formats and soft skills, building confidence and aspiration for the mentees. It is hoped that these future undergraduates will in turn become the next Mentors for new students.

So far

To date Zero Gravity has supported more than 2,500 students from low-income backgrounds and 428 into Oxbridge since their launch. So far from the 2021 cohort they have 162 Oxbridge offers and 1,200 students confirming their offers to selective universities.



What obstacles have you overcome?

"I would definitely say that I never expected to get interviews for my medicine courses simply because I saw myself as a below average applicant. I hadn't shadowed any doctors, most of my work experience was online, I had no doctors in my family and I was the first person in my family that had tried to apply for medicine.

"My Zero Gravity mentor helped me the most through my medicine applications more than anyone. Whether it was UCAT, BMAT, personal statement or interviews, my mentor helped me through each and every step and I'm very grateful for that."



Precious Oluwaniyi

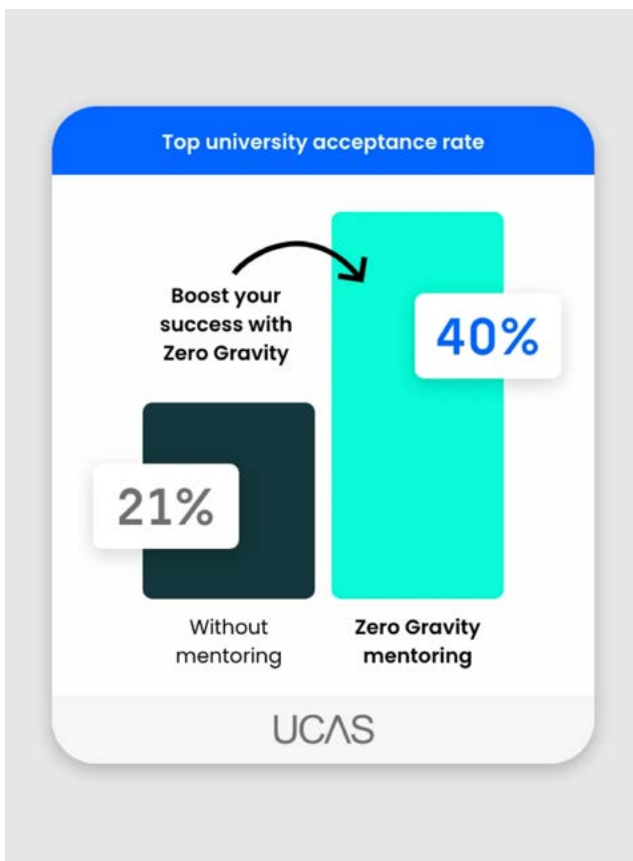
What obstacles have you overcome?

"True and authentic confidence. I think once I began to cultivate this, I wasn't afraid to fail. I began to put myself out there more in class, meaning that, regardless of the outcome, I always made gains. For example, if you get something right, it creates a positive feedback loop. If you get something wrong, and you care about academic study, it is unlikely you will get that question wrong again! Meanwhile, you're becoming comfortable with sharing your ideas and learning how to express them (something that is extremely valuable for Oxbridge admissions).

I have actually had the privilege of using Zero Gravity twice. I originally applied for Russell Group universities, firming Durham to study law. However, I then decided to take a gap year and have a shot at Cambridge. I am still in disbelief at receiving an offer!



Brad Barrass



Next Steps

The trustees were drawn to the expectations and possibilities of Zero Gravity and is pleased to learn of their plans to scale and reach 10,000 bright but underprivileged state school students by the end of 2023.

Plans to develop the platform further to deliver coaching to support personal statements, interview expectations and study methods are under consideration and of prime importance to engage and develop the mentor community. In addition, they would like to build another layer of support by engaging with businesses to become employer/partners to extend the journey into top professions for our Zero Gravity students. A grant of GBP 50,000 was paid by Sofronie in support of these ambitions.



Académie Musicale Philippe Jaroussky (AMPJ)

The Young Apprentices programme enables children from families with financial and/or social difficulties to access classical music to learn to play an instrument free of charge for three years. Each child takes two one-hour lessons per week, in pairs, of either violin, cello or piano.

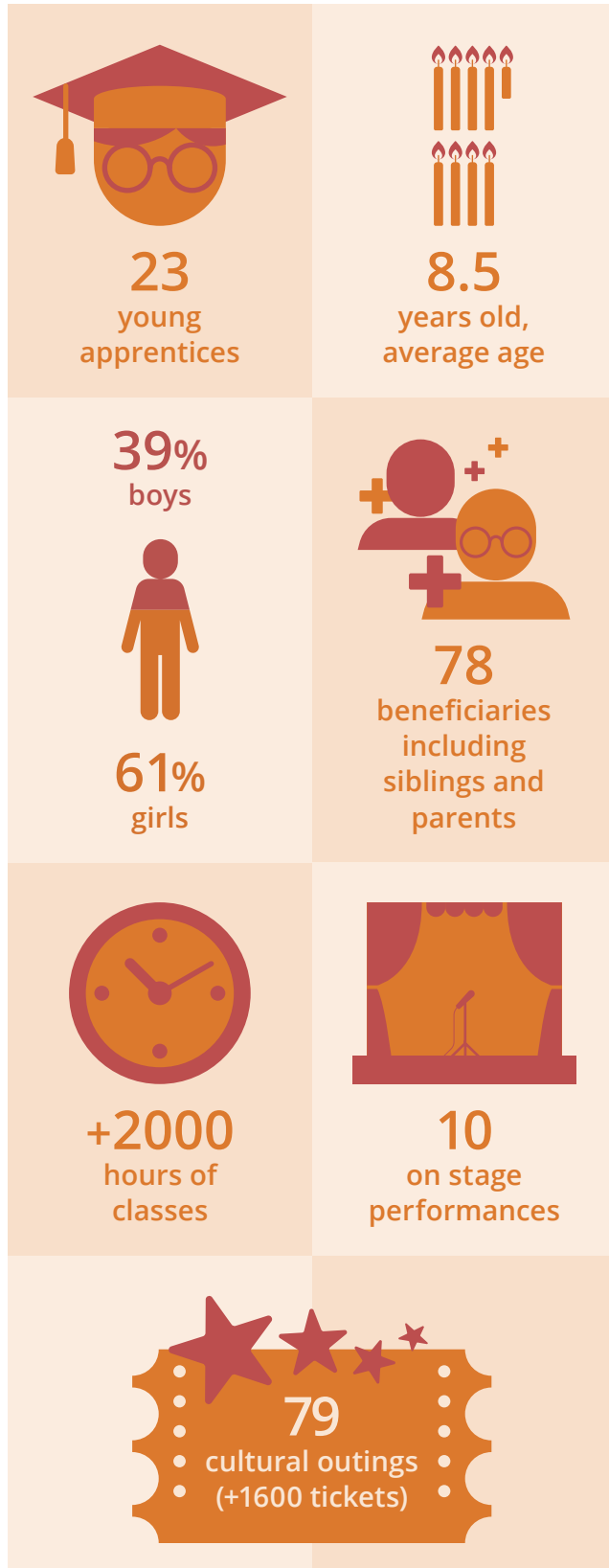
The Academy also offers them the opportunity to perform on stage several times a year and to go and see shows for free in prestigious venues. Children who wish to continue their musical career after the Academy are prepared and accompanied towards the conservatories, with whom AMPJ have existing ties.

The Trustees agreed and paid a one-off grant of EUR60,000 to support the classical music programmes of Ravel, Beethoven and Tchaikovsky cohorts. The programme reaches 75 young beginners (7-14yrs) and 25 talented young adults (18-24Yrs) particularly those from disadvantaged backgrounds.

Given the pandemic critical situation, weekly classes were partly given remotely to the Young Apprentices, and Young Talents attended their masterclasses and concert physically, but behind closed doors, and had them broadcasted online to reach the wider public. The project to open a new academy in Pantin, north of Paris, was postponed to 2024.



Figures and Impact on the Mozart Young Apprentices cohort



Changing views on classical music

The survey shows that the three-year course at the Academy has enabled apprentices and their families to change their view of classical music and to develop a cultural practice that continues after the Academy. The financial barrier was the main factor limiting their access to classical music, and the fact that the course is free plays a major role.

100%

want to carry on attending concerts

65%

had never attended a concert before
(because of the high price and/or lack of interest)

65%

increased their listening of classical music

61%

were admitted in the music conservatories

Music and relationship to others

The internal survey shows that the apprentices have also developed many social skills. The notion of pride is extremely present both for the children and for their relatives. The Academy is seen as a cultural melting pot where children and families can express themselves freely, and where strong relationships have been created between the beneficiaries and the staff. The Academy acts as a social mediator for the beneficiaries. Many of the young students have improved and developed abilities beyond the musical and show more self-confidence, perseverance and concentration in other areas of their life.



Article 1 – Bridging mentoring

Article 1 focuses on fighting school dropout among young people from underprivileged backgrounds in the first year of higher education:

by providing moral support so as not to let go in times of doubt

by supporting them in the search for financial solutions (search for odd jobs, functioning of scholarships, etc.)

by advising them on methodological and organizational aspects upon entering higher education

This year, Sofronie funded with a grant of EUR50,000 this project that aims to support 250 high school students from modest backgrounds from the middle of their Terminale year, until the end of the first semester of higher education (approximately 9 months) in Grenoble and Lyon area. For this, they are put in touch with a “bridging mentor”, who helps them to cross the passage from secondary to higher education.



In **March**, high schoolers wishing to embark on higher education are identified, in conjunction with the educational teams of their school. They are put in touch with “bridging mentors”, who are voluntary students, trained in the posture of mentoring and in the various subjects facing young people (social and / or economic fragility, questions of guidance, administrative questions, etc.).

A meeting event is organized in **April**, to allow everyone to understand the device and the pairs to get to know each other.

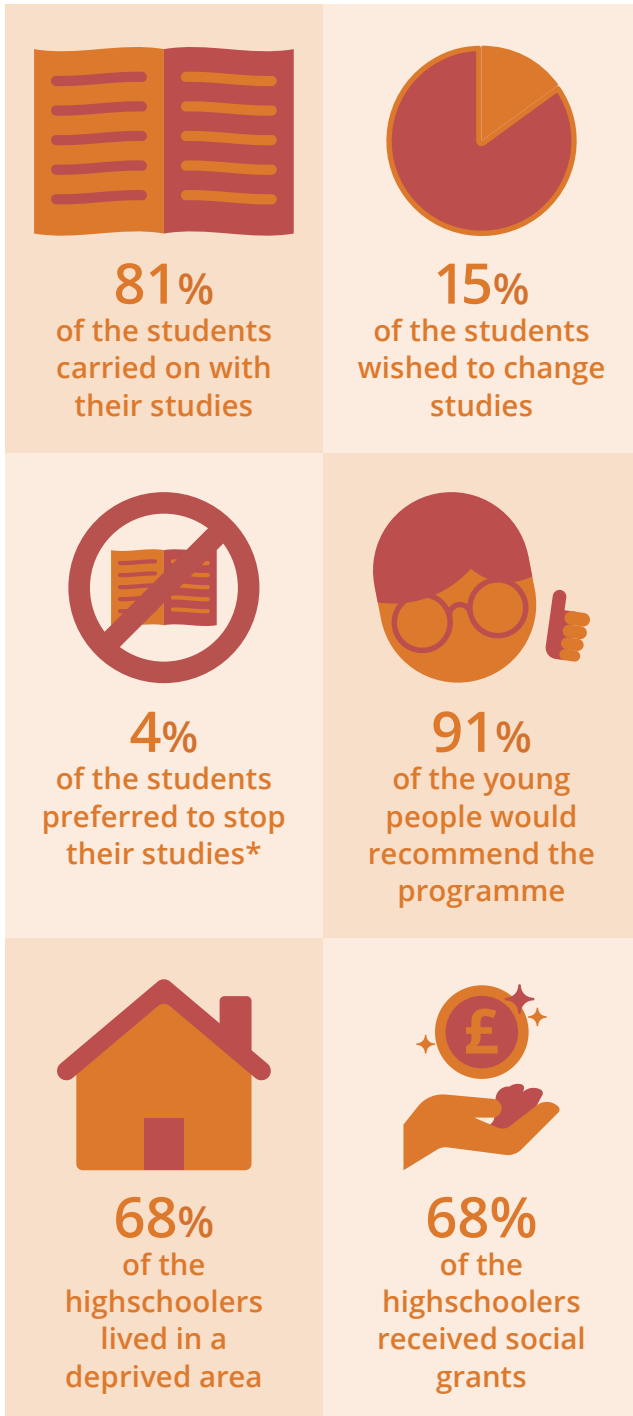
The relationship is then monitored by employees of the association and facilitated by the Dema1n.org platform, which automates a number of processes.

Special monitoring is carried out in **September**, when entering higher education, in order to ensure that the pair is very active at this crucial moment for the young person.

The relationship ceases to be monitored from **December**, following a final review with each of the parties. The young person can then decide to apply for the classic Mentoring program of Article 1, in order to be followed by a new mentor, from the professional world, having a background similar to his, over the rest of his studies and potentially until his professional integration.



Feedback from 3 mentees:



* (to compare with the rest of the country, studies show that about 25% of the students drop out of their first year)

“Everything is fine, the communication is fluid, we can understand each other, she is very understanding, fortunately she is there otherwise I will be far too lost.”

“Great partner! Listening, who answers questions very well, who knows how to put you at ease and very motivating for entering higher education.”

“I joined the project because I was apprehensive about higher education, especially in the process of enrolling.”

Feedback from 4 mentors:

“The values defended by this association attract me. I would have liked to have had this boost too when I set foot in higher education.”

“Thank you again for this tutoring experience. I hope the feedback has been good and that the program in Vénissieux will continue to mature.”

“In my opinion, everything is fine, Sofia is adapting little by little to university life, she finds the lessons a bit difficult but she says that is normal because it is the beginning - she knows that she can contact me in case of need.”

“Sofia was struggling to get information regarding her first days at university, so I helped her to find the contact information to make her search easier and to contact the right people.”



The ESSEC Foundation

Created by 4 alumni, the ESSEC Foundation's mission is to support the development of the School by financing social grants, transforming the Cergy campus, supporting academic excellence and strengthening the financial independence of ESSEC.

Social grants

ESSEC aims to open up to all talents and profiles because diversity is a source of wealth for the development of the school. It hopes that its excellent training remains accessible to talented students without their financial resources being able to constitute any obstacle.

The Foundation supports this commitment to a more inclusive and fairer world: through the generosity of its donors, it finances social scholarships for CROUS scholarship students enrolled in the Grande École and the Global BBA.

The ESSEC social grant is a reduction on tuition fees, awarded by ESSEC to a student who receives a grant from the CROUS (Centre Régional des Oeuvres Universitaires et Scolaires). ESSEC social grants are intended for students under the age of 28, with limited family resources and pursuing studies in initial training in the Grande Ecole Program and Global BBA. The amounts of the social grants vary from 1,000 euros to 15,000 euros depending on the CROUS level of the student. This level is determined according to three criteria: the family's income, the distance from the place of study and the number of tax-dependent children in the family.

In 2021, Sofronie Foundation supported 4 students in the Global BBA Program and 2 students in the Grande Ecole Programme with a global grant of EUR36,000.



"The Sofronie Foundation scholarship allowed me to progress in my studies with invaluable serenity and security.

"These conditions gave me the stability I needed to build a long-term professional project by removing the weight of constant financial pressure that forced me to solve immediate problems and prevented me from projecting myself into the future."

Lucie Verdure



"This grant has enabled me to reduce my student loan and to plan my university exchange as part of my curriculum, with peace of mind."

Thomas Gagnant



"The scholarship has allowed me to take advantage of all the opportunities offered to me by ESSEC such as going to Norway for my exchange.

"I now have access to an education that I would not have been able to have without the Foundation."

Agathe Cauhape

SynLab

Sofronie agreed a grant of EUR30,000 to SynLab which has developed a teacher training syllabus for schools after a successful pilot (2018, 2019). The project aims to support the students moving into vocational education and focussing on key social skills for integration: initiative, self-confidence, cooperation, and teamwork, with support of a turnkey method “Challengers of possibilities”.

680 high school students and 100 teachers were involved in this project. Teachers and school heads are the best lever to help a student in difficulty. Solutions exist on the ground; the challenge is to spread them and disseminate them to as many people as possible.

Their target for 2023 is to help 25,000 vocational high school students from CAP to Terminale Pro to obtain their diploma, by supporting 60 establishments (20 new establishments each year) in the challenge of academic success.

- Promote motivation and commitment to schooling
- Allow students to acquire the “soft skills” essential to have access to a job
- Establish a school climate conducive to learning
- Promote the students, the courses and the establishment in the area.

For 2021-2022, the target is to reach **400 teachers** and **8000 students** in 20 Vocational High Schools of the academies of Caen, Créteil, Lille, Limoges, Nantes, Nice, Versailles.

By the end of 2021, already **586 teachers** were reached in 15 Vocational High Schools, and research showed that **60% of the teachers** felt stronger thanks to the support of Voies d’Avenir.



Feedback

“I was very interested in the ‘Voies d’Avenir’ courses, especially the one on collaborative work because it is a real problem for me to get my students to work together. These tools are very relevant for working on the masterpiece for which we lack resources. I also took part in a workshop to re-motivate the students, I discovered some very interesting things there and that I could use from the start of the school year. I am very happy to have discovered the EtrePROF site.”
Jean-Pierre, teacher in management in bac pro, in a high school in Ile de France

We would like to thank all our charity partners for providing data and information in the compiling of this report.

Partners:



Sofronie website design:

www.suspiremedia.co.uk

Report design:

www.nimdesign.com



nimdesign

Photography provided by partners, except on page 15 (pexels.com) and pages 14, 16 (freepik.com)

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 www.linkedin.com/company/sofronie-foundation/about

www.sofronie.org