AN EFFECTIVE RESPONSE TO CARE LEAVERS’ PROFESSIONAL INTEGRATION

Second national report Spain
AN EFFECTIVE RESPONSE TO CARE LEAVERS’ PROFESSIONAL INTEGRATION

Erasmus+

SPAIN
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Part I: Overview on the dissemination

First of all, within this section we would like to describe the point of view of Spanish stakeholders with regards to the labour integration tools developed and implemented in the framework of the Abeona Project. The stakeholders interviewed have been actively involved on the implementation of the Abeona tools and are leading young care leaver vocational integration processes. Information from different profiles has been collected: youth workers, managers of structures, and young care leavers have been the most relevant.

To start with we will introduce the two tools that have been implemented in different non-profit organizations working with care leavers in Spain; *How to (not!) miss your job interview* and *The river of life and collage*. Up to the end of the project, professionals from three parts of Spain: Catalonia, Valencia and Andalucía have been trained and have started using both tools.

<table>
<thead>
<tr>
<th>How to (not!) miss your job interview</th>
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</thead>
<tbody>
<tr>
<td>One of the biggest obstacles to youth integration remains the difficulty of young people in presenting themselves to the employer. The advices youth workers give to youngsters might not be sufficient to give them confidence enough.</td>
</tr>
<tr>
<td>This tool aims at involving youngsters in a role-play video activity in which they simulate to be in a job interview. In a world where media are so important, teenagers seem to be receptive to video support.</td>
</tr>
<tr>
<td>During the simulated job interview, the youngsters project themselves in the situation of being interviewed. They are fictitiously experiencing the professional life. Youngsters are also encouraged to act and exaggerate wrong behaviours when presenting themselves.</td>
</tr>
<tr>
<td>Three aspects are emphasized: physical presentation (clothing, gestures, and body language), motivation for the job and competences for the job offer. The simulations are recorded by video and then jointly commented by the youngsters and youth workers.</td>
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<table>
<thead>
<tr>
<th>The river of life and collage: my life story from....up to now</th>
</tr>
</thead>
<tbody>
<tr>
<td>The participants are invited to draw a linear representation of their life story – from a specific period to the present moment (they draw a river divided into segments which represent turning points).</td>
</tr>
<tr>
<td>It is important to keep the chronology of the breaking points, events and decisions, which had a significant impact on their private life in the context of potential professional experience.</td>
</tr>
<tr>
<td>Afterwards the river is commented between the youngster and the youth worker. This tool is envisaged for youngsters to learn how to identify their assets related to professional career and set goals on their future career (plans, roles).</td>
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</tbody>
</table>
1.1. Implementation of the tools

The tools were presented in several trainings in Spain, concretely:

- Training in Barcelona (25th of November 2016). 14 professionals were trained.
- Training in Valencia (9th of November). 8 professionals were trained.
- Training in Sevilla (19th of December 2016). 35 professionals were trained.

A total of 57 workers at national level were trained in the tools above-mentioned.

A total of nine youth workers have been interviewed to learn about their opinions on the tools in order to write up this report. Concretely, the following persons from several services have been interviewed:

- CRAE Sobreques: Maria Cordon (director), David Rebull (Youth worker), Laura Lopez (youth worker).
- SPAE- Pis Bolos and Pisos Asistits: (Rafael Jiménez (Director), Olaf Angera (youth worker), Andrea Culebras (Youth worker), Jordi Rieradevall (youth worker) + 3 youngsters with migrant background aged 18-21 years old.
- Autonomy program in Sevilla carried out by nonprofit organization, Paz y Bien, Juan Antonio Escarti (Director of the program and youth worker).
- Autonomy program in Valencia carried out by nonprofit organization Asociación de Familias Altenativas de l’Hort Nord (Director of the nonprofit and program manager).

As far as we know, the tool “How to (not!) miss your job interview” was implemented with different groups of youngsters. We do not really have the information regarding all the trainees. Notwithstanding, in the table below we show the evidences of implementation by the end of this project:

<table>
<thead>
<tr>
<th>Number of youngsters</th>
<th>Age range</th>
<th>Place of implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 youngsters (2 with a degree of disability)</td>
<td>15-17 years old residential care</td>
<td>Girona</td>
</tr>
<tr>
<td>13 youngsters. Most of them with migrant origins.</td>
<td>16-21 years old in emancipation support flats</td>
<td>Girona</td>
</tr>
<tr>
<td>25 youngsters. Most of them with migrant origins.</td>
<td>18-23 years old in emancipation support flats</td>
<td>Valencia</td>
</tr>
<tr>
<td>12 youngsters</td>
<td>18-21 years old in emancipation support flats</td>
<td>Sevilla</td>
</tr>
<tr>
<td>66 -85 youngsters</td>
<td>14-18 years old in residential care</td>
<td>Sevilla</td>
</tr>
</tbody>
</table>

At least between 120 – 139 youngsters used the tools implemented Youngsters were aged between 14 and 23 years old. Information collected regards to Girona, Valencia and Sevilla.
Most of the youngsters performed the “How to (not!) miss your job interview” and in a lower degree “The river of life”. In Sevilla only two youngsters played “The river” tool. In Valencia, both tools were used similarly.

Generally, the group of professionals we were in touch with in the implementation phase had a high degree of autonomy in decision making about what tools to use in their daily work and how to organise and manage their implementation.

As it will be also emphasized later by youth workers that took part of the youth exchange in Spain, some of the main relevant aspects identified in the implementation processes have been the ones specified below:

- Both tools provided the possibility to generate reflections inside the youth workers team about which tools could be most useful and which tools were the best to introduce. It was also important to make decisions about the proper time of implementation: way and moment to do it. Apart from the specific intervention with youngsters, interesting debates arise out of the implementation tools processes.

- By means of tools implementation, additional aspects apart from vocational integration could be dealt with by youngsters, youth and social workers. In the case of “The river of life” the most significant aspects were linked to emotions and personal background and difficult events in their past.

- Youth workers found very important to explain at the beginning how the tool process work will be done. At the same time, professionals wanted to leave the implementation sufficiently open and free in order not to condition the youngster to do things in only a certain way.

- Difficulties in measuring the individual impact of the tools use were mentioned by managers as a way of showing evidences of the results achieved thanks to the combination of professionals’ intervention and the combined use of these tools.

- It was highly appreciated the easy process of adapting the tools and of creating new tools based on the initial ones in which professionals were trained. It was also very valuable the simple and easy process of implementation. The tool “How (not) to miss a job interview” required to have a video camera available. Also, due to image permission requirements for under aged youngsters (their faces needed to be pixelated) additional work was required. For the “The river of life” tool, only a paper and a pen were needed.

- The youngsters were willing to use the tools because they easily understood the running process and also found funny the way of working. They did not feel a big change after the use of the tools but the proposals of work for youngsters were less common and easier to accept for the youngsters.

- A short time was required to get training for professionals and also for the implementation processes. Managers considered this aspect as very important in order to introduce improvements without causing unreasonable and highly demanding training processes for youth and social workers.

- Tools appeared to be versatile. Youngsters with a degree of disability, youngsters with language difficulties, etc could use the tools easily.
### Graph: Main aspects highlighted regarding the implementation process

<table>
<thead>
<tr>
<th>The river of life</th>
<th>How not to miss a job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy to adapt and a wide variety of options in the implementation phase. Good to repeat it after some time (6 months to 1 year) to observe changes. It was seen serious by youngsters.</td>
<td>Easy to learn for professionals, to implement for youngsters and is also easy to have feedback. A relaxed atmosphere was created. Easy to use with language problems of youngsters.</td>
</tr>
<tr>
<td>Creativity offers a chance to express difficult situations and processes without language avoiding language difficulties. Special care should be given to youngsters who lived very traumatic situations.</td>
<td>Willingness and motivation of youngsters to use the tool. They find funny the way of practicing a job interview. It offers the opportunity to talk about beavioral issues based on the recorded movies. Grupal use.</td>
</tr>
<tr>
<td>It does not need a long time in order to carry it out and it has almost no costs associated for the implementation apart from human resources intervention. It is usually carried out individually.</td>
<td>The tool might be adapted to other life situations: gender aspects, friend relationships, for example.</td>
</tr>
<tr>
<td>The river could be changed for a highway, tree, or another element. Moreover, instead of difficult situations only positive moments could be highlighted in the drawn picture.</td>
<td>Youngsters feel more confortable and condident in themselves in order to go to a job interview. Also helps in other areas of life. It can be developed with real life job advertisements.</td>
</tr>
</tbody>
</table>

### COMMON ISSUES

Both tools allowed to tackle different aspects regarding vocational integration (some of them regarding body language and dialogue processes, other, related to emotional aspects that could make difficult the vocational integration).

They generate reflections and debates among nonprofit teams: how to improve different intervention aspects with youngsters.

How to measure the impact of the use of the tools is one of the aspects that should be considered in order to improve. Probably, the impact measure should be based not only in these tools but also in the whole intervention done by professionals in the vocational integration area. Impact measure tools would be welcome by professionals and managers.

Tools appeared to be versatile for different target groups (disabled youngsters or migrants with language difficulties).
1.2. Adaptation of the tools to the public

Both tools were adapted by professionals considering the target groups they addressed.

Adaptations of the tool “How (not) to miss a job interview”

- Some youth workers explained that they contextualized the tool with **real labour advertisements and real job offer profiles**.

- **An interview guide** was previously elaborated to support the activity and based on the profiles and advertisements requirements. This element allowed to work the ability to build some structured information.

- **Choose of characters and simulation of a parody** by youngsters in order to take distance from themselves and be more relaxed was also tried.

- **Simulation of special attitudes in each interview carried out**: one focussed on body language, one focussed on language expression, one focussed on clothing, one focussed on distraction elements (mobile phone calls, listen to music, etc.).

- Combination and **exchange of youngsters as interviewed and interviewee and different youngster profiles**: immigrants with language difficulties, youngsters with behavioural difficulties, etc).

- **Use of the tool with youngsters aged 14 to 16 before their age of work** so that they could see important aspects of their future research job process.

- Simulations of **interviews with other profiles of people that may participate** in the vocational integration process (social workers, administrative staff of the government, etc).

Adaptations of the tool “The river of life”

- **To give elements to use in the picture**: stones, bridges, boats, floats, wood, sun, clouds, storm, fishes, a rod, etc.

- **To give the possibility of drawing only the main positive situations lived** instead of remarking the complicated situations or to draw the expected future “River of life”.

- **Adaptation to work on personal and emotional aspects** more than in the elements that favoured or were barriers to find a job.
1.2.1 Usefulness of the tools

It is worth mentioning both tools were very well welcomed by all youth workers that implemented them. The two tools were implemented differently by the stakeholders.

We would like to **focus our attention in some differences regarding the usefulness of the two tools:**

- In general, the tool *“How (not) to miss a job interview”* was considered so as to focus very strongly on competences directly related to job integration whereas the tool *“The river of life”* was considered to focus on more emotional and personal issues since it focuses on drawing a linear representation of the youngsters life story – from specific period to the present moment.

- The tool *“How (not) to miss a job interview”* was in general presented and viewed by youngsters as a ludic experience. The tool *“The river of life”* had in contraposition a more serious component and is considered to be a very powerful tool for youngsters to express relevant (and sometimes difficult) key moments in their lives.

- Even though the tool *“The river of life”* was envisaged to focus on labour issues, the reality is that the outcome was that work was done more at the emotional/personal level. It is for this reason that the tool *“How (not) to miss a job interview”* was implemented by youth workers with youngsters that were currently in the context of searching actively for a work and a wider number of youth workers used this tool in their daily work about vocational integration processes. The tool *“The river of life”* was considered to address more transversal/general issues in the youngsters life. It was implemented with youngsters that were not particularly actively searching for a job.

The tool *“How (not) to miss a job interview”* was always implemented in groups whilst the tool *“The river of life”* used to be implemented individually with the youngster since it was considered to tackle more personal/emotional issues.
1.2.3 Potential improvement of the tools

The different stakeholders identified some improvements for the tools use or evaluation processes:

- **Youth workers** stated the fact that the tool "How to (not!) miss a job interview" could be adapted to other context such as gender issues, how (not!) to miss friends, work stereotypes, etc.

- **Youth workers** suggested that “The river of life” could be done in the moment of entrance to care programs as for youngsters could be easier to express their background by drawing apart from taking part of interviews and first accompaniment sessions. It would arise topics that are not easily expressed with words and help to know them better and then replicate the same tool some months later to see if new key have been added/changed.

- **Youngsters** suggested that the future options and opportunities they saw in their lives could be highlighted in a new conception of “The river of life”, “The river of life of the future”. Also other elements instead of the river could serve to draw their own stories: trees, highways, etc.

- **Managers** suggested that the tools may introduce elements of evaluation of their use by professionals and youngsters in different moments of time in order to know how they worked and in the case of the youngsters what impact they felt they had.

1.3. Vocational integration consciousness-raising

Vocational integration is understood as a key feature of the emancipation processes of young care leavers in nonprofits dealing with them. It is usually considered as an undivided part of the whole accompaniment process carried out with youngsters. So, the youngster should receive advice regarding housing, education, leisure time, health, social network construction and administrative, economic and legal issues.

Apart from the professionals work a website toolkit was created in 2016 by FEPA in order to offer support in the daily work with young care leavers. The [www.guiaemancipacion.org](http://www.guiaemancipacion.org) collects resources and advice for youngsters and professionals. Managers and youth workers consider it as a complement and helpful tool.

There are several nonprofits working on specific programs and activities related to vocational integration. The first Spanish National Report included some experiences and typologies.

It exists a very high rate of youth unemployment in Spain. Consequently, the strategy to deal with this situation has involved and involves different guidelines. Apart from being involved in the Abeona project and sharing experiences with other partners around Europe, new programs linked to vocational integration and digital fabrication technology are being developed since 2016 in Spain so as to offer new opportunities to young care leavers in their emancipation processes. At the same time thanks to the Youth Guarantee Programme innovative and new accompaniment projects have been created since 2015 by several nonprofits.

Labour integration is considered a very important issue by youth workers and managers in the preparation of the youngsters towards an independent life. In a context of economic crisis that
involves little and low quality job positions, academic/vocational education is generally seen by youth workers and managers as a key element to increase access to job opportunities. It is for this reason that youth workers tend to prioritise actions that encourage youngsters to remain in training and educational paths before focussing on job finding strategies. The annual data analysis done by FEPA based on its non-profit members data shows that in 2016, 1,824 young care leavers around Spain received advice in vocational integration aspects or participated in specific programmes.

Youth workers and managers agree that it would be very beneficial to work more labour integration issues in the residential structures. However, given the needs of emotional support that many youngsters present and time limits, many of them coincide to see residential structures as a place that prioritises work on transversal competences, emotional wellbeing and educational paths of youngsters before focussing on specific labour insertion issues. Labour issues are tackled in a general manner as part of the individual plan of the youngsters. To address more specifically labour integration issues, there are already specific services put in place by the Catalan administration and specialized programs from other non-profits as well.

1.4. Knock-on effects of Abeona activities on youngsters

The main effect of the Abeona tools implementation for youngsters has been the increasing degree of awareness they acquired about the importance of all the elements regarding the success of their vocational integration process: how they should/should not behave, how they should address their job interviews, what might be said or not in an interview process, etc.

With the tool “How to (not!) miss a job interview” youngsters could analyse themselves and others in interview situations and could be aware of “does” and “don’ts” when doing a job interview and identify mistakes. They made them more aware of their appearance and behaviour in an interview context. Youth workers also considered the tool useful to address ego issues of youngsters.

On the side of being the interviewer, the youngsters learn the typology of questions they might come upon in a real interview.

The tool “The river of life” was considered by youth workers to have the following qualities on the youngsters: a) it involves drawing, which sets the mind more free b) involves creativity of the youngster c) is quick to implement d) youngsters can express things that are difficult to express with words d) the youth worker can detect aspects to work with the youngster at a later stage.

The tool allowed youngsters to identify aspects in their lives that are positive and that they were not aware of and use them as an anchor point to move forward in their lives.

Managers and youth workers agree in the importance of seeing the success of the vocational integration processes as a result of a combination of the supports received by youngsters. This is why it appears to be difficult to assign the success or fail of the process to one element. Professionals coincide that Abeona tools are helpful within the whole work fulfilled.

Most youngsters welcomed to experiment with the tools provided. All youngsters to which the tool “How (not) to miss a job interview” agreed to participate in it, whereas some youngsters declined the opportunity to participate in “The River of life”. Youth workers presumed the reason was because they did not feel like reviewing their past.
## 1.5. Tools and essential factors needed in structures

<table>
<thead>
<tr>
<th>Tools and essential factors</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> To discuss and build up shared advocacy discourse statements with other European partners regarding the difficulties associated with vocational integration processes for young care leavers (e.g., immigrants difficulties to get job permits).</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Creation of an online shared database with a compilation of tools regarding vocational integration of care leavers around Europe. Autonomy from each country to fill in an online form to describe them and explain how they work.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> To encourage professionals from around the country to set relationships with foreign youth workers to share experiences, tools, and practices and also the context in which they develop their work. Take advantage of ICT technologies.</td>
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<tr>
<td><strong>4.</strong> Provide specific trainings on labour integration issues shared with different European countries.</td>
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<tr>
<td><strong>5.</strong> Go on with exchange experiences between different countries and professionals and short &quot;internships&quot; regarding vocational integration area or other (health, housing, social network, leisure time, etc).</td>
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<tr>
<td><strong>6.</strong> Develop/compile tools to measure results of the accompaniment processes regarding vocational integration and also global accompaniment processes with youngsters.</td>
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<tr>
<td><strong>7.</strong> Provide and discuss about new ways of participation for youngsters in the decision making processes regarding their vocational integration. To hold a meeting of care leavers in the international context.</td>
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<tr>
<td><strong>8.</strong> To set up an European network linked to care leavers accompaniments so as to contribute in the definition of European policies and programs that could impact on care leavers lives.</td>
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</table>
Part II: Facts and figures about the structure

2.1. Presentation of the structure and overall view

Youth workers visiting Catalonia were in different kind of structures that had implemented the Abeona tools. In particular:

- A residential CRAE was visited in Girona. They take care of children between 3 and 18 years old.
- Two services from the Service for Promotion of Autonomy and Emancipation processes (SPAE), youngsters aged from 16 to 21 years old are looked after. Both were also in Girona.

Apart from these structures they also had three different meetings and conversations with specialized non-profit organizations / programs regarding vocational integration with target group youth at risk and care leavers. The characteristics of these structures are described in the last part of the report. The three visited structures are placed in Barcelona and Castelldefels.

CRAE (Educative Action Residential Care Centre)

This service stems from the need to provide care to children and young minors supervised by DGAIA (Directorate General for Children in Catalonia), between 3 and 18 years old when they become to adulthood.

The professional teams assessed that children should be separated from their family environment temporarily. Their stay in the CRAE will be extended until the risk factors that caused the separation from the biological family and the entrance to the centre cease to exist, either until they find a foster family, or because they have sufficient personal resources to start a project of independent life outside the CRAE.

In socio-educational terms, an educative project is developed individually with each child/youngster, in which they actively participate themselves, to an extent determined by their level of maturity and personal moment.

Concretely, the youth workers visited the CRAE SOBREQUES located in the city of Girona. It has 10 mixed residential places, 3 boys and 7 girls aged between 6 and 18 years old. Five of the youngsters had disabilities.

Youth workers provide emotional and educative support to the children and youngsters. Strong focus is given to school and vocational education with the aim that they are as much prepared as possible to find a job later. Special attention is given also to emotional support that they usually require.

As minors, the presence of the teams are 24h a day.

More information about the care system in Catalonia may be found here.
SPAE (Service for Promotion of Autonomy and Emancipation)

This service includes all programs and projects managed by Fundació Resilis (part of the Plataforma Educativa group) organization and which are addressed to young people at risk who are involved in processes of emancipation.

At present, the SPAE includes four assisted flats, 3 for adults between 18-21 years old and one for youth aged 16 to 18 years.

Also, it develops the Youth Space, a meeting place for warded young people where they can find advice on labour and social integration. Some leisure activities are also carried out in the Youth Space.

Flat for 16-18 years old teenagers. Pis Bolòs.

It is a residential service for six boys aged 16-18 years old warded by the administration within a process of personal autonomy and independent living. The service has always (24 hours, 7 days) a social educator who accompanies the young people in their process of emancipation.

The support given depends on the level of autonomy and skills acquired in different areas: education / training, emotional, health, economy, employment, housing, etc.

Assisted flat for youngsters after 18 years old.

This is an educational support service for young people over 18 years who were formed warded (up to 21 years old) and moving towards to independent living, depending on the level of autonomy and skills acquired by the youngster in different areas: education / training, emotional, health, economy, employment, housing, etc.

The youngsters share the flat with three or four other youngsters.

The attention by social workers has a lower degree of intensity and there is no presence 24h a day. However it is guaranteed the daily monitoring of youngsters and the answer to their requests.

Associated to the flats there are several programs offered by the administration to promote emancipation of youngsters in the following fields:

- Vocational integration.
- Legal advice.
- Psychological Support.
- Economic support providing youngsters with a social benefit for a minimum of 6 months to a maximum of 3 years.

More information about the Administrative area of the government providing that leads the different programs, the ASITET, part of the Government structure regarding childhood and youngsters care in Catalonia.
Part III: Analysis of the European Youth Worker exchange

3.1. Vocational integration and Abeona tools in the structure

3.1.1. How were Abeona tools implemented in the hosting structure?

As it has been mentioned before the tools that were implemented in Spain were *How not to miss your job interview* and *The river of life and collage*. The information included is based in the experience of the implementation in Plataforma Educativa nonprofit organization from December 2016 until the beginning of May of 2017.

**How to not miss your job interview**

**Implementation of the tool:**

One person (representative) was trained on the training hold by the end of November 2016 in Barcelona. He carried out the training specifically to other workers of foster house in which he develops his daily work. The team had a meeting and decided who of the youngsters were ready to participate in the exercise.

In another service, one of the persons trained in Brussels introduced the tool to all assistant apartment workers in the organization.

**Introduction of the tool to youth and feedback:**

In foster house the first part of the workshop was done individually. Each youngster was recorded, then they watched the movies together and discussed the mistakes. At the beginning the youth treated the tool very seriously so they shoot a scene a couple of times. Youth social workers printed real job offers forms from internet so youth might have played imaginary characters, the social worked played the role of an interviewer. The interview guides were made, so youth were encourage to act as professionals were expecting.

In other place the teens (age 16) were not interested in this tool as they are also not interested in job market search yet.

The tool was easy welcomed by youth. The youth workers also liked it, youth had fun, and in a not stressful open way, they might have seen their mistakes.

The main advantage of this tool is to record the process. The fact that youth see their body language make them aware of not proper behaviors. The tool shows to youth how their not verbal behavior may affect their interview, their future relation with customers and also the relationships they may set with work colleges.

It is seen that the tool is a good introduction to tackle the topic of job integration while youth are still in education.

Other social workers used a tool with three groups. The youth were playing both roles: interviewers and interviewees. They were given scripts with potential interview question. They recorded themselves and then watched all movies together and discussed about them.
Youth made a list of mistakes they did and pointed out what was exaggerated. The youth participated with engagement and had fun, they did not have problem to relax and play their roles.

The tool was easy to perform for youth worker, easy to explain to youth and participants did not have problems with understanding. The fact that all of them participated with the tool made the process of feedback easy and positive. All teens wanted to participate in the workshop, there were not rejections.

Due to laughing and funny atmosphere they had to stop recording for a while twice, so the exercise took more time than they expected, the youngsters were not bored. Thanks to role playing they were able to observe their usual behaviors they should correct (wearing a hat, the way they sit etc.). Sit together and see all movies was ice-breaking for future discussion.

Although some of youth had language problems they were also able to participate in the activity, they saw they might have practiced their language skills and body language. The groups were mixed, so youth supported themselves.

For many of the youngsters it was the first contact with a potential job interview. Due to the fact that most of the youth participating with the tool were minors, social workers had to secure the image permission requirements.

The social workers find the tool useful to prepare youth to other interviews (eg. with civil servants administration officers apart from job searching).

**Recommendations:**

1. It would be great to welcome other, unknown for youth social worker, administration officer or volunteers (maybe seniors) to play as interviewer.

2. To use real job advertisements is a good chance to simulate a real interview.

3. To transform and adapt the tool to work on other issues as gender rules, stereotypes, how to not miss the friends.

4. The tool may be useful also to train the youth with administration workers and customers.

**Changes in youngsters behavior:**

The young people that participated in *How not to miss your job interview* are now more aware of their body language and the way they behave. They understood the meaning of proper cloth wearing and polite behavior. Youngsters know how to present themselves in a job interview.

After practice, they feel more comfortable and confident. Thanks to these changes, youth may benefit more from contact with administration officers (they are prepared to receive more services). The social workers might have seen which youth are more prone to adapt to new situation or are ready to labor market integration.
The river of life and collage

Implementation of the tool:

One person trained in the seminar hold in Brussels in September 2016 introduced the tool to all assistant apartment team workers. All workers as a practice did their own rivers.

Introduction of the tool to youth and feedback:

The youth workers believe that the tool is easy to adjust. It is a good material for future work with youth, they may gather many information about the youngsters which is not verbalized, see their priorities, their mood. The tool affects and considers emotional competences.

The tool was done individually by youngsters.

Social workers find the tool interesting to be repeated after 6 months/1 year, to let the youth see changes in their life situation and compere two rivers. The process of drawing allows to focus more on the tool. It is also an easier way for migrants with language problems to express themselves, to show some hard things to explain.

It gives freedom of creation. Creativity is an advantage, it allows to make choices – the process of drawing is a process of decision. Thanks to river youth were able to establish priorities and decide what is more or less important. The youth workers tried to strength youth by pointing out the positive points on drawing. For some youth the experience was hard to perform, to paint out traumatic experiences, for example. They had problems at some point as it was too personal.

So, depending on the youngster the tool may be a hard experience not only for young person but also for social worker if the history is too traumatic.

Nobody did a collage.

The performance of the tool is short and requires no special costs, it takes about 30 minutes. Social workers had some problems with making appointment with youth, due to young people involvement in other issues at the time they carried it out.

Social workers find the tool useful to create in a non-formal way. It can be seen as a means for preparation of the plan of work with youth. It helps to establish goals and priorities. One boy did not do the river chronologically, the youth was surprised that social workers did not want to discuss deeply the tool with them.

It was interesting to see that is a different way of working. There was not an interpretation phase, youth workers did not ask for problematic issues. Youngsters did not realize that they had done an analysis by themselves and less interpretation was required.
**Recommendations:**

1. Repainting the draw of river after, for instance, one year. It may give the social worker the opportunity to show the youth what has changed for good.

2. The river may be changed into the tree of life, or in a highway – to give a choice to pick up the theme to draw.

3. To ask youth to match on river only positive moments of their previous life, and to focus on them.

4. To introduce different materials or elements to use in the picture drawn.

**Changes in youngsters behavior:**

Young persons may see that they are persons who make decisions. They can see and define their priorities and make plans regarding vocational education and work.

This tool help youngsters to organize themselves in a long time perspective.

**Do the animated tools match the needs of the young care leavers?**

The analysis of the empirical data material show, that all of the interviewed youth workers agreed that *The river* is a very useful tool to detect the most important life-events and major persons in their lives.

To perform *The river* tool with youngster helps to generate a dialogue about very personal issues. The tool matches the needs of the youngsters in a way that supports the social worker to see and understand youngsters as individual persons with individual needs and desires from another and a deeper perspective.

It also helps to see, what is hard for the youngsters in their present situations. In addition, it shows issues that are hard for them to talk about. The youngsters decide by themselves, what is important for them and what is not. In a further step, the youth worker may interpret the results and is more able to support the youngsters in important things.

On the other side *The river* tool focuses on very emotional "life changing" circumstances. Hence, from a trauma pedagogical perspective it is not a good tool to work in a loose context, because it sometimes focuses on negative things in life. It should be better to talk within a therapeutic context. There is a real danger of a re-trauma, scratching vulnerable themes.

A social pedagogue narrated, that some youngsters did not go to school on the next day, after using *The river* tool. So, the most relevant recommendation is that every pedagogue should be aware of this issue by the time they work with young immigrants, refugees, or depending on the situations that all have had experienced in hard life circumstances.
3.1.2. How were Abeona tools adapted regarding the public in the hosting culture?

Different issues are highlighted in this sense:

1. **The size of the group could be adapted and also focus on different target groups or mix them.**

   One of the social workers reported, that it was easy for him to adapt the tool to his care holders, because of the small group of youngsters living in the flat share, were he works. Each drawn of the river looked different. To adapt the method in an open, informal space was intended.

   Using this method was welcomed by the social workers, so they could adjust the tool to the particular target group and group size. In practice, in the case of *The river of life*, each river looked differently as the social workers had the liberty to let the youngsters draw as they wanted.

   If the language knowledge was so low, that the conversation could not go in a fluent way, the interviews were conducted by the youth workers. At the end of the exercise, they watched the videos together, but only in the small groups.

   If the videos would be shown in the big group from 13 participants, it could be boring because of the duration. If there were more personal resources it could be shown in the big group.

2. **The duration of the implementation of the tools is not too high. Even with difficulties of scarcity of time to perform the tools in their daily life, youngsters could do it.**

   The duration of practicing the river tool differs from case to case, thus one of the youngsters was ready in two minutes, while other required more than 15 minutes to draw their individual river.

   Despite of the data privacy, one youth worker signed with the youngsters an agreement, that the videos performed with the *How not to miss a job* tool could be displayed in public. The social worker adapted the guidelines from the Abeona project, and split the big group from 13 people in three different separated smaller groups from three to four persons. It turned out, that practicing the tools in smaller groups were better in realization. The reasons are diverse, so for example some people do not know each other or group members have a different Spanish language level.

   It was hard to find time during the daily work to try the tools with the youngsters, because of scarcity of time.

3. **The easy implementation allows to do the implementation of these tools.**

   Another feedback was that the tools, were very good in the implementation, because it was very easy to practice it. Therefore it is possible to squeeze them in the daily duties.

3.1.3. What were the feedbacks of the youngsters regarding Abeona tools?

In the evaluation process three young migrants at the age of 18 to 21 were interviewed by the researchers. The guys did two animation tools: Number 3: “How to (not!) miss your job interview” (France) and number 7: “River and collage. Assets important to my career and how to use them in future” (Poland).
1. **How not to miss a job interview performed behaviors, body language, simulated dialogues, etc in a funny and not usual way.**

Doing the tool "How to (not!) miss your job interview" was for all the three boys very funny. One of them described, that the tool was like doing a joke, and he realized in a very open minded space, what is a no-go during a job interview. In the retroactive video watching it was great for them to see, how is the body language talking und how oral spoken messages appear to others.

They reported, that it is a very great tool, to see the bad things, you should not do, if you want to get a job.

2. **The "How not to miss a job interview" offered more self confidence in front of other people and “The river of life” helped to speak about decisive experiences.**

Additional to all these mentioned facts, youngsters emphasized, that the tool helped them, to speak and get self-confidence in front of a video camera and in front of other youngsters/people.

The tool “The river” helps to speak about decisive experiences, e.g. because the interviewed individuals were are all migrants, they spoke about leaving their families, the death of their parents, flight, arrival in Europe..). One of them reported, that is was helpful for them, to understand their own history of migration and get conscious, how they dealt with difficult situations in the past in a positive way.

3. **The river tool is centered in the past and some youngsters highlighted the importance to look to the future as well.**

However, doing the tool had also a negative impact on the youngsters, because they focused and remember on negative experiences that were sometimes even traumatizing for them. When they have to talk about their drawn life-river, they went deeper in this past- and sometimes life-changing experience. One of the main results from the empirical data analysis is, that the animated “river” tool is far more emotional as the “interview” tool.

One of the boys told, that he prefers the tool with the interview, because he always try to focus on the future. As mentioned above, the river concentrate on the past, so it does not match to his life approach.

3.1.4. **How did the consciousness-raising change regarding vocational integration within the structure?**

Some interviewees expressed that there were a high consciousness of the importance of vocational integration within the structures visited. Not only professionals were aware but also youngsters.

Regarding social enterprises visited, youngsters suggested that the diversification of new branches could help to find a job more easily for some of them. They found interesting to create a tourism branch and also was suggested to create a bar where youngsters could get education and, at the same time, work.
The conscious about vocational integration is high because working with the target group care leavers and youngsters in the age between 18 and 21 years demand activity in this area.

One interviewee said that he is getting conscious after practicing the Abeona tools, that as a social pedagogue you have a limited influence on establishing some structural changes for youngsters. It can be said, that the perspective of some youngsters changed insofar. Social pedagogues can inform them, but in the end, youngsters make their own decisions. They are autonomous to decide what they want to do with their lives regarding vocational integration.

The empirical data show, that the visited institutions get a little bit more consciousness of the purposes of the institution regarding vocational integration. The organization can and should help and support the youngsters, to become clearer, what they want in their vocational future. So there was more consciousness that it is very important to speak with the youngsters about their needs and beliefs, about their strengths and weaknesses.

The main aspect highlighted from the youngsters as well as from the pedagogues was the awareness that they have at least an interview once a month, e.g. with social workers, with social pedagogues when they change their flat or with contributors of other aid agencies - not only in the vocational context.

Therefore, the training with the tool "How not to miss your job interview" helps also in other fields of everyday life. The tools create an awareness of the importance of good and professional communication, within a real job interview or even in an informal conversation.

3.1.5 Are they new needs about Vocational integration that have been detected since beginning of Abeona, and what are the post project steps implemented by the structure?

The tools allowed the social workers to think about other areas in which it could be useful to develop or share tools used by different countries. The lack of difficulties in the implementation made them to see it as something possible and that might enrich their daily and current intervention.

Some of the identified areas in which more tools are needed are working about gender roles and also tools to motivate youngsters in their educational processes. The interviewed social workers pointed out a need to develop tools to activate for job market young woman staying home - a tool fighting against and breaking up gender role stereotypes.

Other workers would like to have tools helping them in showing benefits on education/vocational training to encourage youth to getting knowledge, further education and a degree if possible.

It should be mentioned that apart from practical tools, one of the major problem with labor market integration highlighted and emphasized by social workers was the difficulties found in getting working permission for immigrants.

The structures are going on in implementing the tools by the different teams of the organizations. As the necessary material resources are very low it allows to easily continue with new performances with groups of youngsters.
3.2. Other vocational integration activities discovered in the hosting country

Apart from staying in some premises where the Abeona tools had been implemented, the youth workers also visited other four resources regarding vocational integration in Spain. They were all visited in Catalonia as the exchange was carried out there.

The four main selection criteria considered so as to decide what activities to visit before the exchange was done were:

- **The degree of specificity** of the resource and the **possibility of doing replicas** by adapting to the reality of other countries.
- **The path done and the broad experience in youth at risk vocational integration** of the nonprofit organization that hold the experience.
- **The innovation** of the activity and the **possibility of exploring new future ways for vocational integration** of youngsters.
- **The coverage** of the **different stages of the vocational integration process** thanks to the complementarity of the visited activities.

**Graph: Selection criteria for other activities visited**

We will focus now on the four activities visited. The analysis will follow the same structure for each one: **what they consisted of, what was learnt and what could be implemented in Austria and Poland**. There were two counties visiting the Spanish experiences this is why the summary includes both participants point of view.
**Vocational integration activity 1: Eina Activa**

**Website reference:** [http://www.plataformaeducativa.org/portal/entitat/eina-activa-ei/](http://www.plataformaeducativa.org/portal/entitat/eina-activa-ei/)

**What does this experience consist of?**

Eina Activa is a social enterprise created in 2007 in Girona to help in social and job integration youth at risk of social exclusion. Eina Activa offers youngsters through a vocational integration itinerary the possibility to learn how to repair bikes and allocate them in to the market.

This enterprise mainly works with youth immigrants as they find strong difficulties to have a job permit and find a job. Not only participation in the program allows youngsters to work but also to improve their education simultaneously. After a one year of a paid internship they may get their one year work permission and a job there. One year later, they may apply for a permanent work permit in EU.

There are between six to ten youth aged more than 18 taking part of this project every year.

**What was learnt and what was interesting for our country?**

1. The idea of a social enterprise helping youth immigrants is really interesting for the professionals that visited their premises. It is very important that the system itself provides and allows youth an education.

2. Not only they gain an access to the labor market but also they increase their vocational skills and language knowledge.

3. Both aspects could be considered in Poland and Austria in similar social enterprise experiences.
### Vocational integration activity 2: Probens

**Website reference:** [http://www.probens.org/es/](http://www.probens.org/es/)

#### What does this experience consist of?

Probens is a nonprofit organization based in Barcelona but they develop their activities in Majorca as well. It focuses its work on youth at risk of social exclusion. They deliver programs for a successful transformation to adulthood and labor market access for youngsters.

One of its major programs and activities are related to help youngsters in their integration to job market. The projects are aimed at unemployed youngsters who want to be accompanied in their processes of looking for a job and improving their employability.

The offer individual interviews, competency assessments and diagnosis of potential employability of the individuals. Through tutoring and labor intermediation actions they work with youngsters to improve their employability.

They also try to match businesses with youth. As part of this service they also offer job training and internships (between 1-2 months).

They develop also other programs in the youth area. They manage two accompanied flats for young care leavers. One flat is for three youngsters and another for four. Both are located in Barcelona city. Young people may have a stay of between 6 and 12 months although longer periods may be available depending on factors such as lack of work or legal aspects related to residence permits. Social workers are not the whole day present in the flat. They provide helpful advice to youngsters to look for a job, labor training and a wide range of legal processes. The necessary resources to work for self-reliance are available for youngsters: work placements, basic trainings and occupational trainings, advice on legal aspects and personal growth.

#### What was learnt and what was interesting for our country?

1. There are a combination of programs specialized in vocational integration of youngsters.

2. They have interesting internship programs for youngsters coming and going to foreign countries in the UE. They work with a European perspective in their intervention.

3. It is interesting that thanks to different programs and techniques regarding vocational integration. It is possible to take advantage in the intervention with young care leavers in accompanied flats.
**Vocational integration activity 3: Fundació Mercè Fontanilles, flat assistance for youngsters**

**Website reference:** http://mercefontanilles.org/

**What does this experience consist of?**

In the visited flat were living six youngsters aged 18 to 21 years old. Nearly all of them were from Morocco.

Youngsters are provided with assistance to get inside the job market and will be supported until they are 24 years old (maximum). Beyond this vocational background they also get emotional support in every day live issues, because as immigrants they do not have family support in the diaspora.

The work with the youngsters is intense. On the one hand cultural shock must be tackled. On the other hand, to handle with adolescence/youngster issues is also required.

When youngsters arrive to the flat, they first get asked, what they want to do and why they came to Europe. Then they get social assistance, but in their own responsibility. Daily work contributes youngsters with a structure, e.g. going to school or other education, doing household on so on.

A contract is done with the youngsters regarding their aims. Together with the youngsters the aims get evaluated after 50 days. Evaluation allows to see if they can go a step further or back. They have a good structure and well support in vocational integration.

**What was learnt and what was interesting for our country?**

1. There are very interesting reference manuals and tests for youth and also for social workers use. Manuals with daily life activity pictures on them allow to work with youth more efficiently, as well as introduce socially accepted behaviors to them.

2. Expertise in vocational integration of immigrant care leavers was provided by the interview with the professional leading the visited flats.

3. Apart from the tools used in vocational integration, it is interesting to note the importance of tackling cultural and language issues apart from other habits with this group of youngsters.
Vocational integration activity 4: Breakers program at Tinkerers FabLab

Website reference: http://breakerslab.org/ and http://tinkerersfablab.tech/

What does this experience consist of?

The visit to Tinkerers Lab in Castelldefels (nearby Barcelona) is linked to the participation of FEPA (Spanish nonprofit organizations network regarding care leavers) and Tinkerers Lab in Breakers program launched by Orange Foundation in Spain. Tinkerers Lab is based in Universitat Politècnica de Catalunya Campus.

Tinkerers Lab is an open factory/workshop or makerspace within a democratic context. The aim of the Breakers project is to create access to modern means of production and modern industrialized production techniques for private persons, e.g. for youngsters, making individual pieces.

Typical machines found there are 3D printers, laser cutter, CNC machines, press and molding cutter. Thereby a huge number of diverse materials different workpieces can be produced. Almost everything can be made there. There are overlapping and cooperation with open-hardware, open-source and DIY movement.

Access to a Fab Lab enables access to production technologies and knowledge, also for people with low access to higher education, who are marginalized because of their origin, or because of mental or physical diseases. Working together with a Fab Lab helps to solve local problems and shows in a short internship a lot of different opportunities to create things.

Through the Breakers program short courses about 40 hours are carried out three times a year in Tinkerers since July 2016. Around 50 youngsters have already participated in this FabLab in this program. Breakers make an introduction to digital fabrication and creation and give support for youngsters as they carry out their projects – personal support and technical know-how required.

The program contributes for educational equity and work is based on the guidelines of the international Fab Charter.

What was learnt and what was interesting for our country?

1. The link between Orange Foundation, Spanish FabLabs network, FEPA nonprofit network working with care leavers together with technological and pedagogic experts, allows the development of new areas of cooperation in terms of vocational integration of youngsters thanks to upcoming digital fabrication technologies. Expertise from the different stake holders may be valuable to carry out the work with youngsters.

2. New vocational integration programs may be developed in new areas such as digital fabrication. It exists a chance to develop innovative programs in this area. Enterprises will need specialized people in a very different range of areas.

3. Youngsters with a low degree of knowledge are able to work skills and competences very important in their vocational integration processes by their participation in programs as Breakers.
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