

National report

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Abeona

AN EFFECTIVE RESPONSE
TO CARE LEAVERS' PROFESSIONAL INTEGRATION



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PART 1: NATIONAL CONTEXT AND INFORMATION

Introduction

This national report about the situation of young care leavers in Austria was realised within the frame of a European project called ABEONA in the programme of Erasmus+ Strategic Partnership. The overall aim of ABEONA is to foster care leaver's professional integration. Different observatories on social matters for youth have raised awareness about the lack of specific help for young care leavers regarding their professional integration and their transition into an independent adulthood. Indeed, these youngsters are facing psycho-social (lack of family support, low self esteem, early school leaving) obstacles, which constitute barriers to their social and professional integration when leaving the care sector.

Youth workers often face difficulties to engage in long-term life projects with the young people, especially vocational ones. They lack the necessary tools and methodologies to provide efficient support concerning professional integration.

The ABEONA project gathered a consortium of different organisations interested in young care leaver's issues and is aiming at creating trainings and tools for European youth workers to facilitate the transition into the labour market.

One milestone for the ABEONA project was a youth worker exchange between two partner organisations. For that reason one youth worker from Plataforma Educativa (Spain) came to Austria in December 2015 and spent 5 days at the Association of Therapeutic Communities Austria (Bundesverband Therapeutische Gemeinschaften Österreich (BTG)). BTG is a partner organisation of FICE Austria. That way the Spanish youth worker had the chance to get insights into the work of the organisation and its partners. Hence he was able to do some interviews with youth workers, stakeholders as well as youngsters. That way he learned about the means of supports they provide to care leavers to promote their professional integration and to achieve a socially integrated life.

This national report about the Austrian situation for young care leavers is divided into two main parts.

Part one gives an overview of the Austrian context concerning the youth care system and its structures. It gives insights into legal and political orientations and introduces main stakeholders and players within the youth welfare system. Furthermore different data about young care leavers and the employment situation are elaborated. Moreover institutions and special professional integration programmes are outlined and discussed. Part one concludes with pointing out strengths and weaknesses about the national initiatives. Good practice examples are an integrated part in different chapters as those are essential for further steps of ABEONA.

Part two represents the practical approach and shows results from the youth worker exchange. That exchange was realised between Austria and Spain. Thus a Spanish youth worker from the organisation Plataforma Educativa spend one week at the Association of Therapeutic Communities (BTG) in Austria to observe their concepts and praxis of professional integration. That Spanish youth worker was able to make some interviews with youth workers, stakeholders and youngsters. His conclusions, results and observed best practices were elaborated by focussing on the perspective of the people involved. Both, needs of the support for youngster as well as needs of competences for the youth workers are listed in one chapter.

1 THE YOUTH CARE SYSTEM

The first chapter aims at giving an overview about the Austrian youth care system. It outlines political orientations and recent developments, legal aspects, important stakeholders and lists different care services and structures.

1.1 Historical and legal frame

1.1.1 Political orientations and developments

On the basis of a statutory provision in the 19th century the state was considered responsible for the overall supervision and the protection of children.¹ Thus various services for families and minors were developed. Since the time of Maria Theresa's many changes were brought about concerning the youth welfare system.

After the Second World War new reforms were implemented (reduction of group sizes, better diagnostic evaluation etc.) and in 1990 further reforms related to a broader orientation towards living conditions, individualized and regionalized social pedagogy were put into practice.

Significant milestones were first the implementation of the **law in 1989** (Federal Youth Welfare Act - Bundesjugendwohlfahrtsgesetz) and second the new **law in 2013** (Federal Children and Youth Welfare Act - Bundes-Kinder- und Jugendhilfegesetz). On this legal basis each federal state has his own law for the implementation of the youth welfare system in Austria. As a result, the systems and services of the youth welfare system differ within the country.

The following five principles are regarded as the basis of legal regulations in Austria:

1. **Subsidiary and strengthening the family** -When the legal guardian (parent) does not sufficiently ensure the welfare of the child, the youth welfare authority is empowered to intervene into relationships of the family.
2. **Nonviolent education** - any form of physical violence and the infliction of mental distress is prohibited.
3. **Professional orientation of youth welfare** -professional quality is required, which allows a professional, qualified service that is oriented to social structures, social changes and results of research.
4. **Service orientation** - services of youth welfare are aimed at strengthening the family. This service is provided by qualified personnel in cooperation with different stakeholders.
5. **Confidentiality** - persons involved in youth welfare have to keep all information secretly that they have become known by their job unless there are no other legal provisions.

Based on the children's rights convention (CRC), there are four basic principles:²

Right to equality (Article 2); **Welfare of the child and / of young people** (Article 3); **Security of livelihood** - the right to life, survival and development (Article 6) **Respect for the opinion of minors** (Article 12).

¹ Scheipl 2003; Lauermaun 2001

² Ferenci, 2011

The most important orientation of all efforts is however, the preservation or restoration of the child's. These encompass all services which are realised by the State to ensure the protection of children. Minors have a legal right to obtain this protection.

Furthermore most concepts concerning youth welfare are based on orientations of social work including the individual circumstances, resources and social space. Reforms are based on individualization and follow the motto of the 20th century. "With the child instead of for the child".

1.1.2 Aims and target groups

Four age groups are distinguished by the Austrian General Civil Code:

- **child:** from birth to the 7th birthday
- **underage minor:** age of 7-14 years
- **mature minor:** age of 14-18 years
- at the age of 18 **they attain full age**

Based on the aforementioned principles provinces define following objectives. Examples are:

- **the free development of the personality** of the young person to promote him or her as a member of the human community by offering special support and taking the necessary steps for assuring care.³
- **to improve the living conditions and development opportunities** of disadvantaged children, youth and families⁴
- **to offer help and support to families** with children and adolescents from 0 to 18 years when required by the child's welfare⁵
- **to advise and support families** on their duties in the care and education of minors⁶

Therefore all underage children and adolescents, all the families and family lifestyles (pregnancies and parents) in Austria belong to the population of youth welfare.

1.1.3 Legal basis

The legal basis can be found on the international and the national level. Across borders especially principles of human rights and children's rights convention are important. The Federal Government is responsible for basic legislation and besides general laws such as the administrative law, criminal law and Civil Code (ABGB) especially the Federal Constitutional Law on the Rights of the Child and the Federal Children and Youth Welfare Act are applied in practice. Most important is that the Youth Welfare Act (Jugendwohlfahrtsgesetz) was replaced by the Federal Children and Youth Welfare Act (Bundes-Kinder und Jugendhilfegesetz (B-KJHG)) in 2013.

In 1992, Austria has signed the UN Convention on the Rights of the Child and on 20 January 2011, the rights of children were included in the Federal Constitution.

³ Amt der Vorarlberger Landesregierung 2011

⁴ Amt der Tiroler Landesregierung 2007

⁵ Land Oberösterreich 2011

⁶ OÖ-JWG 1991, §1(3)

The Federal Constitutional Law regulates that every child is entitled to obtain

- protection and care (Article 1)
- regular personal contacts with both parents (Article 2 (1)),
- special government assistance and protection in residential care (Article 2 (1))
- adequate participation and consideration of its opinion (Article 4) and
- a non-violent upbringing (Article 5).

Furthermore, it is stated in the Constitution, that child labour is prohibited (Article 3); and every child with disabilities has a right to protection and care that meets their special needs (Article 6).

1.1.3.1 Child's welfare

In the KindNamRÄG 2013 (child cases and right to a name amending law (Kindschafts- und Namensrechts-Änderungsgesetz)), the concept of the child's welfare was defined in more detail in § 1 38: Important criteria are particularly :

1. Adequate supplies (food, medicine, housing).
2. The welfare and protection of the integrity of the child.
3. Appreciation by parents.
4. The promotion of aptitudes and abilities of the child.
5. Considering the child's opinion.
6. Avoiding enforcement of a measure against the will of the child.
7. Avoiding danger to the child (assault or violence)
8. Avoiding the risk for the child to be brought illegally.
9. Offering reliable contacts of the child to both parents and significant others.
10. Avoiding conflicts of loyalty and guilt of the child.
11. Safeguarding the rights, claims and interests of the child and
12. The living conditions of the child, his parents and other surroundings.⁷

1.1.3.2 The new Federal Children and Youth Welfare Act (Bundes-Kinder- und Jugendhilfegesetz (B-KJHG))

Based on the principles of the CRC the new Federal Children and Youth Welfare Act 2013 outlines following eight tasks (B-KJHG 2013 §3):

- | | |
|----|--|
| 1. | Information on supportive care and education of children and adolescents |
| 2. | Advice on education and development issues and family problems |
| 3. | Supervision for parents, families, children, youth and young adults to deal with family problems and crisis situations |
| 4. | Risk evaluation and care planning |
| 5. | Granting of support for bringing up children (Erziehungshilfen) in terms of care and education when the child's welfare is at risk |
| 6. | Cooperation with institutions, government agencies and public services |
| 7. | Participation in the adoption of children and adolescents |
| 8. | Public relations work concerning objectives, tasks and working methods of child and youth |

⁷ Pantuček, Eisenbacher, 2014.

One difference is that young adults (18-21 years) can take advantage of services of the youth welfare authorities, if they have already begun before the age of 18. Previously, support for young adults was cancelled rigorously with 18, regardless of whether the training of the youngsters is complete.

The new B-KJHG is divided into three main parts. In contrast to the law in 1989, the first part of the B-KJHG 2013 includes also regulations for private child and youth facilities (B-KJHG 2013 §11) and requires a collection of statistical data of youth welfare services (B-KJHG 2013 §15). More specific arrangements exist for planning. The service provider will be asked to provide a short, medium, and long-term planning, so that services and benefits in the required type and to the necessary extent will be available (B-KJHG 2013 §13). Moreover also social research in the field of youth welfare should be increasingly done (B-KJHG 2013 §14).

The second main part describes the services for expectant parents, families, children and adolescents. The third section is not found in the old law of 1989 and determines the risk evaluation and care planning. This lack of regulation also provided a main aspect for this new legal regulation. The fourth section deals with educational support for bringing up children (Erziehungshilfen), which in § 29 (B-KJHG 2013) also provides support for young adults.

Furthermore there are legal regulations for data use (B-KJHG 2013 §8), which were not present in the JWG 1989. According to the § 35 B-KJHG, the CRC and their guiding principles are involved in the Child and Youth Advocate: Leitmotif for the work of all Child and Youth Advocate is the UN Convention on the Rights of the Child.

1.1.3.3 Low-threshold services

"In order to facilitate the interdisciplinary collaboration with educational and advisory bodies, authorities and institutions of the public supervision and medical care systems, a basic knowledge about [...] the objectives, tasks and working methods of child and youth welfare is necessary." (Notes to § 3 of the B-KJHG 2013)

This allows constructive cooperation. Here reference is made specifically on the negative image of child's/youth welfare ("prejudices") - and indeed quite accurate as an obstacle to the fulfilment of the tasks of child's/youth welfare.⁸

In recent decades, a wide range of services has been developed in ambulatory, mobile and residential care. The B-KJHG 2013 serves as legal framework and builds an important basis for the delivering of social services. The new law divides the provided services into "Social services", "socio-educational facilities", "foster care", "support with adoption", "risk evaluation and care planning" and "educational support for bringing up children".

Services of the youth welfare are a heterogeneous field, which cannot be easily described according to one scheme. This is due to the fact that the youth welfare systems of the federal states are different and each state uses its own standardized and legal requirements. In addition, different media and structures are used for the categorization and description of services.

⁸ Pantucek

In ambulatory and mobile services the range of services reach from counselling services for the whole family (including family support , family care) through special funding and support services for minors (including therapeutic services, social care or learning support) to individual services for certain circumstances.

The latter are offered only sporadically and are mostly special services for everyday support (including support for bringing up children and daily support) or support services in crisis situations (e.g. family intensive care, crisis counselling).

Concerning services for residential care almost all provinces provide services in the given categories. These are divided into (a) Group homes in a home network, (b) group homes in residential communities, (c) supervised living, (d) SOS Children's Villages and (e) group homes in crisis situations. Differences are visible in the number of services offered and the variety of specializations. There only exist special services for minors with addictions in Lower Austria's (e.g. Waldheimat) or exclusively a youth-intensive program in Vorarlberg.

Family services are in particular:

1.	Parent counselling centres
2.	Parent-child groups
3.	Educational programmes for parents and families, such as schools for parents
4.	Preventive outreach and support for low-income and large families
5.	Support in financial household management and family education
6.	Special counselling services, e.g. educational counselling, offers for early recognition and treatment of behavioural disorders of children and adolescents
7.	Child protection centres
8.	Socio-educational or therapeutically oriented family care

Services for children and adolescents are in particular:

1.	Recreation activities for children and young people who have no other way to compel recreation and children's holiday activities that are carried out by private child and youth welfare institutions or other private bodies
2.	Social Work of Child and Youth Services in schools as a school liaison service in coordination with the school administration
3.	Speech therapy in pre-school education
4.	Care for children and young people in family crisis situations
5.	Taking care of children and young people through low-threshold services, such as street work or supervised shelters
6.	Residential care (group homes) for parents with children and adolescents in emergency situations

1.1.4 Stakeholders, decision makers and collaboration

The performance of the services of the Youth Welfare (YW)⁹ is within the competence of the Austrian provinces. Basic legal regulations, however, are enshrined in federal legislation, on which basis the states have formulated laws. For the services of youth welfare the principle of territoriality is applied.

Therefore services of the public youth welfare system are granted to all persons who have their habitual residence in Austria. The states and authorities of the habitual residence of the affected child or family are responsible.

Concerning the provision, financing and management of social services it is mostly based on cooperation between the state, municipalities, civil society organizations, voluntary agencies, social projects and clubs.¹⁰

Structure and distribution of tasks of Austrian youth welfare.11

STAKEHOLDERS	ACTORS AND PROVIDERS	EXAMPLES OF TASKS
Federal government (public support)	Federal Ministry of Families and Youth (BWFJ) www.bmfi.gv.at	<ul style="list-style-type: none"> - Federal legislation (framework law) - allocation of subsidies - Youth Welfare Report
Provincial government (public support)	Offices of the 9 provincial governments with the respective departments of Social Affairs / Youth welfare	<ul style="list-style-type: none"> - Youth welfare implementing legislation - overall organization of YW (planning and controlling tasks, budget design) - achievements in state-owned institutions
City/district (public support)	Youth Offices and Districts Commission (Bezirkshauptmannschaften)	<ul style="list-style-type: none"> - Public relation - Information about legal matters - Arrangements for alimony - Adoptions
Non-profit organizations, social companies (independent support)	Charities, youth organizations, initiative groups Examples: Caritas - http://www.caritas.at/ Pflegeelternverein http://www.pflegefamilie.at Jugend am Werk Steiermark GmbH http://www.jaw.or.at/	<ul style="list-style-type: none"> - Realization of the services of the Youth Welfare (ambulatory and mobile care services, inpatient/residential care services and outreach services) - Training - Public relation
Professional associations (independent support)	Interest groups and associations Examples: Arbeitsgemeinschaft Jugendwohlfahrt (ARGE) - http://www.jugendwohlfahrt.at Jugendwohlfahrtsbeiräte der Länder Federation of Austrian youth welfare institutions (DÖJ)	<ul style="list-style-type: none"> - Representation of specialized political and socio-political interests - Cross-border coordination and cooperation

⁹ Pieber, 2011

¹⁰ Evers, 2005

¹¹ Pieber, 2011

1.1.5 Cooperation dynamics is a complex system: Case management

One goal is to share information with the educational guardians (parents), the school or child care facility and to cooperate with other support systems (e.g. youth work, youth psychiatry, public employment service) and institutions (e.g. youth centres, facilities for people with disabilities, mother and child centres).

In a broader sense also educational institutions, such as universities, universities of applied sciences, schools and training courses and research centres are involved. Politics and the judiciary are playing a crucial role with regard to the conditions of the YW. Furthermore, the state, the country and the municipalities are involved as donors.

The B-KJHG 2013 contains elements that suggest the use of a case management approach. In particular, the binding cooperative care planning is a core element of case management - and there exists already broad international experience concerning the conditions under which successful collaborative care planning can contribute to successful support processes. Particularly when the child's welfare is threatened complex problems and case constructions can be assumed. Löcherbach et al (2013) lists criteria for successful case management: The public service provider is in charge for the frame (case, organization and network) and has to clarify the competence (an employee of the service institution is the case manager - he develops and provides tailor-made support and assistance, employees of service providers are responsible for the design of the measures and ensure the adequate implementation. The overall case responsibility lies directly with the case manager. Other criteria are the appropriate case selection, a comprehensive needs analysis, a collaborative care planning with all stakeholders, continuous case monitoring and supply management.¹²

¹² Pantucek/ Löcherbach, et al, 2013

1.2 The youth care structures

Austria has a well developed system of youth care. It can be divided into two main parts. Preventive measures as well as youth care structures.

1.2.1 Preventive structures

Overall aims and measures in the area of prevention are to :

- **Promote access to adequate, affordable, accessible and high quality services**, such as early childhood education and care, housing, health and social services to prevent young people getting into or remaining in a NEET (non in education, employment, training) situation.
- **Develop and implement new and individual tailored approaches**, such as detached and/or outreach youth work, for better social inclusion of young people in a NEET situation. Make full use of the potential of youth work to provide self-confidence and self-development to young people and to contribute to the reduction of early school leaving.
- **Encourage and support high quality guidance including career information**, information on rights at work, employment and education prospects, free movement possibilities and more comprehensive advice and support for all young people, especially for those at risk of getting into a NEET situation, and their families.
- **Strengthen the capacity of youth organizations and social institutions** (group home services etc.) as means of participation and use their potential to foster the social inclusion of young people.
- **Encourage local initiatives and social cohesion plans** to develop specific actions targeted to young people in a NEET situation in order to (re)integrate them in the local communities.

1.2.2 Youth care services

The field of youth welfare is very broad. However, it is possible to differentiate the following areas: General services (e.g. outreach services or parental counselling), educational support (ambulatory and mobile services) and full education (alternative care services). First, the social worker undertakes a clarification of the family status and the diagnostic analysis of child endangerment.¹³

At this point main services, their target groups and aims will be introduced.

1.2.2.1 Residential care services¹⁴

1. **Children and youth group homes (Kinder- und Jugendwohngruppe):** This is a service institution for 5 to 15 year olds who move out from their biological families due to problems in ensuring their individual, developmental, emotional, physical and social needs. The goal is to return to the (original) family. The adolescents are supported individually to raise self-confidence and to develop self-organization skills.

¹³ Heimgartner, 2009

¹⁴ StJWG-DVO 2005, Wagner; Oswald

2. **Socio-educational group homes for children and adolescents (Sozialpädagogische Wohngemeinschaft für Kinder und Jugendliche):** Similar to the children and youth residential group with the target group of 10- to 18-year-olds.
3. **Group home for mother and child (Wohngemeinschaft für Mutter mit Kind):** To take care of minor and adult mothers with their infants or toddlers.
4. **Family-like group homes (Familienähnliche Wohngemeinschaften):** For children up to the age of 10, where they experience a family upbringing. Goals are developing an own identity, achieving independence and taking responsibility.
5. **Crisis intervention centre / crisis placement (Kriseninterventionsstelle / Krisenunterbringung):** This is a low-threshold refuge option for young people between 13 and 18 years, which offers 24 hour telephone- and mobile counselling as well as (temporary) hospitalization (ensuring basic needs) with follow-up.
6. **Training measures for housing, living and working (Wohn-, Lebens- und Arbeitstrainingsmaßnahmen im Rahmen der Jugendwohlfahrt):** This training flats provide the acquisition of competencies and skills to guarantee a sustainable social and professional integration.
7. **Supervised Living (Betreutes Wohnen):** The apartments for socially disadvantaged young people aged 16 to 18 (max. 12 young people) are rented or bought by the service provider. The service takes place by mobile and professional social pedagogues who support them in growing up (development of autonomy, personal development, acquisition of social skills, life orientation etc.).
8. **Supervised group home (Betreute Wohngruppe):** The supervised group home is different from supervised living by their lower group size (3 - 4 teenagers). For the socially disadvantaged or young people with behavioural problems specific regular group and individual support take place, where conflict resolution and problem solving strategies are worked out. The aim is the independent coping with everyday life.
9. **Supervised living in crisis situations (Betreutes Wohnen in Krisensituationen):** There is also a special offer for 15 to 18 year olds in crisis situations. An hourly mobile service by a specially trained professional shall at first calm down the crisis situation. Duration of stay is up to three months.
10. **Supervised living for young couples with children (Wohnbetreuung von jugendlichen Paaren mit Kindern):** This device is designed specifically for young couples (of 16 to 18 years old) with children offering a mobile service in the form of a support in all situations. Basic skills in financial management, daily routines, professional orientation and education of children are taught.
11. **Supervised Foster Care (Familienbegleitende Pflegeplatzunterbringung):** This service includes a temporary (max 2 years.) stay at a foster family for children up to the age of 14 who are unable to remain in their family of origin due to different causes. The aim is to calm down and stabilize the situation until the child can return to the original family.

1.2.2.2 Stationary add-on packages

1. **Psychotherapeutic group home support (Psychotherapeutische WG-Unterstützung):** This mobile service is aimed at children and young people who find themselves already in group homes and have serious problems with their personal and social development.
2. **Intensive care with special schooling in group homes (Intensivbetreuung mit besonderer Beschulung in Wohngemeinschaften):** This additional offer is for school-age children and adolescents who are struggling with school problems (e.g. teaching refusal, early school leavers, developmental delay etc.).

1.2.2.3 Ambulatory and mobile services

1. **Interdisciplinary early intervention and family support (Interdisziplinäre Frühförderung und Familienbegleitung):** This service is intended to start as soon as possible (max up to 7 years.) in order to help the parents as well as the entire family to cope with the situation by themselves.
2. **Support for bringing up children (Erziehungshilfe):** This is offered in the form of an intensive individual care and aims to support children and adolescents between 10 to 18 years in problem situations (or for home dismissal). The goal is an age-appropriate development, the acquisition of social capacity, independence and everyday and life skills as well as the ability of developing a meaningful leisure time.
3. **Socio-educational family support (Sozialpädagogische Familienbetreuung):** This long-term support of the whole family should contribute to the solution of social, physical, psychological and educational problems. Families should learn to take personal responsibility, perceive resources, acquire and strengthen their educational competence and skills in problem solving.
4. **Support of young foreigners / extended support for bringing up children with psychological care (Betreuung ausländischer Jugendlicher / Erweiterte Erziehungshilfe mit psychologischer Betreuung):** This service provides foreign children and adolescents aged 6 to 18 years support and assistance in acute and chronic crises in familial and personal level.
5. **Advice and support of children and adolescents with divorce and loss experience (Beratung und Betreuung von Kindern und Jugendlichen mit Trennungs- und Verlusterlebnissen):** This service supports children and adolescents aged 4 to 17 years, who are facing separation or divorce of their parents or the death of a close caregiver.
6. **Family support (Familienhilfe):** This service supports families in need or crisis situation in a limited time frame to prevent the neglecting of children and the potential necessary residential or foster care.
7. **Crisis support for families (Krisendienst für Familien):** The crisis service for family helps both parents and children in emergency situations, so that the child's welfare is guaranteed.
8. **Psychological treatment (Psychologische Behandlung):** This service is performed by clinical psychologists and targets adolescents in difficult situations and subsequently also their

families and caregivers. Various psychological interventions as well as a diagnostic analysis are used.

9. **Psychotherapy (Therapeutic Help) (Psychotherapie (Therapeutische Hilfe)):** Psychotherapy provides children, adolescents and their parents with individual, group or family therapy which is tailored to their individual needs. Thus various psychological interventions are used as well as a diagnostic analysis.
10. **Childminders at the youth welfare (Tagesmütter im Rahmen der Jugendwohlfahrt):** Trained childminders provide children with additional needs up to 14 years, a family-based care.
11. **Social care (Sozialbetreuung):** This neighbourhood service supports parents in managing their children's education until the end of compulsory school age.
12. **Social and Learning Mentoring (Sozial- und Lernbetreuung):** For children with familial, social and cultural problems social and learning mentoring provides individual promotion of children and adolescents.

1.2.3 Aftercare service in Austria

Aftercare in Austria is predominantly a voluntary service provided by service providers and foster parents. This means that most of the registered group homes have developed their own support and preparation system for their clients to reach an independent state of living after leaving the youth welfare system. Those concepts are quite similar.

Options after end of alternative care:

By the time when alternative care ends young people may consider two ways and means: First, to move back to their biological family or second, to start their own independent living. In special cases (e.g. when mental diseases and/or disabilities are an issue) there is a third option: If it is predictable that the juvenile is not able to live independently, it is possible to transfer him or her to a social welfare facility for adults.

After all many of the service providers of alternative care are trying to support the young people with matters of growing up, of becoming independent or with reintegrating them into their original family structures.

1.2.4 The role of youth workers

Youth workers can bring added value to young people by building bridges between education and employment systems, supporting young people to complete the formal education system, helping to raise their self-confidence, building up social capital and encourage self-development, and increasing soft and technical skills that enhance employability.

A proactive approach involving family, early child educators, schools, especially secondary and vocational education, training and non-formal learning providers, non-governmental organizations (NGOs), especially youth organizations, youth workers, parents and other stakeholders is needed to

ensure early intervention to avoid young people getting into a NEET situation and to assist them with finding an adequate job.

1.2.5 Good practice examples



GROUP HOME IN POTTENSTEIN, LOWER AUSTRIA (POTTENSTEIN CHILDREN'S AND YOUTH HOME)

There is one social pedagogue who is responsible for the group of young people. Individual evaluation takes place on a weekly basis on Monday evenings. This evaluation includes discussion on progress at work or school, a review of set goals (short, medium and long-term) in addition it may also focus on problems or issues encountered in that week and it also features a check of the individual's finances. The overall approach offers a three-stage model depending on age and progression in school or job. The older and mature, the more freedom!



GROUP HOMES THERAPEUTIC COMMUNITIES (BTG)

1. Support during the stay within the alternative care facilities:

In those facilities care is usually provided by social pedagogues on a 24 h/ 7days a week basis. The focus at this step is to support school or vocational training as well as social- and life skills, including the development of self confidence and self-efficacy as a pathway to independence.

2. Semi independent housing program:

Usually at the age of 16 the young person has the opportunity to move to a separate living space in the same building or situated nearby. This phase usually lasts another one or two years. During this period the young person should gain more life skills and psychosocial competencies. By teaching self development skills and by simultaneously reduce care units self organizing skills and independence will grow.

3. Semi independent housing program outside of the care facility:

The final step for the young person is to move out of the care facility. The social support is reduced to a minimum. The overall aim is to fully integrate the young person into his or her new living environment.

These 3 steps are mostly seen as an option and not so much as a rigid scheme. Most important to assure success is to plan the appropriate steps together with the young person. Some clients stay for quite a long time - up to the maximum of 21 years - in residential care facilities, whereas others are moving out very quickly to start an independent life.



SUPPORTED LIVING AT PENZINGERSTRASSE (MUNICIPAL DEPARTMENT 11 - YOUTH AND FAMILY OFFICE, CITY OF VIENNA)

Their concept of supporting young people to live a responsible and self-determined life is based on three pillars:

- › Strengthening of the self-confidence: together with youth worker they detect personal strengths and job-related competences, that way youngsters get a positive attitude towards themselves and develop self-confidence, furthermore they learn how to cope with personal weaknesses and how to deal with frustration.
- › Instruction for processes in everyday life: Youngsters obtain autonomy in learning of time management, organisation of leisure time and train their daily duties, that way they learn how to use their finances in a proper way, to pay the bills on time, to do their laundry, to know whom to call in cases of emergencies etc.
- › Establishing a social network : They build up a good network of people, friends and care givers so that youngsters have different channels and strategies when seeking advice or help.



SOS CHILDREN'S VILLAGE RECHBERG (UPPER AUSTRIA)

Most important aspects for professional integration of young care leavers are a good relationship with the youth worker, his or her way of being a good role model and the amount of confidence. Youth workers assist the youngsters with their applications (writing a CV, pointing out individual strengths, trying to find out the interests and match those with job opportunities).

Furthermore they practice job interviews as role games, accompany the youngsters to meet stakeholders, go together to job information fairs, undertake suitability tests and they try to increase the network concerning vocational integration.



MIKRO TG'S (THERAPEUTIC COMMUNITIES)

A micro TG consists of a couple, when possible with own children in their family system hosting another youngster who cannot live with his or her biological family. They offer a stabile surrounding where the young person can develop his or her skills and talents. They are embedded in a social network, have good role models and learn how to deal with different situations like conflicts or problems.



THERAPEUTIC CENTRE JAIDHOF (THERAPEUTIC COMMUNITIES)

They work with a trans-disciplinary approach trying to use synergy effects. Different therapeutic competences are combined such as Shiatsu, Ergotherapy, Psychotherapy, Hippotherapy, Outdoor pedagogy, Group pedagogy. Target groups are clients with restrained cognitive skills.



KREATIVWERKSTATT (GESELLSCHAFT ZUR FÖRDERUNG SEELISCHER GESUNDHEIT)

This is a low threshold project where youngster can join to spend their time. It is a timely and structural frame to learn how to self organise their day. They can chose from different activities like cooking, sewing, drawing, taking pictures, dancing, reading, working with wood or stones, writing

etc. This should help to get the creative process going so that they discover their talents and interests. Indirectly it supports them for rising their employability.

2 THE YOUNG CARE LEAVERS – DATA

2.1 Youth, care and education

Data provided is taken from statistics of the year 2014 (Kinder- und Jugendhilfebericht 2014).

Number of Austrian minors aged 0-18 years in total :	1.492.457.
Number of Austrian minors in care in total :	39.219

NUMBER OF YOUNG PEOPLE UNDER 25 IN CARE:		
Age of minors	Educational support	Full education
0 to 5 years	6.706	381
6 to 13 years	15.849	2.902
14 to 18 years	7.222	6.159

CARE/SUPPORT FINISHED IN 2014								
	Duration of educational support				Duration of full education			
	<12 months	up to 2 yrs	up to 5 yrs	longer than 5 yrs	<12 months	up to 2 yrs	up to 5 yrs	longer than 5 yrs
In total	11.184	4.336	1.959	317	1.707	475	424	228

Austrian's number of early school leavers in 2014 who do not have neither a graduation of the secondary school level nor an apprenticeship or any other qualification is 7 % of all 18-24 years old.¹⁵

Dropping out of school is a problem for both the individual and society within the context of equal opportunities. Leaving school prior to completion of education will reduce an individual's chances in life and career and increase the risk of social exclusion and unemployment. Therefore the measures taken in Austria (Youth Coaching, production schools, Fit for Training (*AusbildungsFit*), etc.) are designed to reduce school dropout rates and keep young people within the education and training

¹⁵ BMBF 2014

system as long as possible. According to Eurostat (2013) 7.3% of young adults aged 18 to 24 years had only completed compulsory education and had not participated in any continued training in the past four weeks, i.e. a decrease against the previous year by 0.3 percent-age points (whereof 7.7% male and 7.0% female) . With this percentage Austria is way below the EU-28 average of 11.9%.

The situation for young people with migrant backgrounds is a bit more severe. Insufficient German language skills, low (recognized) skills level and lack of information on possible training and occupations make it difficult for young migrants to get a foothold in the labour market. Whereas the unemployment rate (national method) for young people under 25 years was 8.1% in 2013 (men: 8.5%, women: 7.7%), it was 13.0% for young migrants (men: 13.6%, women: 12.3%). Out of the average number of registered apprenticeship-seekers (10,400) more than one third had a migrant background.¹⁶

2.2 Youth and labour market

The general Austrian labour market situation for young people from 15 to 19, but also for the next age group from 20 to 24 is better than the situation in other European countries. Austrians youth unemployment rate of about 10% is still one of the lowest within the European Union¹⁷ thanks to its dual training system, to a number of additional policy tools and initiatives introduced to combat youth unemployment. However, unemployment among young people aged 15 to 24 years rose by 6.1% (up 2,448 persons to a stock of 42,744) in recent years. Total unemployment rose by 10.2%. Whereas unemployment among 15- to 19-year-olds was declining during the whole year, the number of registered unemployed aged 20 to 24 years went up 8.3%. Unemployment by gender was as follows: unemployment among young women increased by 3.9% to 17,953 and among young men by 7.7% to 24,791. Unemployment rates indicate that young people are at a slightly more than average risk of unemployment than other groups.

Looking closer at the unemployed youth in the age group of 15 to 24 years one can see that 20- to 24-year olds are more often confronted with unemployment than the 15- to 19-year-olds. This may be justified with the fact that in general the formal education has already been completed in this age group. Both the teaching and the school usually ends between the achievement of the 19th and 20th year of life.

Unemployed youth (data from 2.10.2014 öibf)

	WOMEN	MEN
to 19 years	3.838	4.390

¹⁶ Sozialministerium 2013: Youth and Work report

¹⁷ EUROSTAT 2015

19 – 24 years	14.115	20.401
adolescents in total	17.953	24.791

With a share of 42 % of all unemployed young people young women are significantly less affected by unemployment than young men. Girls up to 19 years are more likely to attend school than boys, however they reach with 47 % of the unemployed in this age group a comparatively high proportion.

In the age group of 20 to 24 year olds, the significantly lower unemployment among young women (41 % of all unemployed persons in the age group) refer to a successful entry into the labour market on the one hand and on the other hand, a certain proportion of young women is not labour market active due to care responsibilities.

Duration in unemployment (data from 2.10.2014 öibf)

To 19 years	57 days
19-24 years	72 days
Adolescents in total	69 days

The duration of young people in unemployment in both age groups is under three months. There is no significant difference between the sexes. This finding speaks for a timely placement of young people in company training conditions or in professional integration measures on the one hand and in the labour market on the other.

The number of NEET in Austria (not in employment, education or training) is 7,4% and identifies youths, who are neither integrated in the employment nor in the educational system and who do not take part in any (vocational) training programme. This number is quite low compared to other European member states.

3 THE PROFESSIONAL INTEGRATION

This chapter is divided into two parts. The first one covers major institutional mechanisms to support young people's professional integration. It mentions important Austrian labour market policies and strategies and provides a list of important measures and training programmes, which put these policies into practice. The second section focuses on specific stakeholders, decision makers and their means of cooperation. Significant details about the Austrian Employment Service are described, as it plays a major role for the professional integration. Both parts encompass good practice examples.

3.1 Institutional devices for youth employment

3.1.1 The Austrian labour market policy for young people

One of the Federal Government's priorities is to optimise the labour market prospects for young people and to fight youth unemployment. A variety of active labour market policies is available to all, in particular to young people (up to 18 years or even up to 24 years), who are still waiting to enter the labour market. Austria's Federal Government has anchored the **strategy of "mandatory education and formation"** in the current government programme to be implemented in 2016. It encompasses Early Intervention, Activation, and Skills Enhancement as central aspects and focuses inter alia on following strategies:¹⁸

1. National Strategy to tackle Early School Leaving (ESL)

Adopted in 2012 this strategy aims to reduce the ESL rate to less than 10 % (Europe 2020). This is already achieved (2012: 7.6 %). To further decrease ESL, the national strategy tries to raise awareness among school leaders and responsible stakeholders to combat ESL in a more coordinated way. There are also initiatives to tackle absenteeism by a new law, which regulates the cooperation of professionals of different support systems like counselling teachers, school psychologists, social workers, youth coaches and representatives from school boards.¹⁹

2. Strategy for Lifelong Learning (LLL)

Not only education policy issues, but also labour market and employment policy, social and family policy, science policy, integration, finance and regional policies are essential determinants of the possibilities and conditions for lifelong learning. The LLL:2020 Strategy unites all the policy fields and players.²⁰

¹⁸ Further information

http://www.sozialministerium.at/siteEN/Labour/Labour_Market/Labour_market_policy_in_Austria/Youth_and_Work_in_Austria [last reviewed 02.01.2016]

¹⁹ Further information: http://www.bmukk.gv.at/medienpool/24401/schulabbruch_eslstrategie.pdf [last reviewed 02.01.2016]

²⁰ Further information: http://www.bmukk.gv.at/medienpool/20916/lllarbeitpapier_ebook_gross.pdf [last reviewed 02.01.2016]

3.1.2 Youth guarantee implementation plan (YGIP)²¹

In April 2013, the recommendation on establishing a Youth Guarantee was adopted by the Council of the European Union, which is another important step in reducing high youth unemployment across Europe and it recommends to

“ensure that all young people under the age of 25 years receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship [...].”

For funding the Youth Guarantee Austria spent 610 million Euros. Thus the **Austrian Youth Guarantee** is consisting of **cross-institutional measures** which aim to promote the integration of young people into the education system and the labour market. For this purpose it is very important to reach out to young people having special problems in the training/ education system and to offer low-threshold programmes to those who have already dropped out of training/education.²²

Milestones on the way to a "mandatory education and formation" and to realise the Youth Guarantee are Youth Coaching, Training Guarantee, Future for the Youth, Production Schools, Apprentice Coaching and Support (for apprentices and their employers) as integration-promoting measures. With these measures young people have increased chances to complete a vocational education. In addition there exists a business start-up programme for unemployed with the aim of self-employment to ensure economic survival. 5% of all participants are less than 25 years old.

Well-developed services for vocational information include specialised vocational information centres, the nationwide placement service of the Public Employment Service (PES) for apprenticeship positions, subsidies for company-based apprenticeships, and individual promotion within the PES support the transition from school to working life.

The **success of these programmes** is illustrated by the fact that for years **Austria** has one of the **lowest youth unemployment rates** within the **European Union**. Initiatives specifically targeted at young people, as well as the dual system of apprenticeship training and vocational school courses, have meanwhile become models for other European countries.

3.1.3 Most important nation-wide programmes

A number of measures exist to provide stabilisation, requalification and orientation. These programmes are part of Fit for Training (AusbildungsFit) and the Campaign for the Future (Aktion Zukunft) (young adults from 19 to 24). The common goal of these measures is to prepare disadvantaged young people for the integration into the dual training system or the labour market.

All measures have been positively evaluated in a nation-wide investigation. However all mentioned programmes focus on young people in general and may not consider specific challenges or problems of the specific target group of young care leavers.

²¹ Further information in Youth Guarantee Implementation Plan Austria (pdf)

²² Further information: Youth and Work in Austria, Reporting Year 2013/14

<p>Überbetriebliche Lehrausbildung (ÜBA 1 und ÜBA2)²³</p> <p>Supra-company apprenticeship (apprenticeship training at training centers)</p> <p>high-threshold</p>	<p>The inter-company training constitutes an apprenticeship in the training institution and is available in two forms (ÜBA 1 and ÜBA 2). ÜBA 1: The entire training takes place in the supra-company training facility. Goal is to enter into an occupational apprenticeship. The target group are young people with higher care needs.</p> <p>ÜBA 2: Only parts of the apprenticeship training are completed, the professional practical part takes place in form of internships in cooperation with associated companies. Further support of socio-educational support and services to compensate for deficits in school is also provided. Before starting the actual training the participation in a special measure is obligatory, which is used both for professional orientation as well as to catch up on school deficits and/or to stabilize the young person. The target group are young people who did not manage to enter the labour market after a successful graduation from school.</p>
<p>Integrative Lehrausbildung (IBA)</p> <p>integrative apprenticeship training</p> <p>rather high threshold</p>	<p>The integrative apprenticeship training (IBA) is carried out either in a supra-company training or under an occupational apprenticeship. The extension of the apprenticeship period (usually for one year) is possible as well as the continuous support by the vocational training support, an intensified social educational care service, which includes, if necessary, also Case Management. The target group are young people who have completed compulsory education, with special educational needs or without secondary school graduation, disabled persons (regulated in the Disability Employment Act – Behinderteneinstellungsgesetzes) and persons from whom it can be assumed that in the foreseeable future no training place can be found.</p>
<p>Future for Youth:</p>	<p>Offers young people from 19 to 24 e.g. intensified job placement and counselling of the PES, (re-)training, (up-)skilling or special employment subsidies.</p>
<p>Youth Coaching</p>	<p>Youth Coaching's aim is to provide guidance and support to young people, who are facing difficulties in continuing or choosing their education pathways or that did already drop out of the education system/labour market. It shall thereby reduce the number of early school leavers. It targets on the one hand pupils in their last year of compulsory schooling and on the other hand dropouts up to the age of 19 (youth with disabilities up to the age of 25).</p> <p>Participation in youth coaching is voluntary; it is based on a three-stage model, divided into the areas of "first meeting", "consultation with case management approach" and "support in the sense of Case management".</p>
<p>NEET Projects</p> <p>low-threshold</p>	<p>For successful (re-)integration innovative low-threshold projects were established to enable NEETs to re-enter in the educational system or the labour market. The project LOGIN focuses on entering the labour market via an offer of low threshold hourly work. The work offer is a self-determined, non-bureaucratic opportunity to earn money. Socio-educational service is only provided when requested. Stabilisation, gaining self-esteem and a positive perception of work is the priority.</p>
<p>Apprenticeship Coaching</p>	<p>This is supportive coaching to identify perspectives and conduct mediation, which provides support and advice during on-the-job training. The aim of this support program is to avoid apprentices dropping out of their formation and to ensure a successful completion of the apprenticeship. The principle is similar to that of Youth Coaching.</p>

²³ Litschel; Löffler, 2015

Ready for education and training low threshold	<p>Many young people are lacking basic qualifications and social skills or are confronted with problems as e.g. health problems, financial distress or family problems, which detain them from starting a regular education or work. Thus, a comprehensive low-threshold offer will help to (re-) integrate young people into the education system or the labour market by offering individual promotion. Cornerstones of this service are offers like traineeships in companies, coaching for those who need socio-educational service, provision of basic knowledge and qualification in teaching through creativity as well as sports and pedagogical offers.</p>
Production Schools low-threshold	<p>Production schools are a practical measure to (re-) learn a daily structure and to increase the self-esteem. Participants go through the entire production chain in the workshop (order meeting, material calculation and ordering production, delivery). Sometimes priorities are set (e.g., young people with mental impairments, ex-convicts, former drug addicts, young women).</p> <p>The goal of production schools is to offer stabilisation, increase motivation, provide specialist knowledge and basic qualification. They are mainly targeted to young people between 15 and 19, but also open for young people up to the age of 25 with difficulties in finding a job. The training courses combine working in workshops, teaching through creativity and support by social workers. They also provide professional orientation.</p>
Early School Leaving Strategy	<p>The strategy that was established in 2012 aims at further reducing dropouts and increase the number of persons with upper secondary education and more.</p>

Young people with migrant background:

The large majority of migrants who have settled in Austria and are of working age enjoy legally secure and permanent labour market access. This signifies that integration measures no longer focus on the removal of legal barriers to labour market access but rather focus on assistance to sustainable inclusion in the job market. Young migrants are supported with guidance, counselling and skills training measures adjusted to their needs. These policies include educational and vocational guidance tailored to the needs of young people, counselling and support services, as well as employment projects.²⁴

Policies for young people with health-related employment handicaps:

Under Austria's Public Employment Service Act (AMSG) disadvantaged persons are to be given special support. In order to comply with this legal duty of ensuring greater equality of opportunity in the labour market, the public employment service uses a broader definition of disability: its assistance to unemployed young people with health-related employment handicaps is based not only on their legally defined disabilities but also on the actual possibilities they have of being integrated into the labour market. Hence it takes into account physical, psychological or mental impairment provided that this is supported by medical assessment and results in major placement difficulties or limited job opportunities for those concerned. Holders of disability passports have been included in these measures since 2010.²⁵

²⁴ Sozialministerium (2013/2014): Youth and Work report

²⁵ *ibid.*

3.1.4 Good practice examples



THE PROJECT CAREER CHOICE TUTORING STYRIA (BERUFSFINDUNGSBEGLEITUNG) in the province Styria is a **best practice** in providing vocational orientation for young people. It had existed as pilot already since 1999 and covers whole Styria (apart from Graz) since 2010. It supports young people in their education and career choice, helps young apprenticeship seekers and their parents in choosing the appropriate profession and supports young people also at the beginning of their apprenticeship. It cooperates with companies, schools and other partners and has a wide range of offers from individual counseling to larger events and workshops.



THE CLIENTS OF "JU-CAN" RECEIVE A SUBSISTENCE ALLOWANCE FROM THE PES. "ju-can", managed by the Catholic Church²⁶, is a 12 - month programme for 16 to 20 - year-old jobless teenagers aimed at developing new perspectives and opening the door to a job or apprenticeship training. The participants are recruited through street-workers, youth centres, youth welfare offices, etc.



"JOB AHOI!" attracts young people by offering what they sometimes desperately need but do not have : money - money for work (repairing wooden boats); the youths decide whether or not they will show up and for how many hours they will work; they get paid every day. Once they are there they can be motivated to reflect on their situation and to use support by NGOs and PES. Some of them make it to a job in the regular labour market.²⁷ "Job ahoi!" does not get any PES support at all.

²⁶ further information:

http://www.diozeselinz.at/redsys/index.php?action_new=read&Article_ID=123426&page_new=1401

²⁷ further information: http://www.dornbirn.at/fileadmin/user_upload/pdf/Gesellschaft__Soziales/Jugend/JO_B_AHOI_KIM1.pdf

3.2 Stakeholders regarding professional integration

3.2.1 Stakeholders and decision makers

A wide range of institutions are involved in avoiding drop-outs from the education system, bringing young people back into education or integrating them in the labour market and providing social and vocational support.

National level:

The key institutional actors are the ministries responsible for education, labour, social affairs, economy and youth. Especially the Federal Ministry of Labour, Social Affairs and Consumer Protection (BMASK), the Federal Ministry of Education and Women (BMBF), the Federal Ministry of Families and Youth (BMFJ) and the Federal Ministry of Science, Research and the Economy (BMWFV) are significant stakeholders.

The Public Employment Service (PES), the Federal Social Office (BSB) as well as the social Partners figure prominently. National measures are complemented by measures of the Federal States.

Regional level:

Actors are the Chamber of Commerce (WKO), the Chamber of Labour (AK), the apprenticeship offices, which are strongly involved in the apprenticeship system as well as the Center of Competence for Open Youth Work in Austria (bOJA) as a service and networking agency for Open Youth Work in Austria also offering support to disadvantaged juveniles and the Austrian Youth Information Centers (BÖJI) as first contact for young people and their questions regarding employment, training and education.

Local level:

The Chamber of Labour (AK) as well as the bOJA and the BÖJI mentioned above act on a local level as well.

3.2.2 Selected stakeholders

MINISTRIES:

Active labour market policies for young people have top priority for policy makers. The Minister of Labour, Social Affairs and Consumer Protection formulated a **training guarantee**: every young person registered with PES as a jobseeker or apprenticeship-seeker for more than three months is offered either a suitable job or an apprenticeship on the free market or a training opportunity provided by PES.

PUBLIC EMPLOYMENT SERVICE (PES):

One main actor concerning the professional support for youngsters in Austria is the PES in Austria. It was constituted as a separate legal body (based on public law) in 1994 after having been part of the Ministry for Social Affairs (and Labour) for decades.

The PES concentrates on the following tasks:

- Counselling for jobseekers;
- Placing jobseekers in the open labour market;
- Providing a wide range of active measures,
- If required; providing benefits for the time of unemployment;
- Counselling for employers;
- Acquiring and filling of vacancies and administrating the admission of foreign nationals to the Austrian labour market.

It manages to attract many young people who need its services by closely cooperating with lower secondary schools, organising youth events inside and outside PES premises, adopting outreaching methods, and using the internet and other media. As a consequence, many young people who need vocational guidance, support, and mediation know where to turn to.

In cooperation with different partners such as the Chamber of Commerce or contractors providing specialist expertise they provide information on training and job opportunities (e.g. the Vocational Information Fair). Some of these events are designed for special groups of youths (e.g. for girls).

The measures include allowances for apprenticeship training in companies, in institutions, integrative vocational training in companies and subsidised projects, wage subsidies for companies employing young people, and a variety of orientation, activation and qualification courses below the apprenticeship level.

In order to deliver good service to young job- and apprenticeship-seekers the PES has some local offices with special counsellors for young people. They acquire special know-how needed for this target group.

The PES also contains Career Information Centres (BIZ) which offer books, brochures, leaflets, folders, videos, internet access and free print options for visitors.

Measures provided by PES cover three topics: qualification measures, employment measures and support measures.

PARTNER OF PES AUSTRIA²³

- › **Collaborations** with e.g. Education Network Styria, Province Styria, Styrian Business Promotion
- › **Training institutions** such as, i.a., alea & partner gmbh, Berufsförderungsinstitut Steiermark, bit schulungscenter Nfg GmbH & Co KG, Caritas, deutsch_und_mehr, Frauenservice, Jugend am Werk Steiermark, Rettet das Kind, Schulungszentrum Uranschek GmbH, yourTARGET BUSINESS
- › **Advisory bodies** such as i.a. Rettet das Kind Steiermark, Schuldnerberatung, ZEBRA
- › **Non-Profit employment projects** with, e.g. BFI, BIS - Bildungszentrum Salzkammergut, Caritas Steiermark, ERFA, ISOP - Innovative Sozialprojekte GmbH
- › **Employment companies** such as i.a. BAN - Beratung, Arbeit, Neubeginn, BIG Bruck/Mur Dienstleistungs GmbH, LEO - Lern- und Entwicklungswerkstätte Oststeiermark GmbH, ÖKO-Service GmbH
- › **Socio-economic enterprises** such as i.a. Verein Bicycle, Verein Buglkraxn, Gem. Arbeitsintegrations GmbH-Gleisdorf
- › **Social partners** as, i.a., Industriellenvereinigung Steiermark, Wirtschaftskammer Steiermark, Kammer für Arbeiter und Angestellte für Steiermark, Österreichischer Gewerkschaftsbund Steiermark

ASSOCIATIONS, NGOS, YOUTH CENTRES :

To reach out to young people with no access to the PES (often the ones with migration background) other initiatives are necessary: Cooperation with youth centres regarding the transfer of information to visitors; visits to mosques on Fridays after prayers in order to get into contact with parents and youths; information events in mosques and culture clubs for youths and their parents in cooperation with the advisory centre for migrants; cooperation agreement with Turkish and Serbian newspapers regarding continuous reports on PES services for youths; DVDs in foreign languages to inform about training and job related matters.

BOJA IS THE COMPETENCE CENTER FOR OPEN YOUTH WORK IN AUSTRIA

The nationwide network Open Youth Work was founded in 2009 and builds on a long tradition of connecting open youth work in Austria. The association is a service and networking center for the Open Youth Work as well as a professional body for quality development in the field of Open Youth Work.

Objectives are:

- › Service and Information
- › Coordination and networking
- › Quality reflection, discussion about quality, quality progression
- › bOJA makes a significant contribution to the holistic well as individual quality of open youth work and their offers, measures and methods (involves strategic planning, concept development and the question of securing resources)
- › Positioning and lobbying

Positioning of open youth work in Austria as an important and high-quality field of action in the work with young people in a leisure-related context (national and international) is the major goal of bOJA. It wants to position the issues, perspectives and needs of youth work and young people in a nationwide and international youth policy discourse.

BÖJI – YOUTH INFORMATION CENTRES²⁸

The association of Federal Network of Austrian youth information centres is a national association of youth information centres in Austria since 2004. Different organizations of the youth information centres in Austria are usually own clubs or companies, which are funded by the federal states. Youth Information Centres offer young people a first point of contact for all their questions. 27 Youth Information Centres and Points all over Austria guarantee young people aged between 12 and 26 a nationwide service. Of course our centres are open as well to parents and other family members, teachers, youth workers and anybody interested in youth-related topics.

The Austrian Youth Information Centres

- › Offer free and tailor-made information on all topics of interest for young people.
- › Design their services based on the needs and questions of young people.
- › Act as a link between young people and specialist organisations.
- › Create information that is easily understandable and relevant for young people.
- › Give orientation and guidance to foster independent decisions of young people on their own lives.
- › Support young people in developing their information literacy skills.
- › Use modern communication channels that are close to young peoples lives.
- › Support young people in realising their own projects.
- › Implement their own national quality criteria catalogue and commit to the European Youth Information Charter and the Principles for Online Youth Information.

A project for example is WIKI: I (I can through informal learning). This is a program that helps young people to take advantage of informal skills for future careers. Also hobbies and social activities provide a lot of potential employers may look for.

3.2.3 Collaboration across the government and with other stakeholders

The Austrian Youth Strategy of the Federal Ministry of Families and Youth is a process designed to strengthen and develop youth policy throughout Austria. The goal of this strategy is to bring together policies and measures for young people, to make them systematic and to optimise their effectiveness.

It also aims to discover new fields of action and cooperation, to make new calls for action and to support these with concrete measures that can be readily implemented. The substantive tasks and organisation of the Youth Strategy are based on eight fields of action that are oriented toward the EU Youth Strategy 2010-2018. Among three strategic framework objectives most relevant to the plans to implement the Youth Guarantee in Austria is number 1: "Employment and Learning". The strategic goals in this regard are: In 2020 Austria will continue to be among the top three countries in the EU in youth employment (15 to 24 year-olds); In 2020 Austria will have the lowest rate of early school leavers in the EU; Austria will produce more company founders less than 30 years of age. Among the recommendations are measures such as "WIK:I – What I Know (and what I didn't learn in school)" as part of a low-threshold programme to create a skills portfolio for young people; a check list of quality internships for companies and young people; or to incorporate extracurricular youth work in school early warning systems when young people are at risk of leaving school early.

In the Structural Funds period (ESF) 2014-2020, the European Social Fund supports measures concerning the implementation of the youth guarantee in particular for people with disabilities (e.g. transition management from school to work for young people at risk of exclusion, youth coaching) as well as measures to reduce school absenteeism and the number of early school leavers in the area of vocational education (e.g. school social work, learning support).

Supportive measures for labour market integration in the area of education, training and non-formal learning are inter alia to develop partnerships among public and private employment services, career guidance services, other specialized youth services (NGOs, youth centers and associations) that help to smooth the transition from unemployment, inactivity, education or training into work.

To implement and monitor the measure „Youth Coaching“, an inter-ministerial steering group was set up. The steering group consists of members of the Ministry of Labour, Social Affairs and Consumer Protection, the Ministry of Education and Women as well as the Federal Social Office. There are steering committees in each province of Austria. Participants are stakeholders of the educational system and labour market. A nation-wide office of support for interface between school and work (Bundes KOST) coordinates the interface between school and work for young people.



3.2.4 Good practice examples

INFORMATION, COUNSELLING AND GUIDANCE ON EDUCATION AND CAREER (IBOBB)

The 'ibobb' programme combines all measures related to 'information, counselling and guidance on education and career' and is intended to develop the pupils' own skills in identifying suitable

education and career paths. A three-semester train-the-trainer course was held to train (prospective) teachers.²⁸

²⁸ further information: *BMFWF economic report 2014*

4 RESULTS

It is essential for the future of our society to offer all young people a variety of options for development which are based on appropriate education and training. The economic crisis and the economic situation in Europe have created difficult conditions in many countries for young people about to enter the job market. It is not easy for them to realise their career aspirations or simply find a job. Austria enjoys a comparatively low rate of youth unemployment and a comparatively high employment rate. This is mainly due to the fact that Austria has taken comprehensive labour market policy measures in recent years, and that it was less hard hit by the crisis than many other countries. There are many new programmes at the transition from school to continuing training and working life in order to reach all young people and help them seize opportunities.²⁹

Austria's education and training system is continuously being adapted to improve young people's development and job opportunities. Major newly established offerings include the Apprentice Coaching (*Lehrlingscoaching*), the Youth Coaching (*Jugendcoaching*) or the Fit for Training (*AusbildungsFit*) programmes.³⁰

4.1 Strengths

The Austrian educational system offers the following ways of preparing young people up to the age of 19 for the world of work: Apprenticeship training (after 9 years of compulsory school, 2 to 4 years); Middle vocational school (after lower secondary school, 3 to 4 years); Higher vocational school (after lower secondary school, 5 years, degree for university admission); Grammar school (after lower secondary school, 4 years, degree for university admission).³¹

Around 40 % of every cohort of school leavers start apprenticeship training, normally at the age of 15. Young people can choose from among approx. 250 different vocations. Many companies offering apprenticeship training, especially bigger ones, are known for their high quality, giving their apprentices excellent chances in the labour market after attaining their degree. The government, the social partners and the PES in Austria are convinced that this dual apprenticeship training system is the main reason for the relatively low youth unemployment rate.³²

Training guarantee: According to this Act the Administrative Council issues a Mid-Term Plan which contains focal points regarding several target groups for labour market policies. One of them is the reduction of youth unemployment and the integration of young people into employment. This should be achieved through several measures included in the so-called "training guarantee" ("Ausbildungsgarantie"). This means that every young person who is registered as unemployed or apprenticeship-seeking with the PES for more than three months is offered either a suitable job, an apprenticeship on the free market or a training opportunity provided by the PES.

²⁹ Sozialministerium (2013/2014): Youth and Work report

³⁰ *ibid.*

³¹ PES to PES dialogue, 2011.

³² *ibid.*

Decision makers in Austria are convinced that it makes sense to invest money into early school leavers in order to give them a chance to get some kind of vocational training.

If this would not happen and tens of thousands of young people would not get support and training at an early stage, the government would be forced to spend much more money later on, not only for active labour market measures.³³

In order to mediate between young people and employers PES offices organise special events called apprenticeship fairs (Lehrstellenbörse). They are usually organised in cooperation with the Chamber of Commerce and/or individual communities or groups of communities.³⁴

Success factors defined by PES:³⁵

Austrian PES counsellors and managers identified the following factors as having a positive impact on the outcome of active measures for young people:

- **Selection of participants:** especially for youth measures it is essential to choose the right person for the right measure (which is sometimes not that easy due to a lack of time in the counselling process);
- **Composition of the group:** dynamics within a group can strongly be influenced by its structure; a good balance between homogeneity and heterogeneity has to be achieved;
- **Voluntariness:** the more participants take part on a voluntary basis, the better the results; but sometimes forcing someone to attend a certain measure cannot be avoided in order to improve employability;
- **Age:** 18 and 19 years old participants are usually more motivated than the younger ones, meaning that the results with them are better;
- **Allowance:** the entitlement to an allowance can have a positive impact (you get money as long as you “learn”). In some cases the opposite is true: the main or only motivation to attend a measure is money (some young people delay entering a measure until they are 18 because then they receive a higher allowance). It has also been reported that some young people refuse entering certain measures because the respective allowance is lower than the unemployment benefit they receive.

³³ *ibid.*

³⁴ *ibid.*

³⁵ *ibid.*

4.2 Weaknesses

About 14 % of young people do not finish any kind of education beyond the 9 years of compulsory school. Youths with a migration background are overrepresented among those who completed compulsory schooling only partly due to the fact that migrants are concentrated in urban areas, there are more youths without any kind of vocational training in bigger cities than in small and medium communities. Most of these youths are trying to get a job as a low skilled ancillary worker; as the number of such jobs for low-skilled persons is rapidly decreasing, many do not succeed and are likely to become PES customers; some of them do not use PES services and therefore are not counted as jobseekers in the official statistics.

Among other jobseekers these low-skilled youths are one of the most difficult target groups for labour market policies. The Austrian PES offers a wide range of different measures in order to integrate these youths into the labour market (see 3.1.3).³⁶

Key obstacles to success defined by the PES:³⁷

The following circumstances can have a negative influence on the outcome of a PES measure (for individuals or the whole group):

- **Lack of awareness** of the need to do something for one's own professional future;
- **Lack of support by the parents** (this seems to be the case especially in families with a migration background);
- **Lack of self-confidence**, sometimes total hopelessness;
- **Bad experience with school**, therefore reluctance to get involved in anything that looks like school (this can be a real problem for some participants in the apprenticeship training which is connected with attending the part-time vocational school);
- **Learning disability**;
- **Lack of basic skills** like reading, writing, calculating;
- **Interruption**: many youngsters from migrant families have to join their parents for holidays in their home country, sometimes not just for some weeks but for two or three months; they interrupt their training hoping they can resume it upon return (which usually is the case).

³⁶ *ibid.*

³⁷ *ibid.*

4.3 Conclusion Part 1

The mentioned programmes are set to implement the Austrian labour market policy. However it addresses all young people in general and does not respond to challenges and problems of the specific target group of young care leavers. Although some of the programmes and their supportive structures may be suitable for young care leavers too the problem for young care leavers seems to be quite complex: As they are a heterogeneous group by themselves it won't be possible to develop specific programmes that meet all the needs for that target group. Among young care leavers one may find people with migrant backgrounds, language barriers, gender differences, different stages of mental and cognitive constraints and many more individual problems. Thus there is neither a specific, individualised professional integration measure for them nor do the existing initiatives cover all their needs.

So what do young care leavers do whenever they see themselves confronted with challenges considering their future? Out of experience this is how reality often looks like:

Sometimes there is no family left or the violations were too severe so that the young person has no social support through a family behind him or her.

The only social support system they got to know was the one of group homes where he or she grew up. So often many foster children go back to their group homes when seeking advice.

Like children who resort to their own families, foster children go back to their social care institutions when they need help. It is important to provide resources for such situations. If young care leavers over the age of 18 will get continuing support, the number of them capable to master an independent life will definitely grow. As in most families, children by the age of 18 and older turn to their parents when in need. The same support should be possible in group homes.

Moreover young care leavers usually have more than one of the above listed obstacles, which are directly related to training and integration into the labour market. Mostly those obstacles are related to issues around professional orientation, the matching of career aspirations, interests and skills and challenges in the field of school and cultural skills. Overall, the target group of young care leavers is described as heterogeneous with quite divergent intervention requirements.

Two challenges are connected to the termination of measures. On the one hand for those participants who have successfully completed the measure and can be integrated into dual training or the education system, the question of the **sustainability of the measures success** arises. It remains the **responsibility of caregivers** like youth workers to make young people aware of further offers and programmes. An exception is the ÜBA 2 (see chapter 3.1.3) which allows an accompanied transfer of participants to an occupational apprenticeship up to three months. On the other hand challenges arise for those who quit a measure and should be transferred to another measure. Especially for young people with so-called "**measure careers**" mostly **too little coordination** and smooth handover with the previous measure is the problem. Instead of a continuous establishing accompaniment of young people it ends in redundancies and inconsistencies.

Switching between measures also creates a challenge. A standardized transition management has not yet been established and concepts differ especially concerning the socio-educational care.

The youngsters are sent to Fit for Training (AusbildungsFIT) or to other measures. This could lead to **stigmatization and a negative self-perception**, as they may think that they are not fit for training and too stupid for an apprenticeship.

Within the debate **target groups** are described **which are not really target groups**, such as migrants, young women. However there is a big difference between target groups and disadvantage factors. Certain factors of discrimination apply to almost all, but it is not a target group because people are too inhomogeneous.

According to interviewed experts **measures without formal training** units are a meaningful way to keep young people with bad school experiences in the system.

ÜBA 1 and 2: A **close communication** between young people, the person in charge for the project and the company is necessary in order **to achieve a smooth transition** to an occupational apprenticeship. Also, **a follow-up of apprentices**, at least during the probationary period of three months is seen as an important success factor for sustainable integration in an occupational apprenticeship and vocational school.

PART 2 : YOUTH WORKER EXCHANGE – FEEDBACK AND ANALYSIS

5 THE YOUTH WORKER EXCHANGE'S FEEDBACK

This chapter gives a short overview about that structures, stakeholders and persons who were involved in the interviews realised by the Spanish youth worker.

Description of the Association of Therapeutic Communities Austria (Bundesverband Therapeutische Gemeinschaften Österreich BTG) and the environment:

The Head Office of BTG is located in Vienna next to one of their own group homes. Head Directors are: Hermann Radler, Sonja Radler and Michaela Belada. In total they provide six group homes.

› Therapeutic communities Ebenfurth, Neufeld and Grinzing (Therapeutische Wohngemeinschaften Ebenfurth, Neufeld und Grinzing):

The therapeutic communities have prescribed themselves to an individual as well as the continuous education of children and adolescents in family-like structures. They have clients with behavioural disorders or other mental health problems. The primary goal of care in therapeutic communities is to re-integrate the minors into their original families and to prepare them for an independent social life. In the group homes care givers work 365 days / 24 h to all relevant areas of the daily life. This is complemented by individual therapy, group methods, training and working with parents. Furthermore the therapeutic communities offer after care services for their clients as accompaniment into adult life.

Their work is based on psychodrama and art-therapy. The target group are young boys that have a mental disease and/or behavioural disorders which are not certified as handicapped. Thus, their cared youngsters show traits like aggressiveness, low impulse control or attention deficit, which severely hinders their chance of staying in a school or at a job. The problem is that they also do not fall into special protected services granted to handicapped people.

› Therapeutic community for unaccompanied refugee minors with psychiatric diagnosis (Therapeutische Wohngemeinschaft für unbegleitete minderjährige Flüchtlinge mit psychiatrischen Diagnosen) TG UMF:

Supported are unaccompanied refugee minors with behavioural or other mental health problems. Preferably taken are young people from other educational institutions who are no longer feasible in these facilities for psychological and social reasons. The unaccompanied minors obtain a defined daily structure, embedded in a suitable personal framework. Special treatment is often indicated due to the trauma of young people which shows in post-traumatic stress disorder.

Since most young people have enormous psychological problems, a special learning program for them is developed, which helps them with a proper integration into society. In particular emphasis is placed on learning the German language. Additionally the focus is put on monitoring and learning about the new culture to cope with everyday life and to learn the associated roles.

➤ **Therapeutic Centre Jaidhof (Therapeutisches Zentrum Jaidhof, Gut Jaidhof):**

The TG Jaidhof is a child and youth service for clients who are temporarily not feasible in larger, structured entities, because they require more intensive therapeutic interventions. These clients have a state of delayed or incomplete development of mental competences; such as cognition, language, motor and social skills.

The concept for the therapeutic center Jaidhof has a holistic, transdisciplinary approach to therapy. Special emphasis is placed on the interaction and cooperation of the offered therapies. By linking the work of various professions synergy effects of the core competencies of each therapy and pedagogical offer can be made.

➤ **Alternatives to placement in care structures: Community near support like micro therapeutic communities (Alternativen zur Unterbringung in Einrichtungen: Gemeinschaftsnahe Betreuung in Form von Mikro TG's):**

A micro TG family consists of a couple, possibly with already own children and adolescents in the family system. They take children and young people into their families who have no chance to grow up protected and supported in their own biological family. The micro-TG differs from a traditional foster family by employment and payment, continuous care by professionals and ongoing training. During the training period the micro-TG family is daily managed by an external social workers and can refer to them 24 hours a day in times of crisis and uncertainty.

➤ **Besides the facilities of BTG four stakeholders were visited and interviewed:**

One stakeholder interview was realised with the **Municipal Department 11- Youth and Family Office** (Town of Vienna), department "Autonomy and Home" ("Verselbständigung und Wohnen") (after care). For that purpose three persons working at the Department 11 were interviewed. The MA11 supports families and their children with various services, information, counselling and functions as leading child protection organisation in Vienna (further information at <https://www.wien.gv.at/menschen/magelf/pdf/jahresbericht2009.pdf>).

Another stakeholder interview was done with the **Ombudsman of Vienna for Children and Young people** in out-of-home care. The team for children's and youth advocacy act in the interests of young people and aim to support children's and youth's participation in society (further information at <http://www.kja.at/index.php/die-kja/ombudstelle-fuer-kinder-in-wohngemeinschaften>).

The **owner of a restaurant in Ebenfurth** represents the third interview. The interviewed person is the vocational training instructor of one of the young adults in the group home. That restaurant is located quite close to the group home.

The fourth and last stakeholder interview is the **director of a craft training centre in Gloggnitz**. They offer supra-company apprenticeships for young people who are registered at the public employment centre in Austria.

That craft training centre opens young people the chance to obtain a good qualification to facilitate the entry into the labour market (further information at <http://www.bfinoe.at/handwerkliches-ausbildungszentrum-gloggnitz.php>).

➤ **Other persons interviewed by the Spanish youth worker:**

Furthermore one **foster family** for two children in care took part in the interviews Foster families are considered as MicroTGs. They are similar to an individual group home within the structure.

Also the **psychotherapist** of the structure was giving an interview about her work and role concerning professional integration issues.

Finally different **youth workers** as well as **youngsters** were interviewed as well to share their opinions about the care leaver's situation and options for a better integration into society.

5.1 The field practice

The exact visit plan with all appointments and daily activities is attached to the appendix of this report. However, this part refers to the interviews and certain observations done by the youth worker from Spain.

All interviews were appointed beforehand and conducted in the working/living place of each interviewed person. Only the dinner with the care leavers (see activities during day 02/12) took place in the BTG Head Office. The purpose of using such an informal setting was to facilitate discussions among the youngsters. Everyone was informed about the project ABEONA and its goals. All were motivated to take part in it. However, the care leavers were sometimes giving quite short answers. Mostly they opened up little by little as the interview went on.

30/11/15

Meeting with Board of Directors: In a first meeting with the board of directors the Spanish youth worker got an overview about the structure of the BTG and the general situation of care leavers in Austria (see visit plan in the appendix). He first visited the Municipal Department 11 – Youth and Family Office (Vienna). This department includes the After Care professionals from the city of Vienna that work for the autonomy and home of youngsters in social danger. For the purpose of the interviews three stakeholders were interviewed (however treated and summarized as one interview). All interviews were related to the department of "Autonomy and Home" (after care). The interview took place in the MA11 office.

The second place visited on that day was TG UMF- Group Home for unaccompanied refugee minors (Vienna). As one of the six group homes of the BTG, that one is fully composed of immigrant minors. Two youth workers were interviewed. Both interviews were realised in the office of the group home.

One youngster was interviewed in his own room in the group home. Moreover the Spanish youth worker was able to visit the entire home to talk with some other youngsters. A joined supper helped him to get in contact with other youngsters.

01/12/15

That day the hosted youth worker visited other care facilities like the group home Neufeld and the BTG Headoffice – Administrative Office of the BTG. The person interviewed was the pedagogical manager of the group home in Neufeld as well as one youngster. Further interviews followed at the group home in Ebenfurth. After being shown around at the facility one youth worker was interviewed. Later that day the Spanish youth worker had an appointment with the restaurant owner of the "Haslinger Stubn" in Ebenfurth. One care leaver of the group home in Ebenfurth is doing his apprenticeship there as a cook. Both, the youngster as well as the restaurant owner took part in the interviews. The day finished with interviews of a Micro-TG family. One parent and the eldest of the youngsters were interviewed at their home. However both youngsters were in the house.

Although they didn't participate during the interview with the mother, their interaction when passing through the dining room could be observed.

Both, parent and the youngsters showed a typical behaviour for mother and children, talking about how a typical day, organizing the chores, and discussing opinions and decisions. The young person was reluctant to do the interview. Thus the interview was a bit shortened. The mother was present during that interview. She did not interrupt the youngster. Only once when the young person started to blame immigrants for his own difficulties in finding a job, the mother intervened trying to rationalize his thoughts.

02/12/15

The day started with a stakeholder interview of the Ombudsman for Children and Young people (Kinder- und Jugendanwaltschaft Wien). It took place in the office in Vienna. Afterwards the Spanish youth worker went on to the person responsible for after care for unaccompanied minors. That interview was conducted in a cafeteria and he was accompanying her while she took a walk with one youngster.

The day ended with a dinner together with four care leavers in the BTG Head Office, the director of the BTG and the youth workers who accompanied the exchange for the ABEONA project. The youngsters were already informed about the interviews concerning their professional experience. After some informal talking and shortly before starting to eat the questionnaires could be realised. It was an interesting discussion as the youngsters started to argue or comment each other's answers.

03/12/15

That day started with an interview with the psychotherapist and the head of therapeutics at the BTG. She works both as a psychotherapist for some of the youngsters, as well as supervisor for all kinds of therapies that the youngsters attend outside the BTG.

04/12/15

On the last day the stakeholder interview with the director of the craft training centre in Gloggnitz took place.

One of the youngsters in care of the BTG is now in his second year in that school. The school has a broad and long experience with youngsters of all kinds (immigrants, early school leavers, unemployed persons, youngsters with behavioural difficulties...) and was able to give specific information about the most important aspects of a successful professional formation.

5.2 The meetings with youth workers and youngsters

The interviews with young care leavers and youth workers were done by using the previously prepared questionnaires. The questionnaire for young care leavers was divided into three parts: The first part focused on the profile and background of the youngster to capture basic information like the time they have been living within the visited care structure, their school background and their current situation. The second part concentrated on their experiences regarding employment. The third part dealt with the desired situation of the youngsters and the support they have and need for their vocational integration. The questions in this part focused on the efficiency of the structure's projects and tools, the received support, the information provided and different support persons as well as the youngster's opinion regarding support, difficulties, challenges and needs.

The youngsters were mostly open and trustful to the interview. They were informed about ABEONA and the project goals. They knew that it was anonymous. No one rejected questions at all. However the tendency was to give quite short answers. They did not give more information even when asked to elaborate on a given answer.

Two of them were at their group homes during the interview, during their daily chores.

One of them was at work. Another one was at home with his MicroTG. Four youngsters were together at the dinner that was organised after their day of work or school.

Eight young people living in group homes participated in the interviews. Most of them were 16 to 18 years old, one was only 15 and one already 26 years old. All of them were already living within the social care facility for several years. All of them are either enrolled in a technical college, school or in apprenticeship training and have ideas for their future concerning professional integration and which job they aim to do. Their vocational ideas and job experiences range from engineer, office administrator, bar keeper, super market employee, constructor, landscape gardener, pizza maker, chef and waiter, horse tender to carpenter. One third changed their apprenticeship after having known the conditions of that job and after finding out more about their own interests.

Besides the youngsters several youth workers were interviewed by the Spanish youth worker:

The questionnaire for the interviews with the youth workers started with a short introduction of the profile to be followed by questions about the daily support youth workers provide to the youngsters. The next part focused on the strategy and tools of the structure to provide support to the youngsters for their professional integration. Questions were about projects, delivered information, partnerships, the education and training of the youth workers and tools and methods used in their daily work. The last section addressed the opinion of youth workers regarding their work on professional integration, needed competences and their own role.

The youth workers interviewed had different backgrounds. One studied even in Russia Philology and Russian language and later in Austria Social Pedagogy. One is the director of the group home for unaccompanied minors and has previous work experience at the Children Rights Association. Another one studied Social Pedagogics and works with different management themes.

Before that she worked in an organisation for intensive care for children. The fourth is youth worker and director of the group home Ebenfurth. She studied Youth work at university and did further education with emphasis in Psychodrama formation and Trauma formation.

5.3 The meetings with external stakeholders and partners on professional integration

The interviews with stakeholders were also done following a previously prepared questionnaire that mainly focused on three topics: the role of the stakeholder and/or his/her institution regarding professional integration of young care leavers and/or regarding the improvement of competences of youth workers who support the youngsters in this process; good practices regarding young care leavers' professional integration and examples of practices that did not work. What can and should be done to improve the support for young care leavers in their vocational projects.

The host youth worker from Spain met two types of external stakeholders: professionals of the care and after care system (social pedagogues, psychologists...) and professionals of the work system (professors, entrepreneurs...).

Some of them may intervene in a level where the professional integration of the youngsters is not a main part of their work. Due to the limitation of the number of interviews, those were chosen carefully in order to get precise and focused information.

As might be expected, those stakeholders more related with the care and after cares system did worry much about the lack of empathy and second chances for youngsters with mental and behavioural problems. Only the fact that there was a structure (the BTG) giving support to both the youngsters and the employees could grant a certain guarantee of success. But their main concern was that, after a certain age, this structure was not able to continue with providing assistance. In most cases that meant that any further conflict would be difficult to handle for both parts probably ending in the youngster being fired.

The professionals defined certain “red lines” that everyone who wanted to enter the professional world has to achieve: following a schedule, respect the boss, no arguing with colleagues and behaving in the work place. These core points can often not be fulfilled by youngsters in care. Therefore, the aforementioned presence of a structure that supports both the youngsters and the employees is absolutely needed to increase the chance of success.

5.4 The good practices

The main aspect of the BTG that amazed the Spanish youth worker is the fact that they really give the youngsters a so called home. Most of the group homes have at least one professional who lives next to it or even in the same building. So in urgent situations the youngsters have a stable and constant person available.

This personal implication is applied everywhere else in their practice. Related to the professional integration of the care leavers, the youth workers use their personal networks to help in finding employment opportunities and apprenticeships. Moreover they are frequently supervising and checking on the development of the agreement.

Although there are official ways of job placement assistance by the Municipal Department, mostly personal networks of the youth workers are more helpful.

That goes hand in hand with certain risks in case of failing. Youth workers may risk to lose their reputation or friendship to potential employers.

When asked about it, all youngsters answered that the BTG had helped them achieve their goals with a rating of 5 over 5. As far as the interviews reflected, none had gotten a job thanks to the PES.

5.5 The checking

The Spanish youth worker had checkings with the project coordinator from the BTG every other day. If needed, she was available during office times at the BTG Headquarters where the Spanish youth worker was living.

A planning had been made with the interviews a few weeks before he arrived in Vienna so that the organisation and distribution of time could be foreseen. Some interviews had to be rescheduled during his stay, but the project coordinator took care of that and found new solutions when needed.

5.6 The conclusion of the youth worker exchange

The youth worker exchange lasted five days. This is quite a short time for getting a profound insight into the work of BTG. It does not give the opportunity to learn more in detail about the structure and to interact more with the youngsters and youth workers.

However, the Spanish youth worker elaborated his experiences with the youth worker exchange and came up with following recommendations.

It would be helpful to make a weekly plan with frequent times to write down the interviews, and with the chance to ask questions to someone (probably the partner youth worker during the exchange), as some terms, ways of working, laws, local initiatives, etc. might not be known to the foreigner youth worker.

Because of the language barrier there might occur further obstacles and problems. Fortunately the Spanish youth worker had a good knowledge of German. This helped a lot to do the main part of the interviews in German. Furthermore a youth worker from BTG was accompanying him any time.

It is also helpful to get more information about the entire care system and not only about the visited organisation. This gave the host youth worker a better and holistic view on certain issues.

Once the interviews were in a flow it was easy to go on with others. Therefore it is best to start with easy interviews like with youngsters and youth workers and not with stakeholders.

The questionnaires were quite long and not flexible enough. That led to more improvisation with especially the youngsters as they were not patient enough to go through all questions.

To gather information from young people the interview should be shorter and adaptable to each case.

To allow more privacy and to give more personal space the Spanish youth worker recommends to interview the youngster individually or in pairs. Larger groups tend to drift into arguments and discussions over opinions given in each other's answers.

If the time had been longer, the Spanish youth worker would have liked to visit some more professional schools or projects (like the Space-Lab mentioned in two of the Stakeholders interviews) to learn about how the students/workers arrive there, what difficulties they have, and what they think about the future of those youngsters that attend their activities.

6 THE VOCATIONAL INTEGRATION

6.1 Ways of support by the structure concerning professional integration of young care leavers

As the BTG is still a quite young institution there are not yet as many young care leavers. Therefore there are no statistics about that issue or a specific methodology or tools concerning the professional integration of young job seekers. However, the BTG is aware about the importance of a structured and professionalised after care service (e.g. after care TG UMF). However, in praxis two main processes of managing the professional integration of young care leavers have been observed during the youth worker exchange.

1. **Using the already existing ways and systems**, like the orientation days in school for 14-15 year old kids, vocational fairs, and information days of programmes of the PES.

This option is mostly used by youth workers that attend unaccompanied minors. In the opinion of the Spanish youth worker this is due to the fact that in general immigrants tend to be more motivated to work than young Austrians who are in a care facility. Most of the people with migration background do have working experience from their home countries. Furthermore they often feel a sort of pressure of their families back home, as they often expect them to send money. Therefore immigrants may stick to jobs more intensively and show more resilience to difficulties. For youth workers it seems to be easier to work with that group of clients as they are not so picky about jobs. The hosted youth worker observed that those youngsters are more open to work even in a place they do not really like or which does not really match their interests.

2. **Using of the personal network (people or businesses)**. The youth workers ask individually in his or her own personal network if a certain care leaver could do an apprenticeship or an internship. This option depends highly on the youth worker's network.

This option was more frequent related to youngsters with mental illness. However that might be due to the fact that the youth workers that mostly mentioned this second option were working in group homes located in small towns in the outskirts of Vienna and less with young immigrants.

The Spanish youth worker comments that those youngsters need a tight supervision of their weekly or even daily performance at the job. This is better done in small towns, where people have a closer contact with the youth workers and it is simply easier to visit the working place, talk with the youngster and the managers.

In both cases though no structure exists for topics of professional integration. The opportunities which arose were all dependant on the good practice and responsibility of the youth workers and/or directors of each group home.

The general feeling was that boys in situation number one had a tendency to become a job in the long run. As for boys in situation number two, the long term results seemed to be more pessimistic. The Spanish youth worker explains that probably this could be the consequence of the fact that the care system has an age limit, but the mental illness of the youngsters does not disappear.

6.2 The role of the youth worker

The youth workers activities concerning their support for professional integration can be divided into three parts:

- 1. Identification of the youngster's wishes and interests and matching with realistic chances.**

This can be realised by simply talking to them, or by involving the youngsters in specific tasks at home to observe their skills.

- 2. Helping them in finding a professional school/apprenticeship/... by doing profound research.**

Examples are to elaborate a CV and cover letter together, or by taking them to interviews and waiting outside for them.

- 3. Supporting them in their struggle to keep the studies or a job, and to help them overcome frustration if they fail to do so.**

This is probably the most difficult part, and the one most underlined by both youth workers and care leavers.

This might include actions like visiting the school once or twice a week to be available in case there are complications with the youngster. Or attending a call in the morning of the care leaver, telling the youth worker he has overslept, and drive him to his job so he isn't late.

Generally speaking there exists a relative caregivers system (Bezugsbetreuersystem) in group homes. That means that each youth worker is responsible for two youngsters in care - also in vocational integration topics. This person is responsible to gather information concerning the issue of vocational orientation and to get connected with e.g. advisory centres like the public employment centre Austria. Also in internal team meetings youth workers talk about various issues concerning the young person and his or her personal development. Thus they also talk about professional integration topics.

Some interviewed youth workers mentioned small projects like youth coaching. Another example was given in the group home *Jaidhof*. There, youth workers work with youngsters who do not attend school (early school leavers), trying to find work together with them.

Most youth workers referred to school or to the PES when talking about special projects or job orientation programmes. At school there are labour orientation days or similar events. In the last school year the children get prepared and informed (Practical Days).

However no structure organises special vocational workshops, events or projects within their facilities as integrative part of their daily work. They do not have an integrated location in their facilities that provides information for professional integration. Mostly they use private contacts and networks to support their youngsters in matters of professional careers.

"The opportunities [job opportunities] arise from people we know personally, not from organizations."

No structure has special statistics about young care leavers or a database about companies and their job offers. These structures do not use special tools or a methodology to increase the young people's employability.

One interviewed youth worker stated that the institution is still quite very young as an organisation, only 15 years old, and there are not yet so many care leavers that have left the association. They mostly agree that starting a register and following the cases of care leavers would be a meaningful idea. When asking youth workers directly what might have happened to the majority of young care leavers the opinions are not very positive.

"I believe the overall result wouldn't be very pleasant. Most care leavers wouldn't have a job or even a stable live. In fact, there's a significant number that we know are dead or in jail."

The opinions of further interviewed persons who belong to the structure are following:

- **Mikro tg parent:**

The interviewed person points out the importance of allowing the young people to work in an open and free way. That way they do not feel controlled. She took notice of the Micro TG's when she read an announcement. She thinks that it is very important that there is a strong relationship between the "foster parents" because they should give security and love to the children.

- **Psychotherapist:**

As a psychotherapist she works both in single- and group sessions. As she lives next to the group home Grinzing, she also provides crisis support when an emergency arises with the youngsters. Therefore, she is always present at the team meetings as an external member.

She is also available for consulting to other group homes. Thus she meets all external therapists that work with the youngsters to be aware of their advances and developments.

As one challenge she describes keeping balance between the youngster's right to professional secret and the need to inform the youth workers of dangerous issues.

Individual therapy is theoretically obligatory for every youngster. However, they know that non-voluntary therapy is not productive. Thus they respect when a youngster denies therapy. She currently attends 14 youngsters.

Professional integration is not a direct issue for her, although of course it sometimes comes out in the sessions. Certain emotional problems also hinder the youngsters to develop successfully at school or at work.

In general she sees her role in consulting the youth worker about the young people's abilities and talents. That way she is indirectly involved in professional integration issues.

- **TG UMF after care service:**

The interviewed person explains that they try to find out about the youngster's specific needs, about physical or psychical barriers or their level of the German language. They prepare the youngsters for the future. Often young people want to earn money immediately, so her task is to give them a realistic assessment. In her opinion it is important to train the youngsters in patience and persistence.

6.2.1 Description of daily work

All interviewed social workers state that they see the youngsters on a daily basis at work, some also in the evenings and during weekends. They describe their main role in providing security, stability and overall care. They spend the day with the young people with different activities like cooking, eating together, helping with homework, playing games etc. and make sure that the young people do not forget important appointments. The pedagogical directors mentioned their administrative tasks next to the face-to-face contact with the youngsters as another important and quite time-consuming task. All interviewed persons defined their role similar to a "mother" or "big brother" as someone who gives care, love and stability, but at the same time as someone who keeps a professional distance.

"It [the relationship] is professional, but also very close"

This professional attitude gets visible by describing their use of modern technology in order to keep permanent contact. Mostly they communicate via WhatsApp or SMS with the youngsters, but in general youth workers prefer fact-to-face conversations or the telephone. E-Mail, facebook and other social networks belong to their private life. Most social workers strictly separate private life from the professional one.

At large youth workers focus on the individuality of the youngsters and try to give specific support that meets their individual needs. Certainly there exist individual development plans based on a diagnosis of each young person. This diagnostic know-how helps with identifying personal talents and interests and in a broader sense to assist them in choosing a realistic career path.

6.2.2 Education and training of youth workers

All interviewed youth workers agree that there is no emphasis on professional integration topics within their education (different courses of studies) to become a youth worker. Moreover no-one participated in any kind of special training to get a better overview about professional integration topics or how to increase the employability of young people, especially care leavers.

Some attended trainings for other important issues like prevention of physical or verbal violence, de-escalation, management tools, trauma pedagogy or psychodrama.

Thus on the one hand some youth workers show interest in further education and training and are willing to increase certain skills to improve their daily work with the youngsters.

"If there was one [special training for professional integration], I would take part in it."

On the other hand some youth workers are convinced that work experience is far more important than any kind of training. Two out of four interviewed persons did not take part in advanced trainings, because they think that they learn most things in their practical work.

6.2.3 Experience with professional integration topics

All interviewed youth workers point out that besides vocational education, finishing school is the first and most important step. Without a school certificate (e.g. junior high school diploma) it is almost impossible to find any job. Furthermore, for them the topic of professional integration is not the most important one in their daily work with the young people.

In general the youth workers do not have specific experience with professional integration of young care leavers. However, youth workers support their youngsters indirectly with professional integration issues in helping them e.g. with learning the language (German and English) or discussing different interests, goals and wishes for their future. Youth workers help them with job researches, with getting ideas of programmes and projects or with connecting them with other organisations and companies. In general all youth workers are aware that it is hard for the youngsters to find work with their specific problems like mental illness. They mention the importance of considering the individuality as a whole.

Besides trying to inform themselves about the current labour market situation by watching news and get in contact with the public employment service, some youth workers use their private connections or personal networks to assist their youngsters with finding a job.

One effective way to support young people with professional integration topics is described by a youth worker as a process of *"helping them to help themselves"* and teaching them how to do their own job researches.

"For example, I make them go talk with the manager of a shop to ask if there's a job vacancy. I can give them support, but I don't do it for them."

Another interviewed youth worker described a workshop that they organised to train fictive job interviews:

"Lately we've organized a workshop about how to present themselves in an job interview or meeting: Good manners, appearance, behaviour, non-verbal gestures."

6.3 The different partnerships of the structure

It was repeated in most interviews that the BTG is struggling with having stable partnership for professional integration. The PES was disregarded by all group homes except one as being useless for the profile of care leavers. The only exception was the group home for unaccompanied minors in Vienna. However they now have youngsters at their care facility who just attend school and are still two or three years away from being capable of entering the professional world. Certainly the PES offers good information and orientation for young people. However, when it comes to being integrated into the labour market in a sustainable way, there are not many successful examples among the group of young care leavers.

Most successful were particular and direct partnerships, which supported one youngster at a time.

In Austria there is not any kind of structure, company or organization that could employ large numbers of care leavers with mental illnesses. As those youngsters can only enter a work place one at a time (the special and personal supervision needed makes it impossible to have large groups in a single job), the partnerships that worked have always been a solution for just one youngster. Therefore, for other youngsters new partnerships have to be looked for every time. If a care leaver successfully maintains a job, then this place is already occupied by him. If he proves too troublesome and gets fired, the employer usually doesn't want to repeat the experience and denies contracting further youngsters with mental illness.

6.3.1 Partners of the BTG and their role in professional integration for care leavers

- Public Employment Centre (PES) Austria

The PES offers different programmes, initiatives and information days for young job seekers. However it is necessary to go there, register and get information about suitable trainings and job placement systems. This would be the task of youth workers and of schools to make young people aware of the PES, its offers and to motivate them to contact that service institution. The experiences with the PES vary: Some youth workers and youngsters see the PES as quite useful while the majority is not convinced about their assistance.

- Partner of the craft training centre in Gloggnitz

That school is offering a three year long vocational training for the profession of becoming a carpenter or a metal worker. There are approximately 15 youngsters starting each year, in total there are 80 students.

Between 15 and 20% of the pupils who are starting that career path are leaving school within the first year as they find out that it does not suit their personal interests. Most of them who do finish the entire three years do not have severe problems with finding a job afterwards.

Certainly there are some challenges as some youngsters don't seem to be motivated in starting a working career and they don't put a lot of effort into learning. Maybe they think that they won't need a job in the future.

"For us, what's more important is not that the youngsters arrive here with a junior high school diploma, but with a positive attitude towards learning."

Thus they try to increase their motivation by preparing both the theoretical as well as the practical lessons more interesting, adding some entertaining activities or even trying to find something to build with their own hands. Sometimes they construct things for their private lives, e.g. for their houses, and that is what is most motivating.

Furthermore the director criticizes the lack of good manners. He states that sometimes they don't even know how to greet in a correct way.

- **Municipal Department MA 11**

That department works with youngsters from the local region (Vienna) when they detect special needs. They make some interviews to diagnose their situation and design a plan. The main goal of that plan is trying to match the wishes and ideas of the young people with reality. Creating that plan, with its constant renewal and revision, is their main work. As professionals they keep in touch with the youngster's workplaces and schools, so that they make an effort to overcome specific problems (frustrations, mistakes, ...) of having a care leaver with them.

Besides, they establish contacts with the companies, so that the care leavers and young people within their responsibility have a chance to get to job interviews, ask questions, talk to the workers there etc.

They see their main task in supporting the care leavers by searching for different opportunities. Sometimes they have to be quite innovative.

For their work it would be very helpful to extend the care and their support beyond the age of 18. At least until the youngsters are 20 years old.

Overall from their experience it is easier to manage contacts to small business and to integrate care leavers in familiar workplaces which in Vienna are very rare or even nonexistent.

- **Restaurant in Ebenfurth**

The owner of that restaurant states that they have a very positive relationship and a lot of communication with the care leaver. The workplace is nearby the group home. They trust each other and what began as a private relationship has grown into a working relationship.

"Being a small business, nearby the group home, we can give the youngsters a familiar ambient."

The interviewed person emphasises that practice is gained by doing. However the young care leaver's attitude towards work is what matters most.

- **Ombudsman for Children and Young People**

He examines the home communities and services that work with children and young people in Vienna, to detect and fight bad practices (sexual aggressions, violence...) against minors. So he sees his main function in the detection of bad practices that are against the rights and benefits of minors in their care and to inform the media when scandals occur by assuring that the privacy of the minors are preserved.

Right now there are around 100 home groups in Vienna, with about 700 minors in care.

In every service there is his phone number. So both the youngsters as well as the youth workers can call him anytime to obtain help, consulting or protection. Moreover he gives speeches and informs young people and responsible stakeholders about children's rights.

6.3.2 Potential for networking and coordination

The interviewed youth workers state that their structures are neither part of a youth unemployment network nor do they coordinate their work with other organizations concerning youth employability. They emphasize the importance of having personal contacts and private networks to help the youngsters with finding a job.

Furthermore there are some different places, where the youngsters can get information like the public employment service Austria (PES).

The opinions about the PES vary from very good to not useful at all. Some youth workers mention a fruitful partnership with PES, while others claim that the PES and the BFI (vocational promoting institute) rarely find adequate jobs or offers that meet the individual wishes and needs of the youngsters. So in the end the youth workers need to find individual job opportunities for the care leavers on their own.

6.3.3 Successful partnerships

Generally speaking what most interviewed persons stated is that it is a successful partnership when the youngsters are motivated to follow their goals and get concrete plans.

"They should want what they do - even in hard times."

The interviewed youth workers mentioned some programmes and initiatives they know from the PES. However, they did not give more information about these programmes.

One of the youngsters has worked with a carpenter. It went all well because the manager was aware of the kind of youngster he had taken into his company. That manager behaved empathically and was willing to give the young person an opportunity.

The after care UMF youth worker is convinced that a good practice is often described as a working relationship with the care leaver in which the talents of the young person are recognized and developed.

"It was with a boy from after care. He is very athletic, so I recommended him to write that down in his cover letter. Thanks to that note, he started an apprenticeship as a builder. His talents had been realized and he felt motivated and good because he did what he liked."

The same interviewed person recommends that if the talents aren't that obvious there should be done orientation courses to find out what the youngsters like to do and can do. It is also important that the youngsters get support from the youth workers, e.g. when writing a CV or an application.

"It is a good practice because these migrant boys have other experiences from their home countries regarding the applications. They don't understand the need of having a well written CV and a cover letter, and need help elaborating them. When they manage to reach their goals in Austria and also have support it is a good practice".

Role models are also mentioned as being a good inspiration for young people. If there is already someone who was in a similar situation and managed to professionally integrate into the labour market it seems to be quite valuable to youngsters.

There is currently a 17 years old boy that is living by his own at a support home. He went out of the group home a year ago. A youth worker visits him three times a week. He is attending a work school where he studies and does an apprenticeship for woodwright. It would be a good example for others. By telling his story to others they could benefit from hearing his own experience and struggles. Now and then he visits his old group home. There the youngsters know about his successful story, however it would be a good idea to allow him to share it also with other youngsters at other group homes.

The director of the craft training centre points out that their partnership with the PES Austria works fine. They receive all their students through PES.

The young people themselves state that it is important for youngsters to take no drugs. Young people in care often get into troubles because of drugs. Taking drugs decreases their motivation to work or to go to school. It is important that they do something with their life and that they stop waiting.

6.3.4 Failed partnerships

In general a partnership is rated as negative when young people get unrealistic information and want to reach unrealistic goals.

At one example the manager didn't have that empathic link to the youngster. He was introduced to the characteristics of the care leaver and the special situation.

The responsible youth workers made visits every week to check on him and to provide assistance to both the young person as well as to the manager. However the manager couldn't meet the special needs of the care leaver.

The interviewed Mikro TG parent in Ebenfurth elaborated:

"A bad practice is, when the youngsters don't know how to act because there are huge differences between the biological and the fostering family. Sometimes they feel a conflict of loyalties, so they can't achieve a higher education level because they do not think that they can reach it, or are given opposite counsels by both families."

Another youth worker reports about an internship where the youngster got in contact with drugs. It was a bad environment.

Others talked about negative experiences with the PES.

"It failed, because they register the youngsters in projects, which they do not like, or in which they don't want to be. So they do not have enough motivation or willingness to participate."

They try to handle it without PES or BFI, because both of them seem to be rigid and non-flexible forms of "support". They can't fulfil the special needs of the youth workers and the youngsters. Moreover they do not seem interested in real, long-ranging vocational integration.

There was a professional school for young people which opened in the north part of Austria. It didn't work because it was too far from Vienna, in a place that is considered "lone lands" by the youngsters. They had to take the train to get there, and it was too much of an effort to go there every day.

The restaurant owner explains that those kinds of youngsters have sensitive aspects and their behaviour comes in "waves". One can't expect them to be always stable. For example, they can have problems waking up in the morning. This is something that has to be specifically addressed at work, but you need to take this into account when employing care leavers from a therapeutics community.

"Also, in our work [restaurants] we have a very special schedule: we often work on holidays and weekends, and also in the afternoon. Being a cooker or a waiter is not that complicated, but you need to know the circumstances of our job and accept them. Not everyone is suited to dispense with hanging out with friends on weekends, or being unable to do sports because you can't go play football on Saturday."

Circumstances and other information about the career should be known before choosing a professional school or vocational path.

The Ombudsman remembers an experience in Vienna, where five different crafts were taught at a school: mechanic, gardener, woodwright, builder and cooker. The idea itself was quite good, but there were two main problems: First, the school was too far away from Vienna, so it was neither appealing nor easy to go there. And second, it was so big, with too many youngsters. They formed gangs and violence and abuse started to appear.

Additionally, the Ombudsman concludes, that they know from several studies that having more professionals in a service doesn't mean that more work is done with the youngsters: Quite the contrary, the professionals themselves talk and hang out with each other, leaving the youngsters alone.

As a conclusion: big groups tend to "explode".

The director of the craft training centre explained that what didn't work for them were having large groups of immigrant students together. They formed an isolated and closed group, only talking in their mother languages, and they didn't pay attention to the teachers. From then on, they haven't accepted immigrants in our school. He adds that they are not a therapy group, which means they can't make a huge difference with those students that have personal difficulties like mental illness or such.

"We prepare our students for the jobs in the market, and they won't get more chances there than anyone else."

They have a boy from the BTG who, under normal circumstances, would have been fired from the school.

"We understand his circumstances, and close our eyes sometimes to his failures or behaviours, but that won't happen to him in a job."

His opinion is that there are some people who, as hard as we may try, will always need some sort of tutelage from the social system. E.g. with a payment for unemployed people, or with protected job. He thinks that with the personal problems they have it won't allow them to live by themselves, and that's a fact.

When listening to the youngsters themselves they explain that they do not feel well prepared for vocational integration. The lack of self-confidence seems to hamper their optimism for finding an adequate job. An interviewed youngster explained that he is afraid about what is expecting him at the vocational school.

"It is a problem to wake up early and that I have no knowledge with the computer. I am a bit afraid of the vocational college, because I think that it is going to be very hard."

For young people it is important that there is a good atmosphere at work. When describing failed partnerships most interviewed youngsters tell about problems with their bosses. One wants to learn more about his legal rights at work places.

"My experience as a landscape gardener was bad, because I had a negative relationship to my boss. Furthermore I had problems in the team."

"I had mostly negative experiences because I always got in conflict with my bosses."

7 NEEDS ANALYSIS

7.1 Needs of support for the youngsters

7.1.1 The perspective of the Spanish youth worker

After the exchange week the youth worker from the partner organisation Plataforma Educativa in Spain recognizes the following needs of support for the youngsters.

Longer time in the care system: Due to their emotional difficulties and to language barriers of immigrants those youngsters need more time for the same achievements as others (finishing school, holding on to a professional school or job...).

Small groups: Both in schools and at jobs small groups may help young care leavers to get a closer support and therefore would increase their chances of success.

For schools: Previous experiences show that large groups of youngsters tend to end in conflicts and displays of violence.

For jobs: It has been proved that small businesses (familiar business) are much more successful than big companies, as youngsters can easier feel as an individual that belongs to that group. In large companies the care leavers find it difficult to fit in and to adapt to the defined role expected of their position.

After care knowledge: Even after leaving the care facility, there is someone they can contact when help is needed. After care service as well as a continued and open contact with the former group home, give the young care leavers the emotional security that they are not alone.

An ideal partnership would be a place where the working schedules and the stress level of the work could be adjusted to the resources and capabilities of the youngsters.

7.1.2 The perspective of youngsters

In general seven out of eight interviewed youngsters feel well supported by their youth workers and the care facility they are living at. One interviewed youngster mentions an online testing of interests which youth workers did with him. The majority say that social workers talk with them about vocational education whenever they have questions. Although there is no specific time reserved for that issue in care facilities, youth workers provide information anytime. Most important persons for vocational guidance are the youth workers, teachers at school, one mentions the PES manager and sometimes the therapist. The youngsters see their youth workers on a daily basis. They also explain that youth workers use their personal networks to help them in finding a job.

"It [the care facility] helped me to achieve many things in life, including my career in school life."

"I feel well about the care system. I would not be able to handle all the appointments and applications without the help of the youth workers."

The positive message is that most interviewed youngsters have a positive attitude towards working and professional integration.

"I want to work in my live, because it's needed and I feel well about it."

In general there is not a lot of information about special job orientation events, programmes or workshops. Only one has experience with vocational orientation workshops, others claim that they have not participated in such trainings yet.

About half of them gained some kind of experience with internships. However, five out of eight did not work within the last six months.

Everyone states to have a CV. Mostly they get help from their youth workers when writing a curriculum vitae and a cover letter. Some of them also wrote a CV at school.

Only two youngsters out of eight comment that their families know about their vocational plans. Most youngsters seem to have a closer relationship to their youth workers concerning personal support for professional integration.

Immigrants point out their working experiences in their home countries.

"I worked with my father on the fields as a worker on vegetable fields in Afghanistan. In Austria I have no experience."

"I worked as pizza maker in Croatia."

The interviewed person with an immigrant background explains that he would like to go back to school, because he is interested in learning new things and he is aware of the importance to finish school education to reach further vocational goals. His aim is to become an architect. So he has a clear plan for his future. First he wants to finish Junior High School and the vocational college and afterwards he would like to study.

Young people explain that the high standards in jobs are hard to meet and the high chance of failing is quite demotivating.

» The youngster's suggestions for improvement

"It would be important to accept our individuality, interests, motivation and our will."

One youngster wishes to have a better overview of existing apprenticeships.

Some wish to have certain role models. In their opinion parents should talk, discuss and motivate their children for finding a vocational path in their life.

As some youngsters tell about problems with bosses and authorities they may feel alone with their problems at work or maybe even misunderstood. Thus one recommends that if there are problems or conflicts at work it is important to talk with the colleagues and the boss. Furthermore it would be good to ask external people for help like e.g. the work inspection. It is important to be prepared for the power relationships in the companies. Youngsters have to get along with orders and commands. They need to learn how to respect authorities and how to avoid conflicts with bosses. Youngsters say that it would help them to focus on a bright future and to not let the others provoke themselves. Furthermore it is important to get along with the pressure to get achievements.

Other challenges described by the youngsters are the high goals and standards at work. Many youngsters are not able to reach them. Furthermore apprenticeships are composed of different areas and that they are not motivated for all of them. Failing in some areas means that they are unable to finish the apprenticeship. This leads to personal frustration and the motivation decreases.

7.1.3 The perspective of youth workers

Most interviewed youth workers mention the importance of the young people's motivation as basis for all further development guidance like for employability aspects.

There is lack of information on professional integration programmes, initiatives and ways of how to best support young people in care facilities. Often youth workers report from language barriers. In the case of minor refugees there are also many legal facts, which decrease their motivation and withhold them in their processes of autonomy, confidence and responsibility.

"If they find a good job offer, but don't have positive asylum, they are not allowed to work."

The main difficulty that is described by youth workers relates to basic school education. Not finding a job is seen as a logical consequence of dropping out of school too early and not receiving a high school diploma. They want to work, but they are not allowed. So one goal is to decrease the early school leavers and to support and motivate young people to stay in school.

"If the care leavers haven't got a school diploma or title, then there's nearly no chance for finding a job. There are no opportunities for those without a school grade."

Another interviewed youth worker says professional integration should begin earlier in school. Youngsters don't have the knowledge of what they want to do as a job and can't choose their education accordingly.

Difficulties arise from special needs and the low attention level of young care leavers. Legal problems are derived from the high level of aggression, which result in property damage or even personal harm at work places.

Furthermore there is a lack of partners who would integrate the youngsters. Often they are seen as additional time and administrative costs for organisations. Maybe it would be an incentive for companies to hire and integrate young care leavers when they get special promotions from the state.

Another problem is the social stigma of being a care leaver. Most people don't give them a chance in their business when they know that they come from a home group. Moreover the intensive care the youngsters need during his or her professional formation is always a handicap at work.

➤ **Better connection to external support and network:**

In addition, group homes should be able to obtain more external help: If there are just 2 youth workers attending 8 youngsters, it's almost impossible to help all of them with all issues in life: From supporting them with their homework, attending youngsters in a crisis, accompany another one on an errand etc.

➤ **Including companies and give them incentives:**

It would be important to increase job opportunities and to include the perspective and needs of companies in finding a suitable solution for integrating young care leavers into the labour market. It may be an incentive to increase promotions and bonuses for those companies and organisations which hire a care leaver. So far only companies which employ handicapped people obtain such economic bonuses.

"Our youngsters have mental diseases, but are not handicapped. They don't belong either in the handicapped services, neither in the "normal" chances for young people!"

» **Working in small companies and close to the group home:**

The experience shows that young care leavers who work in a nearby company and in a small place happen to have a better relationship to their colleagues and bosses.

"It is working well because our relationship towards the care leaver is friendly, close, and face-to-face. He's not a number in a large company; he has a name and surname for us. Yes, ours is a good example that this apprenticeships can work."

The interviewed person of Grinzing tells that it is very important for youngsters to develop and maintain a structure in their daily life. They should train a behaviour which they will need in their vocational life as well like getting up early, eating at reasonable hours etc.

Furthermore it would be important for the youngsters, that they have a person they can trust and to whom they can turn to with any kind of problem.

The interviewed psychotherapist states that the development of personality of most youngsters in care is slower. That includes their self-confidence, impulse control, coping with a hierarchy (bosses at work, following orders...), discipline, daily structure etc. which may lead to difficulties in their working life.

"It's hard to respect that difficulty and give them some extra time. There needs to be a very close personal support for them, someone who really is there when needed, because they're frequently asked for achievements they can't reach, especially at work."

7.1.4 The perspective of stakeholders

The interviewed person of the Municipal Department 11 (Youth and Family) emphasizes that the development of self-conscience and motivation is essential for young people in care. The young ones living with their biological families don't usually have good examples at home concerning the topic of professional integration. Their parents mostly have difficulties with work being often unemployed themselves. Being a minor immigrant is another obstacle that makes it more difficult for them to stay at school and to finish their grades which in the long run hampers a good integration into the labour market.

One main issue about how to best support the youngster is mentioned several times by different stakeholders: It is about role modelling.

"Our task is also to give a good example to others with our own attitude towards work."

Concerning immigrants many interviewed stakeholders suggest a profound diagnosis to be made in order to find out about their previous educational backgrounds and work experiences in their homelands. That way a plan that meets their needs can be established.

Stakeholders agree that for young care leavers small goals shall be defined which kind of guarantee a certain success to keep the frustration of failing (which will surely occur a few times) to a minimum.

They also mention to value their past experiences to better understand their current situation.

The interviewed stakeholders also claim that at school the professional orientation should start earlier. The youngsters should meet people who actually work at different places, so they can speak not only about the techniques needed, but also about the circumstances of that work: how's the ambient at a car mechanic, what is the timetable of a restaurant ...

The importance of starting an independent life with being best integrated also into the labour market is made clear by one stakeholder:

"They should not feel or act as a victim; they should achieve confidence, autonomy and responsibility about their life- because they can choose their way on their own. Therefore they should earn their own money, so they can manage their own life."

The interviewed person at the craft training centre states that their graduates have no big problems with entering the labour market because they are able to work anywhere as they have the basic knowledge of how to work with wood. However he sees a challenge concerning the overall change of industries: Often they buy already prefabricated pieces so less workers with experience in woodwork are needed.

"Basically, there are less opportunities and job places for our students every year."

The ombudsman indicates that discovering the abilities and talents of the youngsters as soon as possible is essential. Sometimes a coach or a similar professional should be hired to help with finding out about their individual interests. He also suggests not to mix young persons with different diagnoses within the same living community. That may probably lead to conflicts when living together.

"It might feel wrong for them if one goes only a few hours to school, while the other one has to work all day long."

In conclusion stakeholders claim to need more of everything like more youth workers, more professional schools, more group homes etc. However they are aware that this is also an economic problem to pay for all those services.

➤ **Being empathic while trying to stick to some rules at the same time:**

One stakeholder (restaurant owner with one care leaver) suggests to accept that, at the learning stages, youngsters will make mistakes. However it is also important to give them honest feedback and correct them. Only with constructive feedback they have a chance to develop.

➤ **Always look for good examples to copy:**

Another stakeholder (Ombudsman) recommends to always reflect on own practices and to look outside the own community. It is quite fruitful to learn how others work with similar situations.

"I know some interchange programs for communities, like "Quality for Children" or Abeona itself."

➤ **Include the perspective of youngsters:**

It is obvious, but sometime professionals forget to take minors into account when making decisions for them. More emphasis should be put in allowing them to participate in the debate of those decisions.

Some stakeholders conclude that the education offered to care leavers should be very specific, and with a certain guarantee of success for a future job: builder, salesman (in a shop), waiters, barbers etc.

7.2 Needs of competences for the youth workers

7.2.1 The perspective of the Spanish youth worker

The training and formation of youth worker should encompass following aspects:

1. **Detection of abilities**, interests, talents, wishes etc. about the future vocational profession of the youngsters in care
2. **Application and practice of these talents in their daily live** so that the youngsters put them also to test
3. **Profound reflexion** about those interests/skills regarding **how they can be made useful for a future job**
4. **Design of a detailed plan** in cooperation with the youngster that includes realistic goals with at short, medium and long term milestones. Topics like current studies, next professional school options, finally job opportunities and chances should be included. It would be helpful to split these plans into achievable and tangible steps.
5. **Obtain information** about alternatives to school, professional schools available, job offers for inexperienced people etc. The more focused this information could be, the less time would be wasted just in the research. Besides it would be easier to find something meaningful for the youngster, without the chance to lose a fitting opportunity only because the information wasn't easily available. For this purpose an individual (or small group) who gathers information for professional integration could be established in care facilities.
6. **Good coping with frustration** for both the youth worker ("I'm no good at helping him") as well as the young person ("Why should someone want to contract me?"). Therefore some knowledge about basics of therapy could be useful, as well as knowledge of what external services are available like psychologists from the own organization or external support professionals.
7. **Support the youngsters to hold on to a formation/job** once they get it. Most of them say that the easiest part is to obtain a job opportunity. What's difficult for them is to deal with minor conflicts, challenges and frustration in order to stay there for a longer period of time.
8. **Implement professional integration topics in practices** of University students (Social Pedagogy, Social Work etc.). This may help to increase the awareness concerning the importance of labour market integration of young care leavers.

7.2.2 The perspective of youth workers

Most interviewed youth workers claim a clear plan from the PES about the offers, programmes and initiatives concerning professional integration.

"It would be good if there is more information of the vocational opportunities in the countries!"

Some youth workers emphasise a better education in the youth worker education like at university. In their opinion courses with a focus on professional integration would be useful.

The state should provide incentives for organisations and companies to hire young care leavers so that there are enough free working spaces for that target group.

What is mostly needed is the capability to handle different crisis situations when young people start to lose the motivation for attending school, internships or when they have to deal with challenges at their work places.

The interviewed person of TG UMF is interested in getting more information about apprenticeship and the process of acceptance.

The psychoherapist says more profound reflexion should be done for youth workers. There should be more time for personal insights or even some sort of therapy. They should be aware of the transference and counter transference that occurs in their work. Otherwise it is sometimes difficult to differentiate between their own feelings and aspects that come from anguishes of the youngsters. Thus supervision should be part of the team's dynamics, where they can discuss their own problems and think about the way they realise their work. He also recommends to develop certain tools to detect and develop the youngster's skills.

7.2.3 The perspective of stakeholders

One stakeholder adds that there is too much theory, but students don't see the reality of the youngsters during their University years.

Stakeholders share the opinion that a cooperation with small business would be more helpful for young care leavers as these youngsters need a closer care than others.

Stakeholders also claim to need more time for preparing the youngsters for vocational integration. They also have to teach them to deal with certain liabilities of their past.

The ombudsman states that youth workers should have tools to detect talents and skills of care leavers as early as possible in order to best design their educational plans.

Others mention the focus on practical training:

"For care leavers, we should develop smaller, focused professional schools. The youngsters should get a very practical teaching!"

Generally speaking they claim that everyone should make the effort to better accept the failures of young people (mainly care leavers) and be more supportive to them when their performance isn't optimal.

8 SOCIAL WORKER EXCHANGE SUM-UP AND GOOD PRACTICES

After research and analysis for this report certain gaps became visible. Not enough attention is put on the exit phase of the care leavers with respect to the challenges in the transition between care and professional or vocational life. Structural supports for the youth workers are missing. However the interviewed persons mention a potential for optimisation for a more professional transition management. Experts see the internal ways of dealing with professional integration as more or less helpful, as the success depends on the individual enthusiasm of the youth worker. Mostly concepts fail in being directly linked to key stakeholders such as the PES. There is little knowledge of the youth workers about certain measures and initiatives how to increase youth employability and their integration into the labour market. There is also little information about existing programs for young people with an immigrant background.

Nevertheless there are some good practices concerning the network of BTG :

- **A good practice that is mentioned is "Restart and Space-lab":** Restart (further information at <https://www.caritas-wien.at/hilfe-angebote/arbeit-beschaeftigung/beschaefigungsprojekte/restart/>) is a creativity place which offers young unemployed people meaningful work. They work with materials, which are considered as trash and make creative products out of them. E.g. old bicycle tyres turn into smart phone covers, tetra-paks turn into shopping bags and cans and coffee capsules into jewellery. After selling those products young people obtain some pocket money. Social workers assist with support and counseling.
- **Another “good practice” is a cooking school of MA 11** (Lehrküche im Haus Klosterneuburg) which already exists for 17 years. It is composed of three grades, of one year each. Every grade has 10 youngsters in learning. In total there are 30 youngsters enrolled. They prepare caterings in Vienna, meals for schools and organize a thematic dinner once every two months, with live music and a large number of customers. Already 200 youngsters have learned a job there.

They are both workplaces where the care leavers can work for some hours or even for a few days (there has to be a minimum commitment). At the end they get their money in cash. They can go

there anytime, without any previous appointment. The difficulty of the work is low in order to keep frustration low. The tasks there are quite simple like sewing bags. If the youngsters make some kind of planning for the week and fulfill it, they obtain a higher payment.

➤ **Also the cooperation with the restaurant in Ebenfurth and the craft training centre work well** (see chapter 7.3.1). In general the youth workers at BTG are quite enthusiastic and use their personal networks when it comes to job placement issues for their clients. That is in praxis a successful way of integrating young people into society.

Furthermore they are using existing information fairs, programmes and centres like the PES to lead their clients into the labour market. Although many youth workers mention difficulties with the PES it is still an important contact point.

The Spanish youth worker from Plataforma Educativa stated that it has been a very profitable exchange which gave him a good insight into the working reality of BTG in Vienna. Furthermore it made him reflect on their own practices back home in Plataforma Educativa and their ways of facing the topic of professional integration for their youngsters.

Especially it made him think about how interesting it would be to have a project like Space-Lab. He stated that they have many youngsters who are about to turn 18, and who would be capable of living by themselves. However most of them are unemployed. If they would be able to earn some own money it would definitely raise their self esteem, give them a certain autonomy and the chance to feel useful for society. The host youth worker sees the biggest problem coming from the frustration when 18 year olds still need to stay at their structure with little perspective of becoming self-sufficient and responsible.

9 FINAL CONCLUSIONS

When it comes to the professional integration of young care leavers some promising processes have been observed. Although there do not exist defined methodologies or tools on how to assist young job seekers coming from care institutions, in praxis there are two main ways of how it is working.

One is related to already existing programmes and initiatives like information fairs and orientation days for children and young people. Those are mostly organised by the public employment centre.

Another way is related to the personal network of the youth worker or the care facility. Certainly that option highly depends on the youth worker's network and ability to get in contact with important stakeholders. However, throughout the entire youth worker exchange it was rated as quite successful.

The following recommendations are derived from the different perspectives of the interviewed persons and the best practices mentioned in this report.

There are often gaps between the funding bodies for labour market measures and institutions in charge. Furthermore the aim is to prevent young people from starting a so-called "measure-career" (which means that youngsters hop from one programme into the next one without a clear goal and outcome). To fight this phenomenon not only networking activities, but all kinds of **cooperation** between the measures should be **strengthened**. Coordination bodies should be set up that lead the cooperation and networking activities, keep in contact with schools, youth and social workers, institutions, care facilities and contracting as well as funding bodies and provide an overview of the range of measures. The **transfer** (into the labour market or into a certain employability measure) should be **accompanied by** a familiar **youth worker** and a certain **follow-up support** so that building a **new relationship** should be made possible. To professionalize the continuing of the previous action, e.g. development plans from the care facility or from prior job coaching may support the change of caregivers. To **decrease transition problems**, a follow-up period of up to three months is mostly possible and should be used more intensively by the youth worker and future persons in charge to accompany the young care leaver. Therefore it should be ensured that previous **results** from coaching processes and other popular measures are **used beyond**. The **knowledge about existing measures** and their specific directions is a relevant factor for the success of matching the adequate programme with the care leaver. One gets the impression that it is **up to the personal commitment of the youth worker** to acquire this knowledge.³⁸

³⁸ Litschel; Löffler, 2015

In order to optimise the professional integration of young care leavers following recommendations may be helpful:

- **EXTENSIVE KNOWLEDGE ABOUT THE YOUNG CARE LEAVER** : It is the youth worker who accompanies the young person for a certain period of time. Thus he or she shall have a good picture and knowledge about the character, the competences and talents of his/her client. To professionalise the transition phase towards an independent life it is essential to best connect the young person with existing employability initiatives, career options, internships or apprenticeships and make him or her aware of various contact points and programmes that suit his future ambitions. Therefore the youth worker shall know about **tools to recognise** his/her client's **career interests and skills** already early enough while being with him/her in the group home. Moreover it would then be important to help the youngster in developing those skills and practice them in everyday life at the group home. That way the youngster may get a positive picture and attitude towards his own competences and will be more optimistic and self-confident about finding a job.
- **EXTENSIVE KNOWLEDGE ABOUT YOUTH MEASURE**: In order to give specific and adequate advice to his client, the youth worker shall have a good understanding of existing measures concerning the labour market integration for youngsters. A deeper cooperation with PES would be necessary. It may be helpful for care facilities to have **one person in charge** who is **constantly researching** about new programmes and measures, **about career information** days and events, who knows about different financial support options for unemployed youngsters or youngsters in trainings and who is always up to date to what is going on in the Austrian labour market especially concerning young people.
- **LINKAGE OF ADEQUATE MEASURE TO YOUNG PERSON**: It is essential to choose and link the right programme to the young care leaver to avoid failures or unnecessary detours to keep him or her motivated. The youth worker may accompany the young person to the PES or other useful contact points. Thus the youth worker shall learn **how to better network with different stakeholders** concerning youth employability (PES, BOJA, companies etc.).
- **AWARENESS BUILDING FOR BIOLOGICAL PARENTS**: It would be important to pass on helpful information about labour market measures for young people to their parents. Especially for young people with migrant backgrounds this may be helpful. So the youth worker should be – where possible – in contact with the **biological family** and invite them for **information days** in order to make them aware of the labour market situation in Austria and the options for their son or daughter.
- **INCREASING SELF-CONFIDENCE**: It would be helpful **to practice** together with the young person how to contact authorities and local stakeholders like the PES or companies to get in touch with potential future employers. Because of bad experiences at school young people are often reluctant to get involved in anything that looks like school. The youth worker should find low-threshold measures like the ones described as good practices in chapter 3.1.4.

- **CONSTANT PREPARATION FOR ENTERING THE LABOUR MARKET:** It would be important to put, next to many other topics of young people in care, **more emphasis on the issue of professional integration**. Many youth workers treat this aspect with less enthusiasm as they have a lot of other daily responsibilities and they are probably not aware of the importance of professional integration.
- So a certain **awareness building** shall help the **youth worker** to focus on aspects concerning a career for his/her client and to best support him/her with getting prepared for the labour market.
 - The youth worker might **integrate certain job related activities in everyday life** like different and creative methods of defining future goals and wishes with the young person, playing role games about job related situations (hiring interview, conflict situations with bosses or colleagues, organised working etc.).
 - Furthermore certain **exercises like meditation or breathing exercises** may be learned in the time at group homes so that young people know how to calm themselves down in challenging situations.
 - When it comes to **concrete job applications** the youth worker should help with **writing a CV** and an application and **train** the young person for **job interviews** (e.g. with using video) in order to reflect with the young job seeker about his/her performance and to decrease the fear of such situations.
 - **Organise special labour market related workshops** in the group homes: Maybe it would be even possible to establish some kind of practice company days in the care facility. The youngsters should be invited to invent a company, create a name for it and define roles (e.g. "playing restaurant": name the restaurant, define roles like waiter, cook, one who is responsible for purchase, one for book keeping, etc.) in order to learn holistically about how a company works.

10 ABBREVIATIONS

BTG	Bundesverband Therapeutische Gemeinschaften (Association of Therapeutic Communities)
CRC	Convention on the Rights of the Child
PES	Public Employment Service
UMF	unbegleitete minderjährige Flüchtlinge (unaccompanied minor refugees)

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12 APPENDIX

ABEONA YOUTH WORKER EXCHANGE VISIT PLAN – 30th November to 04th December 2015

MONDAY, 30 TH NOVEMBER 2015		
MORNING	09:30 – 11:30	Meeting with the Board of Directors of the Association of Therapeutic Communities (BTG) : Sonja und Hermann Radler, Michaela Belada in the FICE and BTG Headoffice
	11:30 – 12:00	Planning meeting with the accompanying youth worker and with the project coordinator of FICE/BTG: Explanation of the week program, planned interviews, etc
	12:00 – 12:45	Lunch snack
	13:30 – 15:30	Municipal Department 11- Youth and Family Office, Town of Vienna: Department “Verselbständigung und Wohnen” (After Care) – Stakeholder Interviews
AFTERNOON	16:00 – 19:30	Visit in the TG Unbegleitete Minderjährige Flüchtlinge (UMF) (group home for unaccompanied minors) : Interviews with 2 youth workers and 1 youngster
TUESDAY, 01 ST DECEMBER 2015		
MORNING	09:00 – 10:30	TG Headoffice Neufeld : Introduction/Interview with the Pedagogical Director of Therapeutic Communities
	11:00 – 12:00	Visit to TG Neufeld (group home): Interview with one youngster of the TG Neufeld
	12:30 – 14:00	Restaurant in Ebenfurth - Stakeholder Interview with the owner of the restaurant - vocational training instructor of one of the young adults; Interview with youngster
AFTERNOON	14:00 – 18:30	Visit to TG Ebenfurth (group home): 1 youth worker interview

WEDNESDAY, 02 ND DECEMBER 2015		
MORNING	09:30 – 11:30	Meeting with the Ombudsman of Vienna for Children and young people in out-of-home care: Stakeholder interview
AFTERNOON	12:30 – 18:00	Visit to TG After Care Unaccompanied Minors: Interview with 1 youth worker
	19:00 – 21:30	Dinner with Care Leavers in the BTG Headoffice: interview with 4 youngsters
THURSDAY, 03 RD DECEMBER 2015		
MORNING	10:00 – 10:30	Introduction/Interview with TG Head of Therapeutics
	10:30 – 12:00	Checking
AFTERNOON	12:00 – 18:00	Working on feedback report
FRIDAY, 04 TH DECEMBER 2015		
MORNING	11:30 – 13:00	Craft Training Centre Gloggnitz: Stakeholder Interview
AFTERNOON	17:00 – 18:00	Working on feedback report
	18:00	Conclusion Meeting and Dinner



AN EFFECTIVE RESPONSE
TO CARE LEAVERS' PROFESSIONAL INTEGRATION