National report

Abeona

AN EFFECTIVE RESPONSE TO CARE LEAVERS’ PROFESSIONAL INTEGRATION

Erasmus+

SPAIN

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(ENGLISH)
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1 THE NATIONAL CONTEXT

1.1 Historic and legislative framework

On a political level, Spain is organised through autonomous communities, territories with their own political structure that are given jurisdiction over different legislative matters but whose authority is generally limited to implementing regulations that are subordinate to the content of national laws. In this sense, the national law of reference in regard to the protection of minors is the Organic Law amending the system of protection for childhood and adolescence of 22 July 2015 which introduced an amendment to the previous legislation, Organic Law 1/1996 of 15 January 1996 on the Judicial Protection of Minors, partially amending the Spanish Civil Code and Civil Procedure Code.

Prior to the amendment of the law of July 2015, there was no national law in place that specifically addressed the group of young careleavers. In this respect, the approval of this amendment signified a substantial improvement on the previous national regulations as it took into account, for the first time, measures for encouraging processes of emancipation of youths in care as provided for in Article 22-bis.

“Independent life preparation programmes.
Public authorities shall offer independent life preparation programmes aimed at youths living under a protection measure, especially where they are in residential care or in a situation of particular vulnerability, starting from two years prior to reaching adult age and thereafter, where needed, seeking their active participation and to ensure they benefit. The programmes should provide socio-educational mentoring, housing, socio-professional integration, psychological support and financial aid.”

Even still, despite the increase in quality of life for youths formerly in care who for the first time are being recognised under a national law, the fact is that the development of specific policies remains susceptible to the budgetary constraints of the different autonomous administrations and, therefore, to the discretion of their respective political governments at each given moment.

In this sense, in view of the national legislative context, there is certainly a great disparity in policies for fostering the emancipation of youths formerly in care in the different autonomous communities. In the majority of those territories there are no specific regulations; there is merely the possibility, in some cases, of extending the stay of youths in centres for minors. As such, there are very few territories that have implemented specific public policies or benefits for the group of young careleavers. Some territories may have a decree in place that makes specific reference to the emancipation of youths having been under government protection, but these have often not been implemented due to a lack of resources.

In the territories where no specific legislation exists, given the lack of services to facilitate the emancipation of young careleavers in care, one of the territorial formulas adopted with youths who have reached adult age and are living under protection measures is to extend their stay in centres for minors for a period of time that can range from several months to over a year, or even two years in some cases. Financial benefits for youths, given that in
In most cases there are no benefits specifically aimed at their group within each territory, are known as minimum integration income (the name varies by territory) and are available where the eligibility requirements are met. Youths can receive such income after the age of 18 (rather than 25 as established in the law for the general public) when they have been under government care. The main added difficulties in this respect are processing and resolution times.

In the autonomous communities that are starting to implement their own regulatory framework, a highly positive note is the approval of Law 7/2015 of 10 April 2015 laying down the regulatory framework for the personal independence of minors having lived under a protection or reform measure in the Balearic Islands, and which, since its approval, certain entities and administrations have begun to plan its implementation. In this same sense, it is also interesting to take into account the processes initiated in other communities such as the Comunitat Valenciana, the Canary Islands or Andalusia, which could result in the approval of specific short-term legislations. In this same situation, we would also point to the case of Castile-La Mancha, a territory which used to have a specific regulatory framework that was eliminated during the previous autonomous legislature, but which, thanks to the recent change in government, they hope to be able to reinstate.

Finally, Catalonia is also a noteworthy case. The Catalan legislation is a pioneer in Spain in this area and has provided support to young careleavers since 2010. In doing so it reaffirms the need to provide support to these youths, something that its own government has encouraged since 1994 with the creation of the 1st Interdepartmental Over-Eighteen Youth Plan, which in 2005 became the Àrea de Suport al Jove Tutelat i Extutelat (ASJTET). The new social service benefits provided under the Cartera de Serveis Socials (Catalan social services portfolio) include specialist support for youths currently and formerly in care (SAEJ), financial support for youths having been under the care of the Generalitat de Catalunya for three or more years, and residencies or housing support for youths currently in care (age 16-18) and those formerly in care (aged 18-20).

Articles from the Catalan legislation:
Law 14/2010 of 27 May 2010 on the rights and opportunities of childhood and adolescence, Chapter IV. Post-emancipation or adult-age support

Article 151. Welfare measures

1. After reaching adult age or emancipation, protection measures are removed. However, the competent body of the government may provide any welfare measures it deems necessary by means of a reasoned decision, with the consent of the affected person or, where consent is not given, if such person is presumed disabled, by judicial authorisation.

2. The content of these welfare measures may be financial, legal or social in nature or they may consist of the allocation or maintenance of a space in a centre for minors, and they can be extended until the age of twenty one.

3. The government attorney may represent in court any persons formerly in care who request such representation upon reaching adult age or emancipation, on the condition that it was first provided when they were still minors.
Article 152. Support programmes for the emancipation and personal independence of young careleavers and those in a situation of risk to promote equal opportunities

1. The competent body shall provide the necessary guidance, training and support to young careleavers who request it upon reaching adult age or emancipation, provided that they meet the requirements established in the personal independence programmes.

2. Personal independence programmes are intended to offer young careleavers the necessary personal support, housing, training and professional resources so that they may be advised and guided in their everyday lives in conditions of equality, with responsibility and with the maximum level of integration into their society.

3. Personal independence programmes must include gender analysis-based insertion methods to guarantee the acquisition of professional skills.

1.2 Existing services and support:

The following table gives a brief schematic overview of the existing emancipation policies and services in the different autonomous communities in Spain. The data has been obtained from the document La emancipación en España (Emancipation in Spain) drafted and published by the Federation of Entities with Projects and Assisted Homes (FEPA) in December 2013. The full document, which will be updated throughout 2016, can be found at: http://www.fepa18.org/la-emancipacion-de-jovenes-tutelados-y-extutelados-en-espana/

<table>
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<tr>
<th>Autonomous community</th>
<th>Existence of specific legislation</th>
<th>Existing government-recognised projects and services</th>
<th>Existence of specific financial benefits for emancipation</th>
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<td>Tenerife)</td>
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<td>La Rioja</td>
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Despite not being recognised under national law, for which they have a different level of application in different territories, the various services available to youths formerly in care in Spain can be classified as follows:
1.2.1 Housing

There are various housing projects for youths in care, those formerly in care and those with social difficulties, most of which are managed by partner entities. These programmes offer living opportunities in apartments or residences, and their aim is to enable youths to complete their education and achieve personal independence and professional and social integration.

1.2.1.1 Extended stay in centres for minors

Minors are offered an extended stay in the same centre after they turn 18. This is studied case-by-case and offered where an extension is deemed necessary and the minor’s stay is justified due to his/her personal process and based on situations for which the measure is required due to particular circumstances. The extension at the centre is for the time considered necessary, up to around one and a half additional years.

1.2.1.2 Housing support service for youths aged sixteen to eighteen

This is a care and education based housing service for youths from ages sixteen to eighteen for whom it is considered that a gradual process of de-institutionalisation would be beneficial. The aim is for youths to acquire sufficient skills to achieve professional integration upon reaching adult age. Despite living in an apartment rather than a residential facility, these youths remain under the protection and control of the local government. Each apartment has an educational team consisting of a social educator who is permanently on site, while the number of youths can vary depending on the characteristics of each resource.

1.2.1.3 Housing support service for youths over age eighteen

These are homes intended for youths between the ages of eighteen and twenty five without any personal resources or relatives and who, upon reaching adult age, are forced to leave institutions where they have lived in care. They have one social educator who is responsible for each apartment, but in this case they are not permanently on-site. The average number of users varies according to the size of the apartment, which functions as a shared home in which the users are required adopt an increasing level of independence.

1.2.1.4 Residency or housing service for youths participating in socio-professional integration or training programmes

These are residential services for minors who are working or in training (from ages sixteen to eighteen) and under government care, and for youths of adult age (age eighteen and up) who were formerly in care. Each device has resources specialising in pre-vocational training, labour market integration and offering educational support to training processes.
1.2.1.5  Family integration service

This is a resource with spaces that are more limited, which provides shelter through families of young foreign careleavers. The programme selects candidates and offers preliminary training and support both to candidates and to their shelter families.

1.2.1.6  Special support and alternative housing service for youths currently and formerly in care

The situation and characteristics of certain young people has led the government to evaluate the need for specialised care with different and alternative resources to institutionalisation in centres or transfer to housing support through the offer of alternative housing (board payments, management of shared housing, etc.). This is especially the case with young immigrants searching for work or who are already in work and who in some cases maintain relations with their original family. It involves projects generally aimed at youths over the age of 18 with a level of independence which exceeds that of those living in support housing. These youths receive support in searching and paying for housing, as well as in developing their personal path. Some centres also cover their maintenance costs.

1.2.2  Training and socio-professional integration

This programme is aimed at youths aged sixteen to twenty three. Its objectives are to improve their skills and increase their employability so that they may gain access to employment as a stable source of income and to cover their basic needs.

It consists of an integration course personalised based on the skills, characteristics and interests of each person, with the supervision of a tutor. Cases involving immigrants are more complex given the difficulty obtaining a work permit and residency. In order to qualify, candidates must have an offer of full-time work with at least a one-year employment contract, something which is virtually non-existent in the current context.


1.  Foreigners living in Spain for at least one year may gain access to residency and employment when the permit application is submitted by the employer and the labour requirements set forth in Article 64, with the exception of that under part 3(a), are met.

   In exceptional cases, foreigners may obtain residency and work permits without meeting the one-year requirement where they can demonstrate a need to work due to particular circumstances in order to guarantee their subsistence.

2.  The validity of the issued work permit shall be dependent on the worker’s subsequent registration under the corresponding social security regime within one month from notification of issue. Where this condition is met, the permit shall be retroactively validated to the day immediately after the date of expiration of the previous permit.
1.2.3 **Socio-educational mentoring**

This programme primarily supports young people accepted to housing schemes or who receive financial support, although it is also open to people in other situations. They are offered support and assistance to help them progress towards personal independence or to return to their family unit. Professionals, through personal interviews, support the youths in making decisions regarding their options for the future, such as emancipation and independence, returning to their original home or the possibility of living with a partner, among others. The work involves the development of a personal independence project before and after de-institutionalisation. Socio-educational mentoring is compulsory in order to be accepted for aid under the Benefits Act.

1.2.4 **Psychological support and supervision**

The aim of this programme is to offer youths psychological support or guidance in order to help them overcome specific problems which impede them from achieving personal independence. Participation in this programme is through personalised care offered by a psychology professional.

1.2.5 **Financial support for youths of adult age formerly in care**

The aim of this programme is to provide young careleavers of adult age with income to enable them to develop their path towards personal independence in a progressive manner. Financial support is strictly dependent on their integration into education or housing schemes, or into an individual work plan linked to the Benefits Act. Students must commit to follow this plan, under which they receive mentoring from a professional. There are various types of financial support:

1.2.5.1 **Financial support for youths formerly in care**

This aid, provided under the Financial Benefits Act, is a temporary legal entitlement, provided to overcome situations of need for youths having been under the care of the local government body responsible for the protection of minors.

1.2.5.2 **Basic integration income**

The assignment of basic integration income for young careleavers, under the age of twenty five and who need financial support in order to pursue personal and social reorganisation, must be proposed by social services and is accompanied by a period of training and dependent upon an approved and supervised work plan.

1.2.5.3 **Salary-based grants**

These grants are aimed at youths involved in the training and socio-professional integration project who carry out a company-based training or professional activity. Salary-based grants are subject to an adequate performance of the activity and continued care.
1.2.5.4 Grants for training activities

In Catalonia, there are grants offered by the La Caixa Foundation, managed by the Federation of Entities with Projects and Assisted Homes (FEPA). The grants are aimed at youths formerly in care between the ages of eighteen and twenty-four and are intended to enable them to achieve the goals set out in their individualised work plan, namely to improve their professional and occupational skills and to continue to follow regulated education.

Other autonomous communities also offer different types of grants for studies.

1.2.6 Legal support

The aim of this programme is to provide advice, legal support and mediation, paying close attention to issues raised among young people in relation to the professional community. The programme is made effective thanks to individualised case-by-case mentoring, with plenty of flexibility to adapt to the specificities of each situation.

Support is provided in the following areas:

- **Immigration**: Guidance in each situation, processing of passports and documentation, authorisations and permits for residency and employment, and mediation with companies and other agents.
- **Criminal matters**: Violations in the case of minors, procedures for misdemeanours or offences. Continued mentoring is provided, along with support in relation to alternative measures.
- **Civil matters**: Nationality, disability, other issues affecting persons of adult age formerly in care.
- **Mediation between youths and the professional community**, families, companies and other social agents.
- **Support and mentoring for legal issues** in any other area raised by young people, the professional community or collaborating entities.

1.3 The role of different actors:

Given the lack of a more developed legislative framework, in most territories, it is the entities themselves who take the initiative in developing projects for promoting the emancipation of youths currently and formerly in care. Many third sector entities operate residential centres for minors under the age of eighteen and often, once youths reach adult age, they find that there are no available services to guarantee their transition towards full independence. It is the identification of this need among local services that has driven the initiative to implement such programmes and resources.
In this sense, it is found that where there is greater coordination between entities working in the area of independence and where greater cooperation has been fostered between the third sector and the government, there is a greater implementation of service benefits. A clear example of this coordination and cooperation can be seen in Catalonia.

1.3.1 Collaboration as a key factor in support for young careleavers in Catalonia

The process of growth and maturation in the third sector has gone hand-in-hand with a growing propensity towards collaboration between different social agents. Behind this inter-sector collaboration is the idea of a society of shared responsibility.

In regard to attention for young careleavers, in Catalonia there is a long history of collaboration between the public administration and social entities. This has been and continues to be an ongoing experience of mutual enrichment for the two parties, which has resulted in the development and maintaining of consolidated programmes in the different areas in need of coverage in order to guarantee a strong process of emancipation (housing, financial support, legal support, education or professional integration) and to provide a legal framework. Not all youths having been in care can access these programmes.

The Àrea de Suport al Jove Tutelat i Extutelat (ASJTET) of the Generalitat de Catalunya, which turned twenty in 2014, helped 1,932 youths in 2013. Coordination between entities and the government has helped improve interventions with youths and has served to promote policies and new programmes for two decades. Today they are working on several projects, such as ‘EspaiJove’ (a meeting place for youths with a range of workshops and activities), jointly running financial aid programmes to support studies, or sharing spaces to make them profitable and to make communications faster and simpler.

A look at how the different programmes have been gradually incorporated through ASJTET over the last twenty years illustrates how well the two agents complement each other. Their goal now is keep working to provide the most appropriate responses at each given moment. Ongoing education with continuing paths within the framework of regulated teaching is one of their main challenges.

<table>
<thead>
<tr>
<th>Timeline of ASJTET programmes and services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1995</strong> 1st plan for the coordination of interdepartmental measures aimed at youths under the care of the Generalitat de Catalunya: housing, education and professional integration and youth mentoring programmes.</td>
</tr>
<tr>
<td><strong>2002</strong> Modification of the education and professional integration programme: incorporation of the Work Route.</td>
</tr>
<tr>
<td><strong>2003</strong> 2nd plan for the coordination of interdepartmental measures aimed at youths in care: new financial support programme with de-institutionalisation assistance.</td>
</tr>
<tr>
<td><strong>2005</strong> Creation of the Àrea de Suport als Joves Tutelats i Extutelats (ASJTET). Modification of the housing programme with the incorporation of housing for youths aged 16 to 18 and residences for working youths.</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2006</td>
</tr>
</tbody>
</table>
| 2007 | Benefits Act, modification of the financial support programme.  
| 2010 | Modification of programmes, residency for youths in studies (‘Cabestany’) and financial support for youths in studies. Barcelona Work Route. |
| 2011 | Programme modification, Girona Work Route. |
| 2012 | New programme, “Recerca d’orígens”. |
2 YOUNG CARELEAVERS. DATA.

There is little data and very few studies regarding the group of youths without family support and in the process of emancipation in Spain. This is an ongoing issue, the resolution of which would help improve the situation of these youths.

It should be noted that it is difficult to keep data on support provided to youths formerly in care within Spain since there is no monitoring of this group of youths as a whole once they reach adult age, therefore there is a lack of data available. This means that very little is known about the development, level of independence and emancipation of a youth that has been under the protection system.

2.1 Context of youth in Spain

2.1.1 Leaving school

Spain has one of the highest rates of early school leavers in the European Union. 23.5% of youths from ages 18 to 24 have not completed secondary education and in 2013 followed no education or training whatsoever ("State system of education indicators for 2014", National Institute of Educational Assessment (INEE), 2014). This represents a fall of 1.4 per cent from the 2012 rate of 24.9%, but it is still far from the target for 2020 which is to reduce the school lever rate to 15%. At present, in seven autonomous communities this rate is above 25% ("State system of education indicators for 2014", National Institute of Educational Assessment (INEE), 2014).

In 2012, the unemployment rate among the working population of 25 to 64-year-olds with an education below secondary level two was 31%. The rates for completing secondary education were 23% for women and 20.2% for men ("Education at a Glance 2014: OECD Indicators", Spanish Report, Ministry of Education, Culture and Sport 2014).
In the investigation *Young People from a Public Care Background: Pathways to Education in Europe*, carried out from 2007-2010 in five European countries (UK, Denmark, Sweden, Hungary and Spain), it was found that 31.7% of the population in care born in 1994 was on the correct course (compared to 69.4% in the general population).

However, it pointed to an educational gap when entering the school system as well as additional delays during time spent in care. 64.5% of adolescents in care born in 1994 were having to repeat a course, compared to just 9.1% in the general population. It also highlighted the education being accessed, with 50% of youths coming from an initial professional qualification programme or PCPI (versus 4.4% in the general population).

### 2.1.2 Youth unemployment and types of recruitment

The rate of unemployment in Spain was 23.6% in the third quarter of 2014, more than double the EU average. In the third quarter of 2014 there were 867,000 unemployed youths under the age of 25, more than 52% of the total. In 2008, there were less than 30% in the same age band. This shows that the percentage has almost doubled. This aspect is a determining factor of youth emancipation. Around 51% of youths aged 16 to 29 were working under temporary contracts (Emancipation Observatory, July 2014). Youths between the ages of 16 and 24 had a temporary employment rate of 68.5%, the highest of all groups (Emancipation Observatory, July 2014).

Access to employment has been interpreted as the main stumbling block in the transition to adult life among young people. Employment is also linked to the personal self-esteem and social placement of the individual, such that it is seen as the key to the rights to citizenship. The youth employment rate remains at historically low levels. In the second quarter of 2014, the employment rate among youths under 25 in Spain was 18.3%, compared to 38% in 2007. While at that time it was slightly above the European average (37.4%), in 2013 the average level in the EU was double at 32.3%. In 2013, Spain had the lowest employment rate of all EU countries, after Greece and Italy.

However, the most recent data points to a slowdown in the decline of the employment rate and even suggests it has started to recover. The employment rate for youths under 25 in the last two quarters has shown the smallest rate of decline since the beginning of the crisis (0.36 points and 0.44 points, respectively), while among youths aged 25 to 29 the employment rate has grown for the first time since 2008. The improvement in youth education has also been aided through measures to promote recruitment with the Training and Education Contract, which offers youths a pathway to integration into employment while completing their education (Institute for Youth, September 2014).

As for youths who neither study nor work, there are a total of 1,793,500 in the country. The number of youths who contribute to their family income by combining studies with work (known as ‘SiSi’) amounted to 444,900, according to the most recent Active Population Survey (EPA) (International campaign for the declaration of the youth employment decade, 2016).
2.1.3 Age of emancipation

Only one in five people under the age of 30 is emancipated in Spain.

According to a survey carried out in the autonomous community of Catalonia ("Enquesta a la Joventut de Catalunya", Direcció General de Joventut 2012), 42% of non-emancipated Catalan youths between ages 30 and 34 cited a lack of financial resources or insufficient availability of resources as a main reason for not emancipating. Among youths aged 20 to 24, 40% claim this as the main reason.

Youth emancipation processes are characterised by aspects such as the age of completing studies, age of incorporation into the labour market and social values. This goes hand-in-hand with making decisions and sentimental commitments and, in many cases, financial investments. The same "Enquesta a la joventut de Catalunya 2012" gives a simulation of the rate of poverty among youths aged 15 to 34 in the case of emancipation and based on the type of home they would form. This simulation is simple way of highlighting the severity of this cycle. The rate of emancipation increases significantly among immigrant youths, which is around 30% higher among both women and men. The chart shows a comparison in relation to youths between ages 15 and 34.

Font: Enquesta a la joventut de Catalunya 2012 (Direcció General de Joventut)
2.2 Profile of young careleavers

In Spain there are more than 30,000 children and youths in care (Childhood Observatory, 2013). More than 5,000 are in the process of emancipation and more than 3,800 are approaching adult age (Childhood Observatory, 2013). It should be noted that youths having been in government care are in a situation of vulnerability that is very different to that of most youths at the age of eighteen. The demands facing young careleavers are not the same as those for youth in general.

<table>
<thead>
<tr>
<th>Total children in care in Spain 2013</th>
<th>Total youths in care approaching emancipation 2013</th>
<th>Young careleavers in the process of emancipation 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>30,171</td>
<td>More than 3,800</td>
<td>More than 5,000</td>
</tr>
</tbody>
</table>

have been in care and who, upon reaching adult age, are forced to emancipate without family support or the resources needed to do it. In these cases, emancipation comes with no guarantees that the young person has achieved a sufficient level of independence, placing that person in a particularly vulnerable situation. If this is the case, it will be very difficult for that person to achieve personal success.

Since no official data is available on young careleavers at the state level, below we have provided data on more than 2,200 youths formerly in care assisted by the 61 FEPA-federated entities in different emancipation projects in the years 2013-2014:

2.2.1 Youths by gender

![Bar chart showing the distribution of youths by gender in 2013 and 2014]
2.2.2 Age trend of youths 2013-2014

In 2014, the number of assisted youths between ages 16 and 18 grew by around 6%, while this was around 6% among youths aged between 21 and 25.

2.2.3 Origin trend of youths 2013-2014

Around 800 foreign youths who are or who have been in care only have a residency permit.
2.2.4 Gender distribution trend based on origin

### 2013

<table>
<thead>
<tr>
<th></th>
<th>Chicas</th>
<th>Chicos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extranjera</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>España</td>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>

### 2014

<table>
<thead>
<tr>
<th></th>
<th>Chicas</th>
<th>Chicos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extranjero</td>
<td>16,3%</td>
<td>63,7%</td>
</tr>
<tr>
<td>España</td>
<td>44,4%</td>
<td>55,6%</td>
</tr>
</tbody>
</table>
2.2.5 Study trend among youths for 2013-2014

In 2014, the number of youths who “only study” rose 5%, while the number of youths who “neither work nor study” fell by more than 7%.

2.2.6 Time spent in provided housing

Housing support consists primarily of emancipation housing for youths between ages 18 and 21, who make up 39.5%. The most common length of stay is between 1 and 2 years. Most homes are rented, in 55.1% of cases. 40.3% of youths have no source of income.
### Profile overview of youths assisted in emancipation programmes:

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivienda:</td>
<td>Sin posibilidad de tenerla propia o familiar.</td>
</tr>
<tr>
<td>Referente:</td>
<td>Necesidad de tener referente adulto.</td>
</tr>
<tr>
<td>Proyecto Personal:</td>
<td>Compromiso y voluntariedad.</td>
</tr>
<tr>
<td>Actitud:</td>
<td>Con capacidad de convivencia y aceptación de normas</td>
</tr>
<tr>
<td>Formativo y laboral:</td>
<td>Desarrollando alguna o ambas.</td>
</tr>
<tr>
<td>Economía:</td>
<td>Ingresos económicos inexistentes/básicos.</td>
</tr>
</tbody>
</table>
3 EMPLOYMENT INTEGRATION

Co-operation between the various agents which have the aim, at a national level, of promoting action plans designed to increase the professional integration of our young people is key to enabling the development of the said strategies.

Thus, the joint-responsibility underlying existing programmes aimed at increasing employment integration among young people is shared between the business sector, public bodies at different levels (European funds, central and regional authorities), and third-sector bodies.

The majority of these programmes, while not being aimed exclusively at people formerly in local-authority care, do allow such people to join them, as their profile matches that of the intended beneficiaries. As such, throughout this section, proposals are distinguished on the basis of the target population at which the programmes are aimed: Policies and strategies aimed at young people, and Policies and programmes on employment integration aimed at young people formerly under local-authority care.

3.1 Employment integration in Spain: General policies and strategies for young people

3.1.1 Institutional initiatives for youth employment

The strategies and action plans aimed at improving the current situation with regard to training and youth employment have been designed and implemented by the Ministry of Health, Social Services, and Equality and the Ministry of Employment and Social Security, which act on the basis of this priority.

Thus, on the one hand, the Ministry of Employment and Social Security bases its objective on the 2013-2016 Entrepreneurship and Youth Employment Strategy, which forms part of the Government objective of promoting measures aimed at reducing youth unemployment, whether through employment integration as employees or through self-employment and entrepreneurship. The Strategy, which is the result of a process of dialogue and participation with Social Partners, is in response to the recommendations made by the European Commission with regard to youth employment, and it forms part of the National Reforms Plan implemented by the Government. The fundamental purpose is to reduce the rate of youth unemployment and tackle the structural reasons that cause this rate to be higher than in the general population.

Four priority strategic objectives have been formulated with regard to entrepreneurship and youth employment:
**Objective 1.** Contributing to improving the employability of young people  
**Objective 2.** Increasing the quality and stability of youth employment  
**Objective 3.** Promoting equality of opportunities  
**Objective 4.** Encouraging an entrepreneurial ethos

In order to attain these objectives it is proposed that 10 lines of action should be followed, grouped according to their scope of influence. The Strategy includes 100 measures, of which 15 are short-term shock or impact measures, and 85 are medium-to-long-term measures.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education, training, and improvement of</td>
<td>Extending training programmes aimed at obtaining professional qualifications and training programmes with guaranteed employment.</td>
</tr>
<tr>
<td>employability</td>
<td>Developing incentives so that unemployed people who drop out of school can still obtain their Compulsory Secondary Education diploma.</td>
</tr>
<tr>
<td></td>
<td>2. Encouraging entrepreneurship and self-employment</td>
</tr>
<tr>
<td></td>
<td>Flat rate for self-employed young people. Fixed rate for Social Security contributions</td>
</tr>
<tr>
<td></td>
<td>Making unemployment benefit compatible with the commencement of a self-employed activity.</td>
</tr>
<tr>
<td></td>
<td>Extending the possibilities for allowing capitalization of unemployment benefit.</td>
</tr>
<tr>
<td></td>
<td>Improving funding for the self-employed and entrepreneurs.</td>
</tr>
<tr>
<td></td>
<td>Improving the protection network for the self-employed in order to allow them a second chance.</td>
</tr>
<tr>
<td></td>
<td>Creation of help points at the Public Employment Services specializing in advising and assisting new entrepreneurs.</td>
</tr>
<tr>
<td></td>
<td>Encouragement of the Social Economy and collective entrepreneurship.</td>
</tr>
<tr>
<td>3. Improvement of Intermediation</td>
<td>Channelling and systematizing an ‘EMPLOYMENT ONE-STOP PORTAL’.</td>
</tr>
<tr>
<td></td>
<td>‘MICRO-SME AND SELF-EMPLOYED’. Abolition of Social Security contributions for the recruitment of young people for an indefinite term through micro-businesses and the self-employed.</td>
</tr>
<tr>
<td></td>
<td>A young-person’s ‘FIRST EMPLOYMENT’ contract.</td>
</tr>
<tr>
<td></td>
<td>‘INTERNSHIP’ contracts. Incentives for internship contracts for first employment.</td>
</tr>
</tbody>
</table>


The Strategy envisages the possibility of social partners ‘signing up’ to it, such as regional authorities, local bodies, public and private businesses, as well as all organizations that put into action schemes that have the result of allowing young people access to the employment market through recruitment or entrepreneurship. Once the proposals have been assessed,
they will become part of the Strategy, and the body proposing the measure will be allowed to use – subject to the conditions and in accordance with the requirements laid down – the logo or seal designed to show that it has signed up to the said Strategy.

The document ‘Entrepreneurship and Youth Employment Strategy 2013/2016’ published by the Ministry of Employment and Social Security also defines the indicators for assessing the level of compliance of the activities that have been performed. These are both performance indicators, to measure the material outcomes of the actual implementation of each one of the initiatives, and result or impact indicators, to measure the effects of the Strategy in the socio-economic reality in which it operates. Likewise, the aim is to set up an Inter-Ministerial Committee to oversee attainment of the objectives defined in the Strategy, as well as a Working Group composed of the Social Partners and the Government.

With regard to the training and integration of young people, it has been established at a national level that any public policy that is to be put forward at the present time should be framed as part of or have as its basis the ‘Europe 2020 Strategy’, which has the following defined objectives:

- Employment for 75% of people aged between 20 and 64.
- School drop-out rate below 15%; at least 40% of people aged between 30 and 34 should complete higher-education.
- Combating poverty and social exclusion: to reduce the number of people in a situation of or at risk of poverty and social exclusion by at least 20 million.

The public body known as INJUVE (Youth Institute) is attached to the Ministry of Health, Social Services, and Equality, and its main activity is to promote schemes that benefit young people in society.

INJUVE is a co-ordination and liaison body with all Government Ministries to promote policies for young people, an instrument that allows plans and other inter-ministerial initiatives aimed at young people to be put forward, as well as to maintain an overview of the whole range of Government initiatives which, while pursued by the different Ministries, all affect young people.

Thus, INJUVE promotes equality of opportunities among young people, it encourages participation in political, social, economic, and cultural development, while also driving co-operation with other ministerial departments and other Public Authorities, where their activities affect this sector of the population.

In this way it is possible to establish the importance of co-operation with youth bodies of the regional authorities and with town councils, through the Spanish Federation of Municipal and Provincial Authorities (FEMP) with the youth association movement, and in this case through the Spanish Youth Council. Likewise, the Governing Board of the body ensures the participation of youth associations in government policies in matters concerning young people.
Among the priorities envisaged by the Youth Institute is the premise that employment policies should not start with the search for work but rather with a formal and informal education and training policy which empowers young people as from adolescence. The said empowerment includes positive attitudes and motivations towards entrepreneurship and innovation.

### 3.1.2 Aims, strategies and the activities of INJUVE

Out of the six strategic pillars defined by the Ministry of Health, Social Services, and Equality, (Education and training, Employment and entrepreneurship, Accommodation, Health and Prevention, Participation, Volunteering, Inclusion and Equality, and Institutional Co-operation), mention will be made of the first two, given that they specifically refer to aspects that affect the lines of action aimed at the professional integration of young people.

<table>
<thead>
<tr>
<th>STRATEGIC PILLARS</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATION AND TRAINING</strong></td>
<td>1. Improving the quality of the Spanish Education System in order to increase employability and entrepreneurship.</td>
</tr>
<tr>
<td></td>
<td>2. Boosting the non-formal training system.</td>
</tr>
<tr>
<td></td>
<td>3. Identifying and encouraging new niche areas and resources that generate employment through training.</td>
</tr>
<tr>
<td><strong>EMPLOYMENT AND ENTREPRENEURSHIP</strong></td>
<td>1. Boosting the creation of opportunities for youth employment.</td>
</tr>
<tr>
<td></td>
<td>2. Encouraging an entrepreneurial ethos.</td>
</tr>
<tr>
<td></td>
<td>3. Encouraging the implementation of a Youth Guarantee System</td>
</tr>
</tbody>
</table>


#### 3.1.2.1 Strategic priority 1. Education and training

The expansion of the education system in Spain has been, without doubt, one of the most important milestones in recent decades. Nowadays, the education system faces new challenges that need to be tackled, such as reducing the number of young people who drop out of school early, and ensuring that those who join the labour market are properly trained in order to improve their employment prospects. In order to meet the said objectives, important initiatives have been implemented in the past two years such as:

- Reform of the education system with the approval at the end of 2013 of the Organic Law for the Improvement of the Quality of Education (LOMCE) and the implementation of dual professional training, based on successful models from other countries.
- Maintenance of a system of public grants to ensure that all young people have equal access to educational opportunities.
a) Objective 1. Improving the quality of the Spanish Education System in order to increase employability and entrepreneurship.

**INITIATIVES**

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erasmus+ Programme for Education and Professional Training</td>
<td>Promotion at a European level of permanent learning, modernization of the education and training systems, and strengthening of the international dimension of education, training, and the learning of languages. Programmes relating to the educational offer for distance learning of languages, grants for post-graduate, master’s degrees, and research, awards for PhD students, and educational co-operation agreements for professional internships.</td>
</tr>
<tr>
<td>Basic Professional Training cycles</td>
<td>Government undertaking to any funding shortfalls in the implementation of this new educational level up until 2017.</td>
</tr>
<tr>
<td>Dual Professional Training</td>
<td>Combines the teaching and learning processes in the workplace and in the training centre.</td>
</tr>
<tr>
<td>National Youth Guarantee System</td>
<td>Specific programme at a national level for young people aged under 30, including specific training activities for young people registered with the Youth Guarantee System.</td>
</tr>
</tbody>
</table>

b) Objective 2. Boosting the non-formal training system.

The non-formal training system constitutes a model for learning social skills which encourages the acquisition of competences and offers large numbers of young people the opportunity to acquire new knowledge, qualifications, and skills that contribute to their personal, professional, and educational development, improving their training and employment prospects.

**INITIATIVES**

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erasmus+ Youth</td>
<td>The development of the Youth Pass through the Erasmus+ programme allows non-formal and informal learning acquired in each project to be described and validated. Eight basic competences are included within the reference European Lifelong Learning Programme: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; social and civic competences; learning to learn; sense of initiative and entrepreneurship, and cultural awareness and expression.</td>
</tr>
</tbody>
</table>

c) Objective 3. Identifying and encouraging new niche areas and resources that generate employment through training.
The digital-economy sector is currently the sector with the highest potential for job creation and business generation. Furthermore, young people have high skill and competence levels in the use of new technologies.

### INITIATIVES

<table>
<thead>
<tr>
<th>Programme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inngames</td>
<td>Programme linked to employment, entrepreneurship, training, innovation and development, technology, and the transfer of knowledge in the digital leisure industry sector.</td>
</tr>
</tbody>
</table>

Programmes aimed at training digital professionals, and to support initiatives aimed at encouraging entrepreneurship within the field of the digital economy, e-learning within the field of the digital economy, and emerging technologies, highlighting those related to e-commerce, digital marketing, and the development of software and apps.

#### 3.1.2.2 Strategic priority 2. Employment and Entrepreneurship

Despite the effort that has been made in economic and employment matters, the situation specifically affecting young people requires further measures. The high rates of unemployment, still above 50% for the 16-24 age range and 37.7% for the 16-29 age range, makes ending the blight of youth unemployment one of the main priorities (Source: INJUVE. 2020 Youth Strategy).

The measures put in place over the past two years such as the 2013-2016 Entrepreneurship and Youth Employment Strategy, the National Youth Guarantee System, as well as the focus of invitations to apply for subsidies funded by Personal Income Tax (IRPF) receipts for programmes to promote employability and entrepreneurial ethos among young people, are all evidence of the importance given to the implementation of policies to tackle youth employment. And the objectives of this pillar dedicated to entrepreneurship and employment have been established on the basis of these lines of action.

**a) Objective 1. Boosting the creation of opportunities for youth employment.**

Boosting the integration of young people into the employment market, as well as increasing the number of young people setting up as self-employed and encouraging the creation of businesses by people aged under 35. Meanwhile, in February 2012 the Government approved a reform to employment laws with the priority aim of slowing down the destruction of jobs in the short term. Some of the measures of special interest to young people envisaged under this objective are: the modification of the Training and Learning Contract to encourage its use, and the creation of the indefinite contract for supporting entrepreneurs, which has the aim of boosting stable recruitment at SMEs with specific rebates in the case of young people.

**b) Objective 2. Encouraging an entrepreneurial ethos.**

This objective envisages programmes and initiatives which include research and investigation, programmes for encouraging entrepreneurship such as the National Young Entrepreneurs Competition, as well as guides to digital resources and applications that facilitate entrepreneurship. In the 2014 annual invitation to apply for subsidies funded by
Personal Income Tax (IRPF) receipts, and as part of the programmes aimed at young people, support for young entrepreneurship projects or programmes encouraging the entrepreneurial ethos among young people were given priority.

As an innovation, the Annual Employment Policy Plan states that the nationwide services that must be provided by all Public Employment Services shall be performed, and from these we may highlight the advisory service for self-employment and entrepreneurship in which users, including beneficiaries of the Youth Guarantee, may access a specialist service that will allow them to start up their self-employment and entrepreneurship activities receiving advice and mentorship in the associated processes, based on the creation of an entrepreneurial itinerary that envisages all stages of the entrepreneurship, and in particular the consolidation stage. Likewise, they can receive advice on incentives and resources available to encourage recruitment. Self-employment, the social economy, and collective entrepreneurship will receive special attention.

c) **Objective 3. Encouraging the implementation of a Youth Guarantee System**

The Youth Guarantee Implementation Plan in Spain and the National Youth Guarantee System, approved in co-ordination with the regional authorities, is an initiative that falls within the framework of the Entrepreneurship and Youth Employment Strategy of the Ministry of Employment and Social Security, and it responds to the Recommendation of the European Council of 22 April 2013, the objective of which is that young people aged under 30 and who are not in education, training, or employment, should be given a job offer. The regional authorities and all other agents involved can impose additional requirements for each one of the offers they make or actions they perform.

The main aim of the National Youth Guarantee System is that young people who are not in employment, education, or training aged between 16 and 30, or in the case of people with a disability grading equal to or in excess of 33%, aged between 16 and 30, can be given a job offer, continuous education, apprenticeship training, or a temporary placement after finishing their formal education or becoming unemployed. One of the existing requirements in order to become a user of the Youth Guarantee System is to have a work permit, and this makes it difficult for the majority of immigrant young people to access this scheme, and this aspect should be reassessed so that people within the said group can have a greater chance of finding employment.

Support for recruitment: Initiatives or measures such as incentives with regard to Social Security contributions, the encouragement of training contracts as envisaged in the applicable regulations, support for employment so that recruitment is for a minimum term, encouragement of the social economy, and training and the promotion of employment for young researchers, could all be implemented, amongst others.

Encouragement of entrepreneurship: those initiatives or measures that support the entrepreneurial ethos shall be carried out, encouraging responsibility, innovation, and entrepreneurship, providing young people with access to more support services for the creation of businesses, and in particular, closer co-operation between the employment services, the bodies providing business support, and funding providers. In this regard, initiatives or measures such as incentives with regard to Social Security contributions,
support for self-employment, capitalization of unemployment benefit, promotion of the entrepreneurial ethos, measures to encourage self-employment and collective entrepreneurship within the framework of the social economy, advice on self-employment and the creation of businesses and training for entrepreneurs could be carried out, inter alia.

3.1.3 Administrative bodies participating in employment integration

3.1.3.1 National Level

At a national level, the Youth Institute (INJUVE) has held the status of national benchmark in liaising with other ministerial departments and economic and social agents, with regional authorities, town councils, and with the youth association movement.

Outside of the strictly inter-governmental sphere, the relationship with the European Commission gives rise to the implementation of the European-level youth programmes at a national, regional, and local level, so as to create a growing sense of European citizenship and solidarity amongst our young people through tools such as European volunteering, exchanges, and other activities that allow interaction with the realities of other young people from Europe.

Meanwhile, the Spanish Youth Council (CJE) exercises powers that are essentially consultative and representative, and the overall profile of the youth councils at the various territorial levels is very weak (barely 18% of young people say they know what they are or have heard of them), and just 9.2% think they are useful. The main strength of youth councils refers to their consultative function and their presence in a number of advisory councils and other bodies of the Public Authorities at all levels.

3.1.3.2 Regional Level

Powers in matters concerning young people have been devolved to the regional authorities as and when the various Statutes of Autonomy have been enacted. This has led to a certain amount of territorial discrepancy in the manner in which these powers have been exercised. In general, the regional authorities have set up planning and co-ordination instruments within their territory, through Youth Laws and Plans, of varying depth, content, resources, and frequency. Said Plans and Laws have maintained a certain continuity and have been systematically assessed, although they have on some occasions seen a certain lack of continuity.

3.1.3.3 Local Level

There is even greater variability in municipal policies than there is in those of the autonomous regions, but there is a substantial difference, which is that while the regions all have youth policies that are more or less well defined, even if the contents are diverse, this is not the case for local councils and many have no policy at all (or they draw one up and never implement it) while there are plenty of others that do and in general they are very developed.
At this local level, it should also be pointed out that at the Spanish Federation of Municipal and Provincial Authorities (FEMP), and at other federations of territorial authorities, there is also a Youth Committee to promote policies and youth programmes at Town Councils and Local Authorities, which configure their own forms of local co-operation. The Youth Institute maintains an annual co-operation agreement with the FEMP to promote the performance of pilot programmes at a local level.

3.2 Policies and programmes on employment integration aimed at young careleavers

The high variability described in the previous section with regard to the variety of integration policies and programmes developed by the different Regional Authorities also applies to policies aimed specifically at young people formerly under local-authority care.

Thus there follows below an attempt at highlighting the integration activities and projects carried out in and specific to each Autonomous Region, designed for and committed to the young men and women formerly under local-authority care in Spain.
<table>
<thead>
<tr>
<th>Region</th>
<th>Description</th>
<th>Employment Integration</th>
<th>Training Programme</th>
<th>Future</th>
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<tbody>
<tr>
<td>Andalusia</td>
<td>Following the line of the guidance and socio-employment integration programme aimed at minors, young people within the high-intensity programme carry on working when they attain the age of majority, with the aim of enabling their complete autonomy and social integration.</td>
<td>Courses and workshops are carried out to improve the skills of young people through high-intensity resources.</td>
<td>Andalusia is drawing up a project to administer a Programme of Training Activities, aimed at people in this situation, through the European Social Fund.</td>
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<tr>
<td>Aragon</td>
<td>Two employment-integration counsellors forming part of the Personal Emancipation Project draw up individual employment-integration itineraries.</td>
<td>An Employment Workshop is held, promoted by the Aragon Social Security Institute (IASS), for the integration of young people formerly under local-authority care, especially those included in the Personal Emancipation Project.</td>
<td>The Autonomous Region of Aragon expects to increase the volume of existing resources.</td>
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<tr>
<td>Cantabria</td>
<td>With the co-operation of non-profit organizations, young careleavers are mentored to assist their integration into the labour market. The activities carried out include programmes to provide guidance, personal training, occupational and professional training, and to encourage recruitment.</td>
<td>Pursuing the same objective as with minors, it encourages education, learning, and the development of values, positive attitudes, and personal skills, with the co-operation of non-profit organizations, with the aim of allowing them to fully develop through the model of an autonomous and responsible life.</td>
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<tr>
<td>Castile la Mancha</td>
<td>Following the line of the Autonomy Programme focussed on minors, young people aged between 18 and 21 without their own means are also covered: integral activities are carried out based on personalized care aimed at the integration and social cohesion of young people. The objective being pursued is the creation of a system that allows these young people to mature through mentoring, motivation, advice, guidance, and training, with the aim of facilitating and encouraging their Personal Autonomy process.</td>
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<tr>
<td>Region</td>
<td>Description</td>
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<tr>
<td>Castile and Leon</td>
<td>The socio-employment integration initiatives are present in all work undertaken with young people at risk or in a situation of social exclusion, and so, just as with minors in care, work continues in this regard with young careleavers. The main activities carried out are as follows: training for employment, the development of skills to aid employability and entrepreneurship, active job-seeking, personalized integration itineraries, mediation with employers, etc.</td>
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<tr>
<td>Catalonia</td>
<td>The objective of the ‘Via Laboral’ socio-employment integration programme is that young people should be able to carry out their professional project, within the framework of their life and future project.</td>
<td>Training activities for young people formerly under local-authority care are carried out transversely in the majority of programmes. The most important and transverse programmes are the training programmes. The activities carried out range from individualized school support to practical workshops.</td>
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<tr>
<td>Autonomous Region of Madrid</td>
<td><strong>Personal Autonomy Plan:</strong> The Autonomous Region of Madrid has implemented the 16-21 Personal Autonomy Plan. In June 2016 an agreement was signed between the Autonomous Region of Madrid and the ISOS Foundation to co-operate in the 16-21 autonomy plan for the implementation of the ‘Programa Tránsito’, within the framework of the ‘Socio-employment integration programme for young people aged 18-21 at serious risk of social exclusion emerging from the Care System of the Autonomous Region of Madrid’. The Employment Workshop takes on and works with young people, and has set up ‘El Centro Tránsito’, an open space that draws up personal socio-employment integration itineraries, and is a benchmark space for young people. There is the parallel EVE (Business Vocational Experience) Programme for work placements at companies.</td>
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<tr>
<td>Valencia Region</td>
<td>Socio-educational mentoring for young careleavers and/or in social difficulty. Following the same reasoning as with minors, as from the age of 18 this key programme continues to be</td>
<td>Various non-profit organizations work with young people so as to integrate them into a process of employment normalization. They are offered for some time now the Valencia Region has had plans to draw up programmes for young people formerly under</td>
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</tbody>
</table>

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extended in order to prevent social exclusion. workshops on cooking, catering, and carpentry, amongst others. Often the bodies focus fundamentally on developing work-related habits to ensure that young people are successful in their emancipation and preparation for adult life.

| Extremadura | ‘Puerta de Salida’ Programme. The objective is to provide young people aged between 18 and 21 and who have lived in the various residential shelter resources run by the Public Childhood Protection System of the Autonomous Region of Extremadura with social and employment skills that assist in their personal and professional development, thereby boosting opportunities for integration into the labour market and society. **Offers of subsidies for social and employment integration:** they have gone through the System for the Protection of Minors of the Extremadura Regional Government and face special difficulties in accessing the labour market, aged between 16 and 25. Lawfully-established private companies, non-profit private entities, and town councils all participate, provided that they undertake to recruit a young person full-time for a term of at least six months. Likewise, there are grants to assist in entrepreneurship as self-employed workers. | local-authority care. |
### Galicia

**Socio-employment integration Mentor Programme**: integral approach, seeking the socio-employment integration of young people aged over 16 who have been in the care or guardianship of the Galicia Regional Government and who are under judicial measures or social conflict. The objective is to improve the quality of life of young people through an individualized project that assures them of employment integration and capacity for an independent life, such that they can be fully autonomous when they reach the age of majority.

A team of specialists in employment integration help young people under local-authority care, or those formerly under local-authority care who remain in guardianship, or those who are under judicial measures, in their search for work as from the age of 16 where they do not continue with their studies.

An individualized **Employment Integration Project (PIL)** is established in accordance with the skills and interests of young people to provide them with strategies and tools to prepare them for employment integration: learning basic skills, training, integration itineraries, etc., so as to increase their employability as much as possible.

**Resources for Supporting Integration**: This service (RAI) promotes autonomy processes and develops the personal growth of young people close to the age of majority. It works with young people close to the age of majority through an individualized educational project with an integral approach.

**Workshops**: There are people within the Mentor Programme who cannot access, for various reasons, normal training opportunities. Workshops have been specifically designed for these people who seek to boost basic skills and provide a set of minimum knowledge requirements to facilitate their access to normal training opportunities or future employment integration.

### Balearic Islands

**Agreements with businesses**: Employment integration through agreements with private companies which recruit these young people or contracts with the Public Authorities, and opportunities to continue the training and education of young people.

The Balearic Islands Regional Government favours a strategic emancipation plan setting out in detail the projects that are to be carried out, mentoring (training and
<table>
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<th>Location</th>
<th>Description</th>
<th>Employment integration</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>Canary Islands (Santa Cruz de Tenerife)</td>
<td>There are various bodies or programmes such as Asociación Asistencial Nahia, Barrios por el Empleo, Intervención SIEA de ASM, Labor-T, and Entrelazados, specializing in training for employment.</td>
<td>Training programmes are offered by Asociación Asistencial Nahia, Entrelazados, and Intervención SIEA de la ASM.</td>
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</table>
| Rioja                  | The socio-employment integration programme, administered by a non-profit organization, seeks socio-educational mentoring for the integration of young people aged between 16 and 23 who transfer from being under the complete protection of the Public Authority to finding themselves without a social and/or family support network. Likewise, it assists young people who are in serious family and/or social difficulty.  
‘Labor’ Programme:  The ‘Labor’ Programme operates in the 18-21 age range, and has the main objective of implementing services that provide care for and seek the socio-familiar and employment integration young people in Rioja. | Young people have training programmes provided by the Rioja Business Federation (FEP), non-profit organizations (Red Cross), certain trades unions, as well as the Rioja Employment Service. |                                                                         |
| Melilla                | Support is given for training development and economic support at the Home for the emancipation of young careleavers aged between 18 and 23.                                                                 |                         |                                                                         |
| Basque Country (Bizkaia) | A programme consisting of residential resources aimed at providing continuity with the processes started under the Childhood Service with unaccompanied immigrant young people and facilitating their transition process to an autonomous life. |                         |                                                                         |
| Murcia Region          | Socio-employment integration Start Programme for young people in the Murcia                                                                                                                                   |                         |                                                                         |
Region related to the Protection and Reform system. The objective is to improve the capacity for social and employment integration of these young people through a range of actions that facilitate access to the employment market and the acquisition of skills, behaviours, and attitudes, that allow the project of an autonomous life to be developed. Socio-employment integration Impulse Programme for the improvement of employability through ‘Individualized Integration Itineraries’ composed of a sequential collection of activities tailored to the characteristics, needs, and expectations of each person. They are aimed at young people in the Murcia Region at risk of social exclusion as from age 16.

*Drawn up in house on the basis of the information supplied by the Public Authorities of each Autonomous Region to FEPA during 2016.
Access by young people to employment or integration itineraries that enable them to enter the labour market can arise either directly through the public system, delegated to the offices of the Employment Service of each Autonomous Region, or indirectly through third-sector non-profit organizations, which promote integration projects at different levels. The said projects may be promoted and funded publicly or privately.

On the basis of projects designed, implemented, and driven by bodies within the social sector and the authorities which at a national level favour and work towards the aim of encouraging the integral development of our young people, it is possible to discern five forms of Employment Integration that currently have this aim. In the description below of each one, reference is made to a selection of good practices in this regard, without prejudice to the existence of others at a national level.

The first of the Employment Integration Models defined are the Employment Integration mechanisms through co-operation between third-sector non-profits and the business community (distinguishing between non-profit organizations that generate social businesses employing young people at risk of social exclusion, and non-profit organizations that offer placement and integration itineraries in mainstream businesses).

We shall continue with the policies and projects aimed at the encouragement of Entrepreneurship, Residential projects in an employment setting, and Training and integration itineraries, from an integral perspective.

Lastly, we shall refer to the activities which are starting to take root on the basis of Employment Mentoring as a methodology towards integration into the professional world.

3.3.1 Employment integration through co-operation between third-sector and the business community

With the aim of generating opportunities for young people in a vulnerable situation, there are multiple programmes aimed at helping young people to discover other realities, train, and establish their first contact with the labour market. The aim of these projects is to motivate young people in the new labour market world, and to continue with and finish their studies.

The possibility of these kinds of proposals being realized is thanks to the synergy between Third-sector non-profit organizations and the Public Authorities. The latter include:

- The European Union, with the Youth Employment Initiative of the European Social Fund.
- The Town Councils, which participate in making this possible.

Meanwhile, integration into businesses would not be possible without being able to rely on the business community – the variability of the participating sectors of which is heterogeneous – or the projects promoted by the social funds of savings banks and high-street banks, such as the Incorpora y Reincorpora Programmes of La Caixa, Caja Madrid, or Bankia, inter alia.

Some of the nationwide non-profits that work towards facilitating the integration of our young people into the labour market design and create social businesses with the aim of offering a protected environment prior to integration into the labour market, and others offer placement and integration itineraries in mainstream businesses.

### 3.3.1.1 Non-profit organizations generating social businesses that employ young people at risk of social exclusion

The main objective of these kinds of projects is to create and maintain jobs in a protected environment as a way of developing employment-integration itineraries, complementing this with social and institutional partners within the territory. Thus, co-operation and connection with other social non-profit organizations or projects and the agents of social services is a key aspect in their development.

The high rates of school drop-out and youth unemployment causes third-sector bodies to favour encouraging transversal and technical competences among young people, so as to offer them personal and professional training that facilitates their entry into the mainstream business sector. Upon completion of these itineraries, young people have obtained academic, employment, and personal training, and they have gained a variety of skills and aptitudes.

Integration businesses are aimed at integration into the labour market, and allow contact with and learning of the employment environment through their activities. In Spain, there is an ever-increasing number of bodies that direct their efforts towards promoting the creation of these kinds of businesses so as to boost the recruitment of young people, whether emerging from local-authority care or not, who need an opportunity to discover and experience the labour market. These can be from different sectors, such as bicycle mechanics, maintenance or renovation, catering, second-hand clothing shops, or artistic creations. It should be pointed out that these businesses establish action plans both in advance – guarantying the prior training necessary for this purpose, and subsequent to integration, and monitor the individual process of each young person.

**Good practices**

**CÁRITAS DIOCESANA (Girona):** Ecosol was created in 1995, a Cáritas solidarity-economy business in Girona which promotes the employment integration of people who are in a situation of social and employment exclusion and vulnerability. Its methodology is to offer...
training tailored to the professions in which they specialize. The business reserves 70% of its jobs for people in a situation of social exclusion or who are at risk. These people work for between 6 months and three years with the aim of preparing them for integration into mainstream businesses. There are four main lines of work: Bicycles (repair, maintenance, recovery, sale, and hire services for bicycles), Integral maintenance services for buildings (integral maintenance service and industrial cleaning, as well as services for removing graffiti or cleaning at altitude), Administration of warehouses (workplaces in charge of warehouse operatives at nine food-distribution centres), and Waste management (environmental-awareness service, carrying out environmental information and awareness projects in Girona). They also carry out tasks collecting old clothes in co-operation with Roba Amiga.


**GERMINA FOUNDATION:** It has an Employment Integration programme for vulnerable young people called GR (Gran Recorregut). Competences and skills to build self-awareness and their own capabilities are developed in individual and group sessions, a working plan complemented with workshops on social entrepreneurship, visits to companies, learning English linked to participation in international exchanges, training such as the course on leisure-activities instructors, learning-service projects, or the promotion of volunteering.

On the basis of participation in the said project, GR is defined as the main access route for instructors recruited by Urban Time, which is a social business set up by the Germina Foundation in 2015. With their experience as volunteer pre-instructors as from age 15, together with their official qualification as free-time instructors, they recruit young people with a maximum commitment of 10h / week during the school term, so that they can carry on studying. Their main mission is for the boys and girls to find their first job while they decide what they want to study.


**MERCÈ FONTANILLES FOUNDATION:** ArtIntegrat, a Socio-employment integration Company, began in 1998 with the carpentry occupational-training courses run by the Mercè Fontanilles Foundation, with the objective at that time being to generate employment for students and workers on the programme. The experience acquired and the final quality of the work carried out in the carpentry and cabinet-making sector, together with the satisfaction of the customers, made it possible, in early 2000, to commence and expand ArtIntegrat’s activities in other areas such as: electricity, painting, plumbing, maintenance, and renovation.

In 2011 ArtIntegrat began new business lines, and the ArtIntegrat Workshops and ArtAgroambiental were the first projects in this new stage. The ArtIntegrat Workshops are a socio-employment integration project focussed on the field of arts and crafts for young people at risk of exclusion. They offer services to other non-profit organizations, institutions, and businesses to provide products to order: tee-shirts for special events, exclusive ceramic and cardboard figures for their organization, or commemorative or personalized costume-jewellery and jewels.
More information at [http://artintegrat.org/artintegrat](http://artintegrat.org/artintegrat)

**PLATAFORMA EDUCATIVA FOUNDATION:** Eina Activa Empresa d’Inserció was created in 2007 and offers the market various economic activities covering goods and services, with the aim of promoting the integration and socio-employment training of persons at risk of social exclusion. They take on a young person under a training contract for one year, performing an internship on the bicycle assembly line. During the contract, the emphasis is on learning working habits: punctuality, wearing clean clothes, giving advance notice of visits to the doctor and having proof of the appointment, the relationship with colleagues and superiors during working hours, etc.

After the first year, and having acquired specialist employment training, the same company makes a one-year offer of employment to those who have undergone the training. With this offer, immigrants can apply for their national work permit. Once they have obtained their work permit, they carry on for another year on the assembly line, this time earning a salary, although they are required to undergo external training in the afternoons (Adult School, medium-grade vocational training, etc.).

Following this second year, the contract is not renewed, encouraging the person to have trained in this time and to be in a position to find mainstream work. This decision also ensures that there are vacancies so that new people can join and begin the process of getting their documents in order.


**SAÓ-PRAT ASSOCIATION:** SaóPrat, a social Integration company, offers a prior step to a mainstream company, where aptitudes and attitudes can be learnt to allow access to, and above all, the ability to maintain a job, through training and motivation, and with participation in pre-employment training courses and an employment contract. Employment contracts are a tool that allow young people to have work experience in a protected environment where they can test their adaptability to the job and the knowledge acquired in the prior training which they have undertaken in Graphic Design or Integral Refurbishment.

Once the contract begins the mentoring task continues so that the process can end in success. Trainers review with the young people and the professionals at the company how the young people apply the techniques learnt during production, their professional evolution, and also their attitude towards work. In parallel, the person who has been integrated will keep up periodical monitoring with the employment integration.

More information at [http://www.saoprat.net/empresa-insercio/](http://www.saoprat.net/empresa-insercio/)

**TRINIOVE FOUNDATION:** Trinijove, Empresa de Inserción, S.L. encourages the integration of people at risk of exclusion. Within this area, tasks relating to the environmental, gardening, painting, and the management of elderly care homes are carried out. During this time it has become consolidated as a competitive company with social values which represent added value with regard to the quality services provided.
3.3.1.2 Non-profit organizations offering placements and integration itineraries in mainstream businesses

On the basis of the organization and connection with other non-profit organizations and businesses, some third-sector non-profit organizations promote successful employment practices and different employment-integration itineraries, according to the needs or characteristics of each young person. Thus, young people combine their training through courses with work experience in real settings, offering them continuous mentoring and individualized guidance.

**Good practices**

**EL LLINDAR FOUNDATION:** The model of the foundation is focussed on a three-stage process: Carrying out an initial specialized professional training, workplace learning with internships and individualized tutorials, and lastly executing employment contracts for training in the services. El Llindar has four main areas of work: Training and consultancy in personal image and hairdressing (Cebado), refurbishment and maintenance of building interiors, a restaurant school (El repartidor), and various more specific projects for cooperation with other companies.


**ÉXIT FOUNDATION:** On the basis of various projects, they establish lines of work in order to obtain contact with and/or integration into the business sector. Eduoexit is a specialization project for young people, where training (training and integration programmes (PFI)) is combined with grant-funded work placements. The objective is to motivate young people with their job experience to continue with their study programme and progress to the next training level, medium-grade vocational training. Yobexit is another employment-integration project, with the aim of preparing the integration of young people into the employment world, in conjunction with companies, offering them support and tools with which to adapt to the labour market.

More information at [https://www.fundacionexit.org/ca/](https://www.fundacionexit.org/ca/)

**OPTION3:** Through their JUNCO programme, they offer mentoring to young people under local-authority care of working age in order to define and implement an individualized itinerary, facilitating contact with the business community and employment bodies, as well as monitoring of access to work and training. The continuity of this educational support is through the TRÁNSITO programme, specifically for young people formerly under local-authority care who require continuity in their monitoring and educational mentoring for their social and employment integration towards their emancipation.

3.3.2 Entrepreneurship

Favouring activities that have as their basis self-entrepreneurship is one of the ways of promoting integration at a national level. In addition to the existing strategic lines and intervention plans described above, it is worth highlighting the efforts of various cooperatives, citizens’ entrepreneurship initiatives, welfare projects by savings banks and high-street banks, chambers of commerce, and public bodies.

**Good practices**

**BARCELONA ACTIVA:** Programme by the Barcelona Town Council that provides citizens with a broad range of opportunities to carry out entrepreneurship projects, from free advice, mentoring in the creation of businesses, or the search for funding.


**CONOCER UNA BARCELONA DIFERENTE SOBRE RUEDAS:** The Diandé Africa project was created by Mamadou Saliou, a young Senegalese man who had been under local-authority care in Barcelona, to offer children and young people from Ziguinchor (in the Casamance region of Senegal) support for education, personal development, and employment integration. Diandé Africa is a pilot project which seeks recognition as an example of good practice for other African realities.

*Conocer una Barcelona diferente sobre ruedas* is a project to fund the Diandé Africa project. *It is a cycle route* guided by professional guides accompanied by young people at risk of social exclusion in Barcelona. The idea of the project is to educate, increase awareness, and show a different Barcelona, a social Barcelona, and unknown parts of Barcelona. Mamadou’s project has been supported by various recognized third-sector bodies.


**GLOBAL LLEIDA:** An inter-institutional project arising from the desire to integrate all of the activities of economic advancement and the promotion of the Lerida region, as well as the resources currently contributed by the various institutions, into one single body. They contribute to economic, business, and territorial development throughout the whole of the Lerida region through the encouragement of entrepreneurship and employment, support for innovation and competitiveness, and boosting the external promotion of the territory. They do so by encouraging the entrepreneurial ethos, especially with young people, providing advice, business training, generating a network of innovative businesses, promoting awards and competitions, amongst other activities.

SOCIAL BUSINESS CITY BARCELONA: Set up by Professor Muhammad Yunus, 2006 Nobel Peace Prize winner, and it has the aim of transforming the social needs of the city through promoting and supporting social entrepreneurship and social businesses.

More information at http://www.sbcbarcelona.org/

SOCIAL FOREST: A company engaging in the administration of forests and forestry-related activities focussing on the training and employment integration of young people in a situation of exclusion or unemployment. They offer forestry services in Catalonia to both private companies and public institutions through a sustainable vision of forestry work and a collaborative and social approach to professional training. The social foundation ‘Obra Social de la Caixa’ rewarded the project idea in early 2014.

More information at http://socialforest.org/

3.3.3 Placement projects in an employment setting

Co-operation between co-operatives, third-sector non-profit organizations, subsidies from savings banks and high-street banks, and other sources of support from the business community, allow projects to be carried out in which young people reside in the same place where they are trained and they participate in community life, developing a unique personal and professional experience.

Good practices

HORUELO ASSOCIATION: Together with the Proempleo co-operative, it implements the Volviendo al Campo project in towns around Palencia and Burgos, in which young people receive training for one year to live and work in the countryside. The experience is planned to last for one year so that they can experience all of the cycles of country life, especially the different stages of the agricultural calendar. Given the increasing and continual abandonment of villages and the growth in youth unemployment, the idea is to provide a realistic and high-quality option to young people who need to find training and employment.

The aim is that they will acquire the knowledge they need to sustain themselves working in the countryside in agriculture, livestock farming and horticulture. As such they practice on land granted by the residents of these towns and by some town councils, they look after sheep, breed chickens, and also participate in Spanish classes, cooking and dressmaking workshops so that they have day-to-day skills, electricity, plumbing, construction, bicycle-repair, given that this is their means of transport; internships in catering, removals work, recycling, and ultimately training that is eminently practical. In this way they learn everything necessary in order to live in the countryside in conjunction with training mentoring, and the guidance and advice of older people who work in these professions in villages.

More information at http://www.horuelo.org/
**VASIJA ASSOCIATION:** In 2011 this body began the administration of the Condemios de Arriba Youth Camp as a social entrepreneurship project. It is an employment-integration project carried out by the Vasija Association (care for minors and young people) which manages this shelter in the Guadalajara Sierra Norte to offer work, and with it the opportunity to obtain an income and employment experience for young careleavers when they reach the age of majority, and they train in professions such as maintenance, gardening, and catering.


**ANTONIO JIMENEZ FOUNDATION (FAJ):** In 2013 the E.I.Foresterra co-operative executed a co-operation agreement with in order to promote the training of young careleavers. The first step was to set up a residence for them. In 2016, one of the unique projects of the Catalonia Employment Service (SOC) has allowed the FAJ to set up an agro-forestry school project for young people formerly under local authority care and school drop-outs.

More information at [http://sinergiasocial.org/ocupacio-i-insercio](http://sinergiasocial.org/ocupacio-i-insercio)

### 3.3.4 Training and integration itineraries

There are personalized integration tools within the overall framework of employment integration that bring together the monitoring of individual processes and their interaction with the labour market. These often benefit from public and private funding, administered by public bodies and/or third-sector non-profit organizations.

#### 3.3.4.1 Employment guidance

Projects aimed at developing employability competences continue to be viewed by public authorities and third-sector bodies as an essential pillar, complementary to any other method of integration. The aim is to improve employment levels among young people in order to be able to ensure their return to the education system or their integration into the labour market, favouring integration into the employment market for those with the most difficulties. There are multiple projects underway in the various autonomous regions that participate along these lines. The employment integration of young people should be carried out through an individualized process adapted to each specific case. When it comes to drawing up the training project for a young person with difficulties with employment integration, the difficulties and potential of the person in question must be taken into account with the aim of strengthening the weaknesses and boosting the strengths.

**Good practices**

**ALDEAS INFANTILES SOS FOUNDATION:** The Accenture Foundation has developed a software tool aimed at assessing and developing employability through social, competence, and professional evaluation of the young person. Aldeas Infantiles SOS participates in this project together with other non-profit organizations in the social sphere using this tool with young people in our Emancipation Support Programmes.
The Emplea+ program collects information on the strengths and weaknesses of the person being assessed and compares them with the competences and skills necessary for the desired employment profile; once this information has been obtained, the program draws up a training plan with the aim of boosting the employability of the young person. In order to carry out these assessments, it is necessary for the technician applying the tool to interview the young person on various occasions, given that it is necessary to measure the young person’s social skills, competences, and employment skills in order to input their assessment into the program. Subsequently the young person fills out various questionnaires which provide data which are then contrasted with the assessments made by the technician.


FAMILIAS ALTERNATIVAS EN TRANSICIÓN ASSOCIATION: They offer integral mentoring, which includes employment integration. This process takes between 5 and 7 years, during which the young people are accompanied methodologically on the basis of two main principles: coaching, and systematic trans-generational therapy, on a transversal basis. The importance of this kind of learning is based on acceptance, becoming aware, and bringing the family, cultural, and gender roots etc. of young people to the fore so as to be able to progress in the employment world, as well as the visualization of possible mental blockages and unconscious difficulties towards social and employment integration.

More information at http://familiasalternativ.wixsite.com/

MARIANAO FOUNDATION: It has various programmes aimed at the integration of young people. With the co-operation of the ‘Incopora’ Programme of La Caixa, it encourages the creation of jobs for people with integration difficulties. It co-operates with various businesses and social non-profit organizations. The tasks it carries out are to intervene between young people and companies, informing and advising on recruitment and any possible rebates or tax breaks, together with initial monitoring and subsequent to recruitment. ‘Balcons de colors’ is an information and employment-guidance service, and it has the purpose of offering strategies to search for work with the support and mentoring of professionals. The aim is to offer all resources and tools that the person has on the labour market, so as to be able to integrate. It also offers a small employment exchange for its immediate economic surroundings. ‘Taller Club Ocupa’t’ is an open and autonomous space for all persons who are looking for work. It is a space/classroom where young people can start searching independently and with the support of an employment-integration assistant. This service is aimed at people who already have competences in the field of new technologies.

More information at http://www.marianao.net/es/formaci%C3%B3n-ocupaci%C3%B3n-y-asistencia-jur%C3%ADdica_942

MERÇÈ FONTANILLES FOUNDATION: The participation of young people is encouraged in the self-assessment of competences and in the planning of the objectives to be worked towards. With mentoring by a professional, young people are given documents in a comic format to fill out in order to obtain indicators of the potential already available, and of those aspects that need improving. By drawing a social and employment itinerary, users are assisted in
identifying their own objectives and the actions to be performed, which are then assessed periodically, and as such it is a dynamic tool that adapts to the reality of young people.


**OSCOBE FOUNDATION:** Offers pre-employment training aimed at young people without qualifications and who do not meet the minimum threshold to continue with structured studies, either because they have dropped out of school or due to social difficulties. Attention is paid to basic skills (language, mathematics, etc.), and habits in particular (punctuality, behaviour in class, taking responsibility for course materials, etc.). There is practical learning based on catering (waiting/cooking) and gardening.


**SERVEI SOLIDARI FOUNDATION:** The ‘TASTA’M’ project arises from the need that has been identified to provide care for young people known by the acronym MENA (undocumented unaccompanied minors) who are housed in protection centres run by the Childhood and Adolescence Care Directorate-General. Work commences with them with a triple objective: learning the language, socialization processes, and a range of trade workshops (electricity, cooking, bicycle repairs). This project finds and specifies a process of incorporation based on the new reality of users, in co-operation with the centres holding legal guardianship over the young people, and the social non-profit organizations that can offer training opportunities to young people.

More information at [http://serveisolidari.org/ca/quefem/FORMACIO/TASTAm/](http://serveisolidari.org/ca/quefem/FORMACIO/TASTAm/)

**YOUTH INFORMATION SERVICE:** Information points run by the regional authorities, town councils, and various social initiatives where young people are offered a space where they can obtain information and participate in nearby activities, including all those relating to training or employment.

More information at [http://www.injuve.es/conocenos/red-de-centros-de-informacion-juvenil](http://www.injuve.es/conocenos/red-de-centros-de-informacion-juvenil)

### 3.3.4.2 Guidance, integration and training programmes in contact with the business sector

The information contained in the section entitled Bodies generating social businesses that employ young people at risk of social exclusion explains that many projects operate in an effective way as soon as efforts are contributed with regard to training, guidance, mentoring, and professional training, complemented with temporary placements at mainstream companies. Working as part of a network is essential to the creation and maintenance of these kinds of initiatives.

Meanwhile, subsidies deriving from the European Social Fund or from the Public Authorities allow integration programmes to be performed in contact with the business sector.
These kinds of project accompany young people in their process of the individual development of transversal, employability, and technical competences, thus including the possibility of carrying out training at the same body, or to search for training or employment. They also monitor the maintenance of these projects which are also often complemented with resources directed towards employment intermediation.

This is the framework into which the Youth Guarantee System Programme would fit, or the Incorpora Welfare Project Programme of La Caixa, which establishes the encouragement of personalized itineraries for people at risk of social exclusion, among others. This programme has the inclusion and co-ordination of various third-sector non-profit organizations through which intermediation between users who are ready to access the labour market and the search for businesses is established, favouring finding a match between the needs of both, and monitoring the placements that have been achieved. In parallel, the Incorpora Training Points offer training in different sectors through the said bodies.

**Good practices**

**AMIGÓ FOUNDATION:** Within the field of Emancipation, and together with the project providing accommodation for young careleavers, the Amigó Foundation has set up the ‘LABORA’ project which seeks to accompany this process through training and employment integration. Labora seeks to provide professional training in certain specific employment areas for boys who have been cared for by the Emancipation Mentoring Project (PAE) and other resources of the body. Said training is based on Professional qualifications, which allows for theoretical-practical training in certain employment contexts: currently Pest Control and Cleaning of Buildings. Once the theoretical part of the course has been completed, training internships are carried out with associated companies. The project seeks the employment integration of these young people within the said employment context. In addition, young people involved in Labora receive additional training (fully and partly attendance-based) to facilitate access to certain competences which are necessary to perform the said work. (Handler licence, etc.).

More information at [https://www.fundacionamigo.org/labora/](https://www.fundacionamigo.org/labora/)

**ÈXIT FOUNDATION AND ADSIS FOUNDATION:** They jointly create and carry out the Passwork project aimed at young people aged between 16 and 24 who have abandoned the education system early and who present personal factors of social vulnerability. The objective is for them to construct a professional and life project with a mentoring tutorial that may last for up to two years, during which young people are guided, trained, and given facilities for integration into employment placements. The following objectives are set: facilitating and promoting a return to the regulated higher-education system, improving employment, facilitating employment integration and consolidation on the labour market, as well as experimenting and identifying an effective intervention model with the groups at which the project is aimed that can be replicated.

YMCA: The Employment Service, in co-ordination with the Madrid Emancipation Department, has offered employment opportunities to young people in a situation of exclusion to promote their access to employment.

With a methodology of continuous monitoring of users, individual tutoring, and group workshops to strengthen skills and knowledge, young people are progressively offered training and access to training contracts that allows them to come into contact with the employment world, remunerated work placements, and finally an employment contract.

More information at www.ymca.es

3.3.5 Employment Mentoring

Although the significant effects and the opportunities provided by Social Mentoring for our young people is now beyond question, in recent times there has been a trend towards Mentoring within the business sector.

Good practices

SOCIAL MENTORING CO-ORDINATOR: After over one year of work, MentorHabilitats, an innovative and co-operative project for Employment Mentoring has been started up. The Marianao Foundation, Punt de Referència, Fundesplai, and Exit Foundation projects have agreed to set up a pilot test for employment mentoring, with the support of the Co-ordinator, with the aim of drawing up a verified methodology that can be replicated in the future. The first edition of the project starts in 2017.

More information at: http://mentoriasocial.org/es/

EXIT FOUNDATION: With its Coachexit project, it has been making it work for years: it is based on mentoring young people at a company, with the aim of generating their interest in the trade and that they can carry on studying. Project Coach is a corporate-volunteering initiative that seeks to improve the employability of young people at risk of social exclusion through Coaching and Mentoring. It is aimed at companies that are socially responsible and that want to involve the company workforce in a specific action of solidarity for a limited time and with guaranteed results.

For this purpose, the Exit Foundation trains corporate volunteers from leading multinational companies that are socially responsible so that they can coach these young people. In this way young people can get to know the business world on the inside, and discover their vocation with the aim of motivating them to continue with their training. Volunteers train in a skill that they can apply in their day-to-day life, and they also meet other young people from whom they can also learn a lot and who will require them to activate new skills in communication, attention to diversity, and leadership, amongst others. For 6 sessions the volunteer ‘moves’ the young person around the company, lending him/her to other colleagues, and promoting teamwork.
3.3.6 Synthesis of types of access and good practices

Spain has a significant problem with youth unemployment (over 40% for men and below 25% for women – data from the end of 2016). With these figures, employment-integration policies have been drawn up aimed at young people aged between 16 and 30. There are also specific policies for people formerly in local-authority care, given that their reality and situation is different from the rest of the population. These kinds of specific policies have been rolled out by the Regional Authorities.

In this document, the good practices aimed at providing access to the labour market to young people formerly in local-authority care in Spain once they have reached the age of majority have been explained. These good practices can be divided into five different forms.

Firstly, we have employment integration as a result of co-operation between third-sector organizations and the private sector. There are non-profit social businesses, created with the aim of developing employment competences for young people, thereby facilitating their access to the labour market. Next we have entrepreneurship as a solution to access the labour market. Thirdly, there are internship projects within an employment setting, and finally, employment-integration itineraries and training programmes. These different forms are the basis from which we can differentiate the good practices, and we also consider employment mentoring to be a good practice for facilitating entry into the labour market, the base tool for any of the good practices carried out.

<table>
<thead>
<tr>
<th>Form</th>
<th>Good practices</th>
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</thead>
<tbody>
<tr>
<td>Integration result between the co-operation between non-profit organizations and the private sector.</td>
<td>Cáritas Diocesana, Germina Foundation, Mercè Fontanilles Foundation, Plataforma Educativa Foundation, Saó Prat Association, Trinijove Foundation: These organizations recruit persons formerly in local-authority care through companies that offer them jobs that are in accordance with their social needs. These jobs could be: Design, Catering, Arts and Crafts, Painting, etc.. El Llindar Foundation, Option3: Programmes that consist in specific training courses and access to employment experience in a profession such as hairdressing, waiting, or maintenance.</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>‘Barcelona on the wheels’ is a project where a project in Africa is funded, from where the young people come from. It takes the form of bicycle rides through Barcelona.</td>
</tr>
<tr>
<td>Placement projects in an employment setting</td>
<td>Horuelo Association runs a co-operative called Proempleo where they carry out a project called ‘Volviendo al campo’. Vasiha Association runs a camp for young people where young people formerly under local-authority care can work in catering, gardening, and construction. Antonio Jiménez Foundation has created and agro-forestry school for young people formerly under local-authority care.</td>
</tr>
</tbody>
</table>
**Training programmes and itineraries for employment integration**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Aldeas Infantiles SOS</strong></td>
<td>Works in conjunction with Accenture Foundation in a programme called Emplea+ where young people start work after their profiles have been assessed and compared against the needs of the private sector.</td>
</tr>
<tr>
<td><strong>Familias Alternativas en transición Association</strong></td>
<td>Provides systematic inter-generational therapy and guidance based on intervention in employment integration.</td>
</tr>
<tr>
<td><strong>Marianao Foundation</strong></td>
<td>Provides employment guidance to young people through the ‘Incorpora’ programme of the La Caixa Foundation and searches for companies so that the needs of companies and the professional profile of the persons assisted by the programme can be matched.</td>
</tr>
<tr>
<td><strong>Oscobe Foundation</strong></td>
<td>Provides training for young unemployed people both in transversal competences and in areas such as gardening or catering.</td>
</tr>
<tr>
<td><strong>Servei Solidari Foundation</strong></td>
<td>Carries out the ‘Tasta’m’ Project in which ‘unaccompanied’ foreign minors are introduced to the language, and have their first contact with professions such as electrician, bicycle mechanic, or cooking.</td>
</tr>
<tr>
<td><strong>Amigó Foundation</strong></td>
<td>Draws up training itineraries with professional certificates for pest control and maintenance of buildings.</td>
</tr>
<tr>
<td><strong>Èxit Foundation and Adsis Foundation</strong></td>
<td>Carries out training with a work placement at a mainstream company through Project Passwork.</td>
</tr>
<tr>
<td><strong>YMCA</strong></td>
<td>Carries out training, group workshops, employment opportunities with training contracts that allows them to enter the labour market.</td>
</tr>
</tbody>
</table>

**Employment mentoring**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Social Mentoring Co-ordinator</strong></td>
<td>Is a pilot programme that provides employment mentoring carried out by various non-profit organizations.</td>
</tr>
<tr>
<td><strong>Èxit Foundation</strong></td>
<td>Through its Coach project promotes mentoring from a business perspective and facilitates contact with young people so that they can get to know the company from the inside and can visualize the skills requirements they need to acquire.</td>
</tr>
</tbody>
</table>
3.4 Challenges facing professional integration

The report Care to Work Pathways study: what helps Young care leavers enter the world of work, co-ordinated by Prof Robbie Gilligan (TCD- Trinity College Dublin) and Laura Arnau (UAB- Universitat Autònoma de Barcelona), is research on an international scale into work and the experiences of young people under or formerly under local-authority care, based on the premise that work is a fundamental element for the social inclusion of this group of people currently under development.

Among the elements highlighted as key factors in a good process of employment integration are the following: the support relationship received from their reference professionals and teachers. Likewise, continuity in mentoring by professionals during the process of their integration into employment and their relationships with employers and working teams. Also, their history and experiences as part of the care system.

Among the preliminary conclusions of the report, which is still being drawn up, one may observe multiple paths and ways to access the employment world. Experience in temporary employment prior to the age of majority would seem to be a basic experience to improve the capacity for subsequent integration. Meanwhile, despite the fact that a higher level of training provides greater integration possibilities, informal experience derived from part-time employment experiences were (at least in the sample of young people in the study) a positive factor for improved employment integration. With regard to support from teachers and professionals, the importance of both moral support and practical support is emphasized. Finally, the initiative level of each young person also plays a significant role in the results they obtain.

Throughout the foregoing sections we have tried to compile the strategic lines that, at a national level, are proposed and implemented in order to increase the employability competences and employment opportunities for young people, as well as the Policies and programmes on employment integration aimed at young people formerly under local-authority care, and the different levels from which access to the labour market is facilitated for them.

With this, and concerning the possibilities for employment integration of young careleavers, different challenges arise which require continued work:

- **a. Allowing young people without a work permit access to the Youth Guarantee programmes, and reviewing the legislation in terms of equality of opportunities to facilitate the employment integration of immigrant young people formerly under local-authority care.**

The development of the programmes that form part of the Youth Guarantee System is being carried out in such a way that those users who manage to benefit from them are given
training opportunities in specific technical competences and access to the employment environment, thereby starting an itinerary aimed at the professional integration.

In Spain, access to the Youth Guarantee System is limited to young people of Spanish nationality and those who have a residence and work permit. Despite participating in autonomy programmes, immigrant young people formerly under local-authority care who do not have a work permit and who have reached the age of majority are excluded from all programmes linked to Youth Guarantee given that they do not meet the essential requirements that allow access to them.

On the grounds of equality of opportunities, it is the joint responsibility of the Public Authorities to offer this opportunity to young people who do not have a work permit. Thus, a range of social partners work together to provide access to this opportunity to all those young people with no family support, irrespective of whether or not they have a work permit.

b. Establishment of a format of non-work placements lasting for only a brief time that allow young people to have their first experiences of work and which are not necessarily linked to training processes.

As may be seen throughout this document, the professional sector favours integration programmes in the business community. Those projects aimed at offering young people their first employment opportunities when their training itinerary has been cut short, and who need a specific methodology in order to get back into a system of employment integration, are stabilized, evolve, and are consolidated as an effective channel to achieve this. Thus, it may be seen that access to a first employment experience provides security, gives a sense of self-worth, and motivates those who benefit from it.

Even so, it is necessary for the law to support the chance to enable these kinds of experiences without needing to link them to a training process, given that the competence profile for some people formerly in local-authority care is significantly low. The said competences may refer, on the one hand, to their scarce grasp of basic instrumental skills (knowledge of the language, for example), as well as motivational factors towards training. Offering the possibility of engaging in a non-work placement for a limited period of time allows them to build up employability competences transversely during the said internship, and in parallel to promoting the intrinsic need among users to expand their training knowledge in accordance with the needs detected.

c. Exploring new employment integration possibilities for young people on the basis of the new opportunities provided by the development of new technologies and in particular those linked to digital creativity.

The predominance of basic training levels among young people under or formerly under local-authority care reduces the scope and types of work that these young people can access. However, the continuous change caused by the technological revolution currently underway is certain to provide new employment opportunities in which this group of young people will be able to participate.
EY’s Global 3D printing report 2016 predicts growth of 25% in this sector until 2020. The revolution in the field of digital design and manufacturing is expected to give rise to new professional opportunities in the coming years that currently do not exist. Among the possible opportunities are the fields of technical maintenance, support in production processes, design and creation, digital arts and crafts, expansion of internet-connected classrooms, amongst others which are sure to appear.

Thus, allowing young people to take advantage of this new reality means providing them with differentiated curricular competences that assist them in their access to the new opportunities that will arise in the coming years.

**d. Improving inter-departmental processes between the different areas of Government and also between different administrative levels in dealing with young people under or formerly under local-authority care.**

Working towards the continual improvement of the existing professional-integration programmes, and favouring the design of new development lines is a task that requires the commitment and cohesion of the Public Authorities, third-sector non-profit organizations, and the participation of the private business sector, as has been described throughout this document.

For this purpose, it is necessary to optimize co-ordination between the governmental areas of Employment, Youth, Childhood, Social Services, Health, and Justice. The mission of these areas as a whole should be to provide people formerly in local-authority care with the importance they deserve, offering integral development opportunities and hopeful and realistic future prospects.
4 RESULTS

The Strategy 2020 document (Inter-Ministerial Commission for Youth, Spanish government), from a general perspective of the youth training and employability situation at the national level, describes how in recent years, the situation among young people has moved towards the more habitual parameters in Europe’s most developed countries, except in relation to the rate of unemployment. It is found that the number of students has increased (we were below the European average). The increasing difficulties in finding work have driven up the number of youths studying and family support has declined (which were largely geared towards the purchase of a house).

This document indicates that there is, therefore, a need to take on an education system with new demands and challenges ahead if we want it to respond to the new social, economic and cultural demands:

- The high rate of early school leaving, which reached 31% some years ago when the economy was high, although the crisis has driven down these levels as a result of greater difficulties in finding employment.
- Educational results (measured after the fourth year of compulsory secondary education) which are not reaching the desired levels to put us in a good position within the international framework of competitive knowledge.
- A mismatch between youth qualifications and available employment, caused due to the lack of an adequate link between the education system and the labour market.
- Little motivation towards entrepreneurship.

The incorporation of young people into social life means developing their own life project, which requires an adequate level of education, decent training and an ability to handle information received. It also requires experience for learning, an adequate knowledge of social media and the institutional context, as well as an ability to rationalise and conceive the content of this personal project and its social links.

4.1 AXES of the national strategy

4.1.1 Axis 1. Education and training.

- Improve the quality of the Spanish education system to increase employability and entrepreneurship.
- Promote the informal training system.
- Identify and promote new niches and areas for generating employment through training.
4.1.2 **Axis 2. Employment and entrepreneurship.**
- Enhance the creation of youth employment opportunities.
- Promoting youth integration into the labour market.
- Increase the number of youths entering self-employment and support company set up among young people under age 30.
- Foster a culture of entrepreneurship.
- Promote the implementation of the youth guarantee system.

4.1.3 **Axis 3. Housing.**
- Increase the rate of youth emancipation.

4.1.4 **Axis 4. Health, recreation and sport.**
- Promote actions to encourage healthy lifestyle habits.
- Reduce the consumption of drugs and narcotics.
- Fight against any types of violence or discrimination.

4.1.5 **Axis 5. Participation, volunteering, inclusion and equality.**
- Promote channels and tools for increasing participation and volunteering among associated and non-associated youths, especially those related to ITC.
- Fight against social exclusion in the least-served sectors of the youth population.
- Promote equality.

4.1.6 **Axis 6. Institutional cooperation.**
- Promote collaboration between public administrations, national and international bodies and youth entities whose actions have an impact on youth, through the following areas of youth cooperation:
  - Inter-Ministerial Commission for Youth.
  - Inter-territorial Youth Council.
  - Spanish Federation of Municipalities and Provinces.
  - European Union. Erasmus+.
  - Spanish Youth Council.
  - European Council. Youth.
  - Ibero-American Youth Organisation (OIJ).
  - New international spaces.

When we add to the current social and economic context the characteristics of our youths formerly in care, there is a need to identify specific areas of work on which it is necessary to keep moving forward. These involve improving opportunities for personal stability in reference to emancipation, including access to housing, educational support and access to the labour market.
4.2 Challenges

4.2.1 Guarantee emancipation policies and services for young careleavers in Spain

Support policies and programmes for young careleavers are implemented in an uneven manner across the different national territories.

On the one hand, the support provided in territories in which there is genuine government commitment needs to be maintained. On the other hand, the impact and consolidated of programmes where this is not provided is one of the priorities that must clearly be addressed as it concerns guaranteeing equality of opportunities and work for social cohesion.

There is a need to visualise support programmes for those over age eighteen generating a social return on the investment made, in all respects, in the protection of minors. Otherwise, the efforts made may be rendered completely ineffective if the continuity of such pathways is not ensured.

Meanwhile, it is essential to pay attention to the personal processes of young careleavers, combined, given the nature of adolescence, with vital experience marked by significant shifting points, often manifested in a low drive to follow a path towards professional integration that requires passing through multiple stages before directly entering the labour world (need for immediacy and difficulty maintaining effort and constancy, as well as little interest in participating in creative processes that allow them to identify and adjust their own characteristics and needs to the employment on offer), as well as often poorly internalised study habits. This maturative and idiosyncratic process of youths formerly in care needs to be taken into account in order to offer housing and educational resources during adulthood that are suitable to their needs.

4.2.2 Pre-adulthood prevention action in work through personal and professional independence.

Preventive action in the area of work is necessary with adolescents and youths before they reach adulthood at age 18. Working harder towards their own personal and social independence, making them more involved and responsible for their own path, will be beneficial and give them higher chances of success in the process of emancipation upon turning 18.

4.2.3 Access to compulsory and post-compulsory regulatory learning

There is a need to address the inclusion of youths formerly in care in compulsory and post-compulsory regulatory learning as a way of generating better opportunities, situations and future work. The promotion and implementation of the National Youth Guarantee Plan certainly creates new opportunities among part of our target population.
However, such training activities are often out of tune with the academic level of the youths involved and the required transversal competences and/or employability, with the requisites for accessing training or integration projects generally being superior to those met by our youths (such as having completed compulsory secondary education or holding a work permit in the case of immigrants).

4.2.4 Resolution of difficulties faced by foreign youth careleaver through the attainment of work permits

The current legislation requires that youths have an offer of full-time work with at least a one year employment contract in order to obtain a work permit. This measure undoubtedly exacerbates the social exclusion suffered by these youths. Considering that overall youth unemployment stands at more than 52% among youths under the age of 25, it is practically impossible to obtain an offer of employment with those conditions.

4.2.5 Improvement of measures concerning development of the social network and family relationships

Expanding the social network of youths is one of the key aspects to their successful emancipation. It is therefore essential to generate and promote activities which help them expand their social environment. Similarly, links must be established with contacts that will help them to visualise and share opportunities and who will provide them with highly personalised support based on an intense but ongoing relationship. Despite being personal factors that significantly influence the development of pathways to emancipation among young careleavers, the initiatives, projects and resources dedicated to these youths to date have been very limited.

4.2.6 Overcoming difficulties in the area of educational intervention

- Motivate and maintain motivation among youths towards the achievement of objectives.
- Help youths increase their awareness of the need for effort and study habits.
- Help youths identify their interests based on self-knowledge.
- Help youths improve their transversal competences and employability, key elements to the progress, maintenance and success of educational and professional integration.
PART 2: YOUTH WORKER EXCHANGE – FEEDBACK AND ANALYSIS
5 CHAPTER 1: THE YOUTH WORKER EXCHANGE’S FEEDBACK

5.1 Brief description of the structure in which the exchange took place, and the overall environment:

In the framework of the ABEONA project, a youth worker exchange with Plataforma Educativa took place. During a 5 days visit in Catalonia/Spain I had the chance to get insights on the work developed by the organisation and its partners and on the support they provide to Care Leavers to promote their labour insertion and to achieve a socially integrated life. Plataforma Educativa was founded 20 years ago and has now more than 500 professionals and integrates 8 foundations within the group. Their work fields include children and adolescents, persons with disabilities, community, capacity building, labour insertion and international cooperation. One specific working area of this organisation is the development of projects and programs for the extensive care of children in risky family conditions.

In the following paragraph, I am describing the process how children get from their families to the residential care facilities provided by Plataforma Educativa. It starts with the fact, that someone detects a problem in a family and reports this observation to the Social Service of Catalonia. The Social Service of Catalonia provides support to the families and tries to help solving the problems. If this does not work the Social Service hands the case over to EAIA (Care for Children and Adolescents), because the child will be placed in out-of-home-care.

EAIA makes a diagnosis and decides in consultation with the social services which institution would be best for the child. During the decision-making process, the child stays in a “Children’s Reception Center”. EAIA has to write a report for the social services and the public administration within 72 hours. The child can stay in this institution maximum 1 year. Plataforma Educativa provides two residential options for children under 18, the “Residential Centre of Educativa Action- CRAE” and the “Residential Centre of Intensive Education- CREI”. Both institutions are for children and adolescents, who cannot stay with their families, with the difference that children placed in the CREI need more intense residential and educational support. A third option would be the placement with foster parents. Plataforma Educativa provides flats just for boys, other organisations like SUARA and FILLES CARITAT offer places for girls. OSCOBE is another organisation that offers places for boys.

When a youngster becomes 16 years old, the case is handed over from the public administration to the ASJTET (Support to young People under Guardianship or Ex-Guardianship department), the youngster can still stay in the residential care facilities. When the young adult reaches the age of 18, a decision will be taken, whether the young adult leaves care or moves into an assisted or shared flat. In the assisted flat “Pis Bolos” provided by Plataforma Educativa - the one I got to know during my visit - youth workers are present 24 hours a day. Youth workers change two times a day, that is to say the six boys that live there are always well supported. Even in the night, the youth workers are not allowed to sleep. Their duties include the daily support in emotional, social and educational aspects.
When the boys are 18 years old and have already been in care for 3 years, they get an economic support of 663€/months until they reach the age of 21. If they have not been in care for three years on their 18th birthday they receive the financial support of 663€/months only for 6 month.

The leader of ASJTET is Jordi Jordá. ASJTET, a service offered by the government of Catalonia, provides different programs and projects for the vocational integration of young adults who were in care measures, for minors under guardianship as well as for youngsters at high social risk. Their main tasks are social and educational monitoring, housing, social and labour integration (VIA LABORAL), psychological monitoring, economic support and legal accompaniment. The members of the project VIA LABORAL try to figure out and combine the skills and wishes of the youngsters, so that their possibilities can be put into concrete terms. Afterwards they find fitting offers for them or prepare them for working life.

5.2 Brief description of the field practice.

On the first day of the exchange week, on 25th January 2016, I met the representatives of Plataforma Educativa Rafa Jiménez, Olaf Anguera and Irene Kopetz in the offices of Plataforma Educativa. They explained me the structure of the organisation and gave a theoretical explanation of the Catalan youth protection system. This input was very helpful to understand, how the Catalan system works and to combine this knowledge later on with the organisations, projects and persons I got to know during the week.

Afterwards we had a planning meeting, where we discussed the week plan and had lunch. In the afternoon, we visited the care facility “Pis Bolos” where I got a first impression of the assisted flats. I met some youngsters in their daily life, some came back from work, some were going to work and some had free time. I did the first interview with a youngster. I also met different youth workers who let me be part of their daily life. They explained the structure and were pleased to answer the interview questions; I did interviews with three youth workers.

On the next day, on 26th January 2016, Olaf and I went again to the assisted flat “Pis Bolos”, where we met another youngster with whom we did an interview. After that, we went to the Area of Youth Support (ASJTET), where we had the possibility to interview two persons in charge of the Youth Support for Vocational Integration in Girona. In the afternoon we went to visit the programme “Prepara’t” where we did another interview with a member of this organisation. “Prepara’t” prepares the youngsters to do apprenticeship; this is why the interview took place in a classroom.
After the interview, we had the possibility to experience the learning conditions of at “Prepara’t” in a tour through the house. After lunch break, we went back to the Area of Youth Support where we did 4 interviews with youngsters.

On 27th January 2016, we went to “Estació Espai Jove”, a center where youngsters can go to receive support in vocational aspects. This organisation also provides workshops and a working space. We did an interview with the director of “Estació Espai Jove” who also acts as the linking person for other organisations. In the afternoon, we went to the CARITAS office, where the director of the working project ECOSOL answered our interview questions. This project offers migrants the opportunity to work for one year, so that they can obtain a working permission afterwards, which is very hard to get in Catalonia and Spain.

On 28th February 2016, we went to “Pis Bolos” again, where we did another interview with a youngster. Afterwards we visited EINA a project of Plataforma Educativa that works similarly to ECOSOL. We talked to a member of the organisation and got a tour through the building. After that, we went to the Cafeteria of the University of Girona where we met a young adult, who did his apprenticeship there and was actually at work. We also did an interview with him. In the afternoon Olaf, Irene and I had lunch and did a checking about the last days and the received information.

On Friday, 29th February 2016, the last day of the exchange week, I went to Barcelona, where I visited the ESPAI CABESTANY. I had a meeting with the director of the Cabestany Space and with the director of the ASJTET (Area for Young persons protected and ex-protected). The two of them answered my interview questions and showed me the facilities of the ESPAI CABESTANY which is is a group home for 5-6 youngsters. They offer workshops for the youngsters living in the group home and for other young adults. After this meeting I went to visit FEPA, FEPA is the Spanish Federation of Entities with Projects and Assisted Homes which gathers organizations working in this field. FEPA provides information to non-profit members - especially youth workers - on different topics through awareness rising materials such as flyers and information on the website. I did an interview with the director of FEPA. Afterwards I met with Irene, we had lunch and the conclusion meeting.

During all the interviews I was accompanied by someone from Plataforma Educativa (mostly Olaf Anguera), so I did not face any problems with finding the different places to visit. Only a few of the persons I interviewed had sufficient knowledge of English that is why Olaf translated all interviews – with the exception of those done in Barcelona. The presence of Olaf during the interviews helped create a pleasant and informal atmosphere. The persons interviewed seemed authentic, some of them even honoured to be interviewed. In my opinion, this is the reason why some interviews with the youth workers and stakeholders took a long time. Some interviews with the youngsters did not take that long. I do not think that this was because they were feeling embarrassed or insecure; but rather because their age leads them to short and concise answers. All the youngsters seemed close to Olaf, maybe that is the reason why other youngsters explained their answers in great detail and reflective.

Appointments had been made beforehand with all the persons interviewed, and if for any reason an interview could not take place, the members of Plataforma Educativa found appropriate alternatives.
All the interviews took place in the working places of the youth workers or stakeholders and the homes, working or training places of the youngsters.

### 5.2.1 Detailed visit plan:

**25/01/2016**

**9:30-12:00** Meeting with Rafa Jiménez, Olaf Anguera and Irene Kopetz at the offices of Plataforma Educativa.

→ Presentation of Plataforma Educativa

→ Theoretical explanation of the Catalan youth protection system

**12:00-12:30** Planning meeting with Olaf Anguera and Irene Kopetz: Explanation of the week program and the planned interviews.

**12:20-14:00** Lunch (La Taverna)

**14:00-20:00** Visit to the assisted flat “Pis Bolos” for minors in care between the age of 18 and 21.

- Interviews with youth workers:
  - Youth Worker_1
  - Youth Worker_2
  - Youth Worker_3

- Interview with youngster:
  - Youngster_1

Working on the feedback report and the transcription of the interviews.

**26/01/2016**

**10:00-10:30** Visit to the assisted flat “Pis Bolos” for minors in care between the age of 16 and 18.

- Interview with youngster:
  - Youngster_2

**11:00-14:00** Visit to the Area of youth support

- Interviews with youth workers:
  - Youth Worker_4
  - Youth Worker_5

**15:00-15:45** Visit of the project “Prepara’t”

- Interview with stakeholder:
  - Stakeholder_1

**16:00-16:45** Lunch (Café del parc)

**17:00-19:00** Meeting at the Area of youth support

- Interviews with youngsters:
  - Youngster_3
  - Youngster_4
  - Youngster_5
  - Youngster_6

Working on the feedback report and the transcription of the interviews.
27/01/2016
10:00- 11:45 Visit to the „Estació Espai Jove“ (Youth Centre)
   Interview with stakeholder:
   - Stakeholder_2

12:15- 13:00 Visit to the CARITAS Office
   Interview with stakeholder:
   - Stakeholder_3

14:00- 15:00 Lunch (Taverna Catalana)
   Working on the feedback report and the transcription of the interviews.

28/01/2016
10:00- 10:30 Visit to the assisted flat “Pis Bolos” for minors in care between 18 and 21.
   Interview with youngster:
   - Youngster_7

11:00-11:30 Visit to a project for professional integration “EINA”
11:45-12:30 Visit to the Cafeteria of the University of Girona to meet a youngster at his working place
   Interview with youngster:
   - Youngster_8

13:13-15:00 Lunch (Café del Parc), Checking with Irene Kopetz, Olaf Anguera
   Working on the feedback report and the transcription of the interviews.

29/01/2016 (Travelling to Barcelona)
10:30-13:00 Visit to ESPAI CABESTANY
   Interviews with stakeholders:
   - Stakeholder_4
   - Stakeholder_5

13:15- 14:00 Visit to FEPA
   Interview with stakeholder:
   - Stakeholder_6

14:45-15:30 Lunch, Checking with Irene Kopetz and final conclusions
5.3 The meetings with youth workers and youngsters.

The meetings with youth workers and youngsters were conducted following 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 in care/within the visited 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 support persons as well as the youngster’s opinion regarding support, difficulties, challenges and needs.

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.

5.3.1 For the informal moments with the youngsters:

The youngsters were mostly motivated to answer the questions. During the interviews, some of them answered in short sentences, some in long sentences. Some boys seemed to feel honoured and talked in a proud way about their experiences and past. Some interviews with the youngsters took place in the office of “Via Laboral”. It seemed that these youngsters were incited by the interest shown by Olaf and me.

Before starting the interviews, the youngsters were informed about the purpose of the project. Sometimes it was necessary to mention during the interview, that all questions related to vocational integration, because some of the youngsters liked to explain their situation but not necessarily with regard to the specific questions.

Because of the language barrier as well as the tight week-plan to follow, the activities with the youngsters were limited to the interviews and some informal small talk situations.
5.3.2 For the interviews and participative session:

Three of the interviews with the youngsters took place in the assisted flat “Pis Bolos” during the youngsters’ free time in their familiar environment. They were very polite, took their time to answer the questions in a relaxed wax without any stress. We did four more interviews with youngsters in the office of “Via Laboral”.

It was a more formal area for them, because they had extra appointments there, but it seemed that therefore they felt proud answering the questions- as I have already mentioned. The last interview with a youngster took place at his work place the university cafeteria. He behaved very adult, offered us a seat and something to drink and then answered all the questions in detail.

5.3.3 A short conclusion is necessary to summarize the different observations that the youth worker made, the lessons to learn, the topics to work on, etc.

The questionnaires to follow in the interviews were too long. The youngsters were motivated but needed much energy to answer all the questions. Furthermore not all the youngsters had that much time- like the one who was interviewed during work. He used his break to answer our questions, but at the end of the break we still hadn't finished the interview.

It was very beneficial for the youngsters, that a person they trusted was present during the interviews, not only because of the language barrier. With Olaf on our side the atmosphere was comfortable and relaxed. There were no signs of fear or retreat. The youngsters seemed relaxed and acted as if they felt save.

The youngsters mostly answered both questions related to the difficulties and the challenges of their vocational integration, mentioning the legal problems. Most of the interviewed youngsters are young adults with migrant background. That is to say, the legal challenges for vocational integration are not necessarily a concern of young care leavers in general, but of young migrants.
5.4 The meetings with external stakeholders and partners on professional integration.

I did six interviews with stakeholders and partners of the organisation.

The interviews with stakeholders were 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. And finally on the question what could and should be done to improve the support for young care leavers in their vocational projects."

- **The first interview** took place in a classroom of the “Prepara’t” program with a teacher. She explained her tasks and missions. She seemed very interested and provided a lot of information.

- **The second interview** was with the person in charge of a Youth Centre. She also provided a lot of information, but she did not only answered the asked questions, but told us about many other problems, that is to say, we got lost a little bit.

- **The interview with the director** of the vocational projects of Caritas was very interesting and she provided a lot of information.

- **I did the fourth and fifth interview** with the directors of ASJTET and of Cabestany Space with both of them together at the same time. This was an interesting experience because they started discussing and talking about the different topics, so I got a lot of information. This interview took place in Barcelona without translator. Nevertheless, it was possible for us to communicate in English and a little bit in Spanish. The last stakeholder interview with the director of FEPA - again in Barcelona - was a nice experience because it was not the typical interview situation, but more like a very active normal conversation - led by questions. I got a lot of information about the field too.

To sum up, all these interviews provided me with a huge amount of information. Nevertheless it would probably have been important to find a way to bound the time of the interviews.

Stakeholders agreed on the fact that there is a high number of (good practice) offers for young adults, but it is hard to get an overview; another difficulty mentioned are the different laws that apply for the youngsters. One of the main problems for the vocational integration of young adults with immigrant background is the restrictive access to the labour market for immigrants in Spain/Catalonia.
Stakeholders mention (described more in the chapter on the needs) that more training and better working conditions for the youth workers and more time dedicated to the young adults professional integration topic as well as social and economic security for the young adults are some of the issues that could help to improve the vocational integration of young care leavers in Catalonia/Spain.

5.5 The good practices.

I have witnessed different kinds of good practices:
Firstly, projects, that help the youngsters to integrate into professional life, like “Via Laboral” or the “Estació espai jove”. These projects support the youngsters in figuring out what they can and what they want, they help them to write the CV and to find a fitting job or education place.

“Prepara’t” is also a good practice. It is a school, which prepares the youngsters for their apprenticeship. They get prepared as cook, waiter or gardener. They can join the course any time throughout the year; this means, that they can continue their vocational training without interruption, when they lose their previous job or training place.

Another good practice are the EINA (Plataforma Educativa) and Ecosol (Caritas) projects. These are projects for young migrants to get access to the labour market. These projects offer young migrants the opportunity to work for one year, so that they can obtain a working permission afterwards, which is very hard to get in Catalonia and Spain. The youngsters work in fixing bicycles. If they do not find employment after one year, they can get a working contract with the organisation.

Analysing the answers of the interviewed young adults another good practice has to be mentioned here: the support youth workers provide them. Some of the youngsters mentioned the importance for them of just knowing that they have someone they can count on – the youth workers.

5.6 The checking.

I had checkings with Irene Kopetz on Monday, Thursday and Friday. I received the visit plan some weeks before I travelled to Girona, so I had the chance to get familiar with the planned activities. Whenever I had questions I could also ask Rafa Jiménez or Olaf Anguera, that is to say I had the possibility to have checkings every day. Furthermore, Olaf or Rafa have always been present at the interviews and we reflected on them together afterwards.
There has been no need and time for additional activities; I got all the information I needed during the week.

5.7 The conclusion.

Five days is very short time for doing the planned number of interviews. Therefore regrettably there was nearly no time to be present in daily life activities in the assisted flats, which would have been important to complement the picture and information gathered during the interviews with own impressions and experiences.

The language barrier somehow also impeded more interaction with the young adults and even the youth workers. During the interviews with the youngsters, having on their side a person they know and trust, helped create a comfortable and relaxed atmosphere. The interviewer was not just a foreign person anymore, but also a person who came with someone they knew.

The introduction into the social system generally and the Catalan youth protection system was very helpful to understand the backgrounds of the different persons that were interviewed and their work. At the end of the week, I felt that all the small pieces fitted into a whole and that I achieved a good overall picture.
6  CHAPTER 2 : THE VOCATIONAL INTEGRATION

6.1  What does the structure do to help the professional integration of the young care leavers?

The youngsters receive constantly support and help from the youth workers. Youth workers are often the linking persons, who mediate between the youngsters and other organisations, or who make the first contact between them.

The youth workers help the youngster to write CVs and to search for companies, where the youngsters can apply for a job.

The youth workers give emotional support, which is very important for the youngsters. They need to know, that there are persons they can rely on.

The main support activities for vocational integration of young care leavers are provided by other organisations/institutions, external to the structure the youth workers establishes the contact and transfers the young adult to the support programme/project.

The structure does not have statistics on vocational integration of young care leavers; nevertheless, two types of reports are drafted that help to follow up the development of the individual young adult:

The youth workers draft a report on each youngster once a year, where changes, improvements and difficulties are reported. A second report is drafted twice a year between a youth worker and a youngster. In this report, the youngster has the possibility to explain his personal aims and put milestones for reaching them.

6.2  The role of the youth workers.

As already mentioned before, the youth worker help the youngster to get in contact with different companies, projects and organisations – they act as linking persons.

Youth Workers support the youngsters in preparing their job applications. They offer support with writing the CVs and cover letters and instruct them on proper behaviour in working life. While the young persons are going to school, youth workers provide them with learning support.

Sometimes the youngsters just need emotional support, or someone who can listen to them. Thus, another main part of their work is talking with the youngsters about their life, difficulties and wishes. This is an important method to figure out what youngsters imagine when it comes to their vocational integration.
The already mentioned report drafted twice a year between a youth worker and a youngster is very important for the vocational integration. The youngster has the possibility to explain his personal aims, put milestones for reaching them and discuss them with the youth worker. This is very efficient, because the youngsters make their own rules and want to follow them on their own.

Furthermore, Plataforma Educativa offers after care support for care leavers who do not live in an assisted flat anymore.

### 6.3 The different partnerships of the structure.

Plataforma Educativa has many partnerships; I have already mentioned most of them as good practice examples.

Via Laboral as well as “Estaciò espai jove” give appointments to the youngsters to provide them with support, so there are no regularly patterns. Usually the youngsters are motivated and willing to make these appointments on their own.

1. **Via Laboral**
   This is a project from ASJTET, where Youngsters get support in finding fitting jobs or training places. In a first step the trainers help the young adults to figure out what they know, what they can and what they want. In a second step they figure out what is still needed to reach the goals, that is to say they support the youngsters to concrete their plans and ideas. In a next step they support them in writing CVs and Cover letters as well as in finding a suitable job or training place.

2. **“Estació espai jove”**
   This youth centre has many connections and links to companies, so there are a broad range of possibilities where the youngsters can start their professional integration. The team of the youth centre also supports young adults with writing CVs and finding suitable working places. Furthermore, the youth centre offers various workshops on job applications, good appearance at the workplace, among many others. They also provide free access to computers within the facility, where the youngsters can work and inform themselves on their own.

3. **Eina (Plataforma Educativa)/ Ecosol (Caritas)**
   These are projects for migrants to get access to the labour market. This projects offer migrants the opportunity to work for one year, so that they can obtain a working permission afterwards, which is very hard to get in Catalonia and Spain. The youngsters work in fixing bicycles. If they do not find employment after one year, they can get a working contract with the organisation.
4. **Prepara’t**

It is a school, which prepares the youngsters for their apprenticeship. They get prepared as cook, waiter or gardener. They can join the course any time throughout the year; this means, that they can continue their vocational training without interruption, when they lose their previous job or training place.

Generally these partnerships are considered effective and positive by the youngsters, youth workers and stakeholders interviewed. With regard to the existing partnerships, one of the difficulties mentioned by the interviewed youth workers is the high number of different projects/programmes for vocational integration of young adults in Catalonia. For youth workers it is hard to get an overview and find the appropriate offer for the young adult. Another difficulty mentioned related to «Prepara’t» is the distance and the public transport to the place where the courses are offered. If the young adult misses the bus, she/he does not have any further possibility to get there on time.
7.1 Based on the experience of the week, please identify and describe the needs of support for the youngsters regarding their professional integration

- **Person of trust**: For all of the youngsters and care leavers it is very important, that they have someone (youth worker) who is there, listens to them and improves their motivation and courage. That is to say, they need a person of trust.

- **Advice and guidance**: For the youngsters and care leavers it is important, that they can rely on someone who helps them figuring out what they want. That is to say, they need someone who gives them advice and supports them in making a concrete plan.

- **More possibilities to gain first work experience**: Some of the youngsters are worried, that they have not yet collected enough work experience to be a good worker, so they would need more possibilities to participate in an internship.

- **Working permission for young adults with migrant background**: The needs of youngsters with migrant background all concern the same topic- the working permission. This is a huge problem, because the youngsters want to work, but are not allowed to. Without projects like Eina or Ecosol, the difficulties would be immense.

- **Social and economic security**: For the youngsters it is hard to be independent at the very moment they become eighteen. When they become 18 years old and have been in care for 3 years, they get an economic support of 663€/ months until they reach the age of 21. If they have not been in care for three years on their 18th birthday, they receive the financial support only for 6 month. This fact is on the one side hard to understand for them and on the other side nearly not bearable. If they cannot immediately find a job, these conditions can threaten their life situation.

7.2 Based on the experience of the week please identify and describe the needs of youth workers regarding competences and tools in order to better help the young people regarding their professional integration.

Youth workers need...

... an overview of existing organisations, programmes and projects that support young adults and/or young care leavers in their vocational integration. Youth workers have to search and find organisations, projects and offers without any support. There are many
projects in Catalonia; it would improve the effectivity of the youth workers, if they knew where they can find the different offers. Moreover, the youngsters themselves could also benefit from having access to this overview.

... specific **knowledge on how to work together with the youngsters on their competences and interest** to help them find and access work. For some youngsters it is hard to figure out their competences and interests and they need the support of the youth worker in collecting and analysing different ideas.

... specific **competence in motivating the young adults**. Motivation is an important issue in vocational integration; the youngsters often do not have enough motivation on their own, thus a main task of the youth workers is to give support to the youngsters that keeps them motivated.

... specific **competence in giving emotional support**. The youngsters often have no role models and thus no idea on how to act in different situations. It is important that youth workers try to offer them different kinds of acting or living and the youngsters can choose. In nearly every case, the youngsters come from difficult family conditions, which means they normally did not have positive role models before.

...The youth worker need **more time for working with the youngsters**. The work is often stressful and because of many time constrains, they have to rush the youngsters most of the time to reach the given or appointed goals.

... For youth workers it is important **to know, that they cannot help or save everyone**. They need to know, that they just can be a save place, where the youngsters can return to and that they offer the looking for solutions. However, that does not necessarily mean, that they are giving solutions.

... It is important that the youth workers **get in contact with different companies and organisations during their studies** to get in contact with vocational integration very early and improve the knowledge in this area.

... The youth workers need to improve the way in which they provide support. Therefore, researches and cooperation with other organisations, projects and companies would be important. That is to say, experience is very important for the work of the youth worker.

... For youth workers it is important to receive **better trainings and enhanced education**. At university they need to do more internships (practical work), so their knowledge is not just theoretical.

...Youth workers need **better working conditions**. Good working conditions means, that there aren’t too many youngsters in one flat and that they do not have to work alone. Because if they have a colleague they can share their problems and solutions and cover the needs of the others.
... For youth workers it is important, that their methods and competences are improved. The best way to do this would be to offer courses for youth workers that are provided by professionals who detected their needs and developed tools and steps accordingly.

8 CHAPTER 4: CONCLUSIONS AND GOOD PRACTICES.

8.1 General conclusions on the youth worker exchange

The youth worker exchange was a very interesting time for me. I experienced new impressions and ideas regarding the vocational integration of young care leavers. I got to know many different people, projects and organisations and at the end of the week, I felt that all the small pieces fitted into a whole and that I achieved a good overall picture. I was impressed by the different projects that have been implemented to help youngster to enter into vocational life and youngsters with migrant background to get a working permission.

In Spain and Catalonia youth unemployment is very high, the percentage is at 52. The organisations mentioned in this report are dealing with youth unemployment for a long time. In my opinion, this is one reason why they have already developed many high quality projects on a level other countries have not yet reached.

Despite the efforts of young workers and various actors to improve the conditions for youths, there are certain laws and impediments which put up significant barriers to this action. A good example of these impediments are foreign youths. On the one hand, they face serious difficulties in obtaining work permits, while on the other, without work permits they cannot access support programmes under the Youth Guarantee Plan.

The youngsters and other persons interviewed answered the questions related to the difficulties and the challenges of vocational integration, specially mentioning the legal problems – the difficulties to get a working permission. Most of the interviewed youngsters are young adults with migrant background. That is to say, the legal challenges for vocational integration is not necessarily a concern of young care leavers in general, but of young migrants.

The youth workers and other professionals try hard to support the youngsters in their vocational integration, even if there are many time constrains. They offer support in many topics like writing the CV, acting as linking persons with other companies or projects and finding places where the youngsters can go. In Catalonia, many projects and organisations work with vocational integration; but it seems to be difficult to get an overview and find fitting offers for the youngsters. However, when everything works well and a proper offer has been found, youngsters who had no chance can achieve a high level of education or a good job.

Nevertheless, as mentioned before there are still many needs of young care leavers and youth workers to be taken into account to improve the possibilities of a social and vocational
integrated life of the young adults and to improve the supports youth workers can provide them.

8.2 Description of good practices identified regarding how youth workers help young people achieve their professional integration

As already mentioned before, the youth worker help the youngster to get in contact with different companies, projects and organisations – they act as linking persons. Youth Workers support the youngsters in preparing their job applications. They offer support with writing the CVs and cover letters and instruct them on proper behaviour in working life. While the young persons are going to school, youth workers provide them with learning support.

Sometimes the youngsters just need emotional support, or someone who listens to them. Thus another main part of their work is talking with the youngsters about their life, difficulties and wishes. This is an important method to figure out what youngsters imagine when it comes to their vocational integration.

The already mentioned report drafted twice a year between a youth worker and a youngster is very important for the vocational integration. The youngster has the possibility to explain his personal aims, put milestones for reaching them and discuss them with the youth worker. This is very efficient, because the youngsters make their own rules and want to follow them on their own.

Furthermore, Plataforma Educativa offers after care support for care leavers who do not live in an assisted flat anymore.

The youth workers establishes the contact and transfers the young adult to external support programmes/projects. Among the external support programmes, the good practices identified are:

Projects, that help the youngsters to integrate into professional life, like “Via Laboral” or “Estació espai jove”. These projects support the youngsters in figuring out what they can and what they want, they help them to write the CV and to find a fitting job or education place.

“Prepara’t”: a school, which prepares the youngsters for their apprenticeship. They get prepared as cook, waiter or gardener. They can join the course any time throughout the year; this means, that they can continue their vocational training without interruption, when they lose their previous job or training place.

EINA (Plataforma Educativa) and Ecosol (Caritas): These are projects for migrants to get access to the labour market. This projects offer migrants the opportunity to work for one year, so that they can obtain a working permission afterwards, which is very hard to get in Catalonia and Spain. The youngsters work in fixing bicycles. If they do not find employment after one year, they can get a working contract with the organisation.
AN EFFECTIVE RESPONSE TO CARE LEAVERS’ PROFESSIONAL INTEGRATION