

European good practices

Abeona

AN EFFECTIVE RESPONSE
TO CARE LEAVERS' PROFESSIONAL INTEGRATION



Erasmus+

NATIONAL HIGHLIGHTS



La Plateforme Insertion



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AUSTRIA

One of the Austrian federal government's priorities is to promote opportunities for young people and fight against youth unemployment. A wide range of measures is available to all young people and especially for those under 18 and up to 24-year olds, who are still waiting to enter the job market.

The federal government has defined the strategy of "mandatory education and formation" in the current government programme to be implemented in 2016. It encompasses Early Intervention, Activation and Skills Enhancement as central aspects and focuses on the strategies of (1) tackling Early School Leaving (ESL) and (2) Lifelong Learning. Following the Council of Europe's Recommendation 2013 to establish the so-called Youth Guarantee that states that every young person under 25 is entitled to a job offer, continuing training and apprenticeship of good quality, Austria established the Youth Guarantee Austria, consisting of cross-institutional measures. Among others, the following programmes are implemented to prepare disadvantaged young people for the integration into the dual system of apprenticeship training and vocational school courses or into the labour market:

- Supra-company apprenticeship (high-threshold) and Integrative apprenticeship training (rather high-threshold)
- Youth Coaching: providing guidance and support to young people for continuing or choosing their education pathways or those who did already drop out of the education system/labour market.
- Future for Youth: Offers young people from 19 to 24 intensified job placement and counselling of the PES, (re-) training, (up) skilling or special employment subsidies.
- NEET Projects (low-threshold): to enable NEETs to re-enter in the educational system or the labour market.
- Production Schools: Practical measure to (re-)learn a daily structure and to increase the self-esteem. Participants go through the entire production chain in the workshops.
- Apprenticeship Coaching and Support (for apprentices and their employers): to avoid apprentices dropping out of their formation and to ensure successful completion of the apprenticeship.

In addition, numerous information services around the technical and vocational training are there to facilitate the transition between school and working life.

Good practice examples:

The project career choice tutoring styria (berufsfindungsbegleitung):

It had existed as pilot already since 1999 and covers whole Styria (apart from Graz) since 2010. It supports young people in their education and career choice, helps young

apprenticeship seekers and their parents in choosing the appropriate profession and supports young people also at the beginning of their apprenticeship. It cooperates with companies, schools and other partners and has a wide range of offers from individual counselling to larger events and workshops.

Ju-can:

Managed by the Catholic Church, is a 12 - month programme for 16 to 20 - year-old jobless teenagers aimed at developing new perspectives and opening the door to a job or apprenticeship training. The participants are recruited through street-workers, youth centres, youth welfare offices, etc. The clients of "JU-CAN" receive a subsistence allowance from the PES (Public Employment Service).

Restart (Caritas Vienna) and Space-lab:

It is a place for creativity which offers young unemployed people meaningful work. They work with materials, which are considered as trash and make creative products out of them. After selling those products young people obtain some pocket money. Social workers assist with support and counselling. Youngsters can work for some hours or even for a few days (there has to be a minimum commitment). At the end, they get their money in cash. They can go there anytime, without any previous appointment. The difficulty of the work is low in order to keep frustration low. If the youngsters make some kind of planning for the week and fulfil it, they obtain a higher payment.

Cooking school of MA 11 (Lehrküche im Haus Klosterneuburg):

Already exists for 17 years. It is composed of three grades, of one year each. They prepare caterings in Vienna, meals for schools and organize a thematic dinner once every two months, with live music and a large number of customers.

The above mentioned measures addresses all young people in general, there are no specific measures for vocational integration of the target group of Care Leaver. Nevertheless, all mentioned offers are open to them. Aftercare in Austria is predominantly provided by service providers and foster parents. This means that most of the registered group homes have developed their own support and preparation system for their clients to reach an independent state of living and vocational integration after leaving the youth welfare system. Those concepts are quite similar.

Group homes therapeutic communities (BTG):

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

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

3. Semi-independent housing program outside of the care facility: The final step for the young person is to move out of the care facility. The social support is reduced to a minimum. The overall aim is to fully integrate the young person into his or her new living environment.

Group home in Pottenstein, lower Austria (Pottenstein children's and youth home):

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

Kreativwerkstatt (gesellschaft zur förderung seelischer gesundheit):

This is a low threshold project where youngsters can join to spend their time. It is a timely and structural frame to learn how to self-organise their day. They can chose from different activities like cooking, sewing, drawing, taking pictures, dancing, reading, working with wood or stones, writing,etc. This should help to get the creative process going so that they discover their talents and interests. Indirectly it supports them for rising their employability.

Supported living at Penzingerstraße (MA 11 – Youth and family office, city of Vienna)

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

1) Strengthening of the self-confidence: together with youth worker they detect personal strengths and job-related competences, that way youngsters get a positive attitude towards themselves and develop self-confidence, furthermore they learn how to cope with personal weaknesses and how to deal with frustration.

2) Instruction for processes in everyday life: Youngsters obtain autonomy in learning of time management, organisation of leisure time and train their daily duties, that way they learn how to use their finances in a proper way, to pay the bills on time, to do their laundry, to know whom to call in cases of emergencies etc.

3) Establishing a social network: They build up a good network of people, friends and care givers so that youngsters have different channels and strategies when seeking advice or help.

Eva Goa¹ :

Eva-Goa is a tool used and created within the context of the youth outreach, which specifically prepares youth for autonomy. It is a set of evaluation and support tools of youth who are in the process of acquiring functional autonomy. Tangibly, the tools proposed consist of:

- An autonomy evaluation scale (eva), a questionnaire which highlights the skills acquired by the youth regarding functional autonomy. It is based on the intersecting perceptions of the youth and the social worker.
- An autonomy tools guide (goa), a directory of educational files for the youth and the social workers which offers information, and gradual learning means, or experimentation.
- An autonomy logbook, a concrete record of the path undertaken by the youth and a communication tool between the youth and the social worker(s).

❖ Type of youth care organizations

Abaka -Emergency care center:

The Abaka structure is unique because of the small number of young people cared for. By way of a very personal connection, it focuses on the development of the individual, his/her identity, his/her place, which is different from the anonymity in school felt by young people. In order to integrate into a society, regardless of the nature of this integration, knowing oneself and being recognized as an individual is a key condition.

The specificity of the center is to work the crisis with the young person in two phases and always with its agreement. The center can propose in certain cases a short-term accommodation (5 nights, possibly renewable once). The work of the crisis will begin then and this second time will take court over a period which can be longer and will be a function of demands of the young person and of his family.²

« Maison de l'Adolescent » (Mado) in Charleroi :

This scheme, which was directly created by the Minister's services, responds to a number of issues, starting with support beyond the age of majority (until age 25), including but not

¹<https://orbi.ulg.ac.be/bitstream/2268/95971/1/D%C3%A9veloppeur%20l'autonomie%20chez%20les%20adolescents.pdf>

² <http://www.abaka.be>

limited to the domain of social and vocational integration. This scheme also promotes cooperation between the schemes working on young people's integration, as a certain sense of isolation has often been felt up until now, which is detrimental to the care process. The link between institutions is facilitated by the "common thread" and helps guarantee continuity of care.

❖ **Innovative project**

Solidarcité³⁴ :

Solidarcité is an innovative project who was born in Brussels in 2001, at the initiative of the AMO "SOS Jeune". It is a hybrid project at the intersection of several sectors (socio-professional insertion sector, youth care sector, youth organizations sector, and mental health care sector) but also at the intersection of multiple needs of youngsters (needs of training, care, network, needs to feel useful ...).

Consequently, this project constitutes an alternative system which moves away from a "clinical" support of the integration. It is intended for the young people between 16 and 25 years old and proposes them to realize a project during one year of citizen's solidarity.

The project works on three axes:

- building sites in the service of the community ;
- training's sessions to improve skills and "know-how";
- a time of maturation and reflection about the steps after the project in which the youngsters make a skill and qualities assessment, learn to know itself and to think about its life project.

❖ **Ways of support the youngster/ techniques of animation**

Relationship with their own body and image:

In the institution "La courte Echelle" there is a "body" therapist within the team who organizes a relaxation workshop. In damaged young people, self-image and how to restore it to gain self-esteem and respect are key stages with a view to social and vocational integration.

In terms of work with the body, the psychomotor activity room in "the Horizon" centre and the work carried out in it appear noteworthy. A psychomotor therapist visits this

³ <http://www.solidarcite.be/>

⁴ BLAIRON, J., FASTRES, J., « Evaluer l'innovation, l'hybridation et la transversalité: le cas de Solidarcité », InterMag, Mai 2008.

establishment one day a week to work with the young people cared for, in accordance with a relational approach.

The role of the family:

During the team meeting organised in “the Courte Echelle” establishment or informal exchanges in the other centres, reference is frequently made to the family. The social workers always keep the family in mind: this seems all the more important as the children's vocational project choices can go against the family culture.

This is why the family is integrated and involved in the schooling process and other aspects relating to the child's education and lifestyle habits.

“The Horizon” centre focuses on the accommodation of siblings, which helps reinforce solidarity between brothers and/or sisters, including in terms of social and vocational aspirations. Regular meetings between siblings are organised in the Horizon centre.

GERMANY

While having the first youth worker exchange in January 2015 we identified a lot of good practices in Germany. These good practices don't always refer to a special program or project but often more to structures and processes within the institution.

Kinder- und Jugendhilfekonzeppte Unna GmbH (KJHK):

The 'Kinder- und Jugendhilfekonzeppte Unna GmbH (KJHK)' is a child and youth care institution with high professional standards. In comparison to the Polish system they work with a big confidence in the capacities of young people and the resources which could be developed with them. In their daily work they exude a lot of motivation to support young people. They act flexible regarding the needs and circumstances they are concerned with every day. That makes their work efficient and clear for the young people and other partners. They really esteem the young people they are working with and have a lot of respect with each other. The quality of their work was represented during the team meeting for example in structured and sophisticated case analyses. They get professional supervision by an external coach either. That shows their understanding of reflective idea of social work. We discovered an open, friendly atmosphere in the Clearinghouse, despite cultural and linguistic barriers. The staff members did their best to perform the Clearinghouse to a home on time.

GrünBau gGmbH:

GrünBau gGmbH is an innovative provider of services to children and young adults and offers special programs in the area of educational care and support for young people plus vocational qualification and integration in the training and labour market. GrünBau gGmbH describes itself as a "social vocational support company" and does commissioned work for the entire Dortmund municipal area and the surrounding district. The area of particular interest as part of the visit program linked to the Abeona project and one that was dealt with in some depth in the presentation was the activity called 'Jawoll-Beruf und Wohnen', meaning something like 'Job & Housing – No Kidding!'. GrünBau gGmbH has run this activity for the past 20 years. It is a residential educational care program based on the legal tenets of Sections 27 ff. SGB VIII (Children and Youth Services Act). The main pillars of the program are daily structured vocational orientation and assisted living, building a basis for autonomous living. The program targets in particular German adolescents and young adults and unaccompanied underage refugees who are school-weary or who refuse to go to school.

At the GrünBau gGmbH we realized how important is a good atmosphere for any questions of care, transition and preparation for vocational training and employment. Young people have the chance to be taken care for and to be an apprentice/trainee. Both parts are included in a holistic concept of support for young adults. Additionally they have a place where they can come together every day: They can have shared meals for less money in a friendly and creative atmosphere. We took part in such a dinner situation and were really excited how familiar they are coming together. Also alumni take this opportunity to come back for a meal, get advice or meet friends or their former youth worker. This model is a good and low level basis for a shared place to get to know the stories of others and to attend continuous relationships.

Werkstatt Berufskolleg:

The 'Werkstatt Berufskolleg' (Vocational College Workshop) in the Unna district has existed since 2012. It offers (renewed) access to obtaining a school leaving or training qualification to young people with uneven personal histories, with or without school leaving certificates, with or without disabilities, from special needs schools and for the reorientation of people with learning difficulties. The Vocational College Workshop defines itself as an inclusive school. All teaching staff members have other qualifications apart from their teacher training and come from private enterprise. The Vocational College Workshop aligns its instruction to the real lives of its students; all students are entitled to individual tuition or special tuition in small groups with intensive support. In the normal education system disadvantaged young people and/or those with special needs find difficulty in pursuing their vocational objectives – especially in the area of vocational training, with 1000-2000 students in a vocational college unit. For this group of people the Vocational College Workshop is a school that offers an alternative form of schooling adjusted to their special needs and individual requirements.

The Vocational College Workshop was a really professional organization to prepare young people for the labour market. It is a successful school to offer individual learning arrangements in small groups for disadvantaged people and the needs of young refugees (for example to learn the language first and then the fluid integration into the school systems via special classes for refugees which they can leave whenever they are prepared enough to change into a regular class).

FRANCE

Youth workers are facing numerous challenges trying to help young disadvantage people integrating the labour market. Educators often face difficulties to engage their young people in long run projects requiring imagination and a personal life projection. Usually, people supported are not in line with active life and its “rules”. They have issues adapting themselves with a quite long process that needs to be comprehended step by step when they are waiting for quick solutions.

Fabienne Fauveau is a trained social worker and psychologist from Belgium where she is in charge of the pedagogy at the Insitut Notre Dame de Lourdes. After her 5-days exchange she wrote the French national report. Following the three good practices she highlighted in the French care sector.

❖ French three best practices

The *contrat jeune majeur*:

The *contrat jeune majeur* has one goal: allow young adults to be independent. It allows young people previously handed over by the *Aide Sociale à l’Enfance** to extend the support they had while they were minors. This support can be financial but also educational, psychological or administrative. It is a social and administrative coaching that avoids the loneliness of the fellow facing the complexity of the bureaucratic administration not always inclined to help these people with lot of empathy. People from 18 to 21 facing big integration troubles can benefit from this program. To get this chance, the applicant needs to be under 18 and took over by the ASE, in a letter, he needs to explain his plan for the future, and especially his career projects (studies, training, job...).

**Aide Sociale à l’Enfance (ASE):* service of mistreatment prevention on behalf of families and children provided by the department. When a minor can’t stay in his family, the ASE is in charge of meeting all his needs. To do it, the team includes social workers, psychologists, and administrative support.

The *maîtresse de maison*:

Fabienne Fauveaux particularly appreciated the position of the *maîtresse de maison* she met in the Résidence Vironneau (a foster care for teenagers and young adults). In France, this job needs a specific 16-days-training, focusing on multi-disciplinary work and support to persons. The *maîtresse de maison* is in charge of offering a safe place to stay to the inhabitants of the residence but also taking care of the stewardship of the place (meal preparation, cleaning and maintenance). Indeed, she is responsible for the material conditions of the users’ daily life.

This person helps the educators on monitoring welcomed people. According to Fabienne Fauveaux, this position is interesting because it offers a new kind of support to the teenager: while the educator could be seen as *above* the young person, the *maîtresse de maison* is seen as *beside* him. She helps the young adult taking care of himself but she is not in his service. Between a friend and an overseer this person is not judging but supporting. For Fabienne Fauveaux, in the Residence Vironneau this woman was doing her job with an impressive humility.

This profession is spreading due to the progressive abandon of big collective hosting structures and the development of smaller ones trying to contribute to more proximity between structures and users.

This function relative to the recent evolutions of the sector is delivering social link and can also set the *maîtresse de maison* in a position of facilitator between educators and young adults.

Networking and building connections between young people and the private sector

What can be very useful for young people supported by the care sector is to be linked to the private sector. Indeed, those young fellows are usually living in a foster care; they are used to be supervised by social workers and educators. Being in contact with professionals of the private sector is therefore a chance and an opportunity. Indeed, these people will be potential future recruiters, direct supervisors or directors; some of the young people supported found internships in a restaurant partner of the structure the expert visited. These measures allow the young supported to realize how the private sector is organized, and to point out its differences with the social sector. That way, they can be aware and realize that different codes exist, depending on each situation.

Fabienne Fauveaux (Belgium Youth Worker) highlighted that having social support is very good but it is even better when it is reinforced by the immersion into the private sector in order to develop another approach to the society. Living in a foster with social workers helping is very different than being confronted by the “real world” and the labour market.

This achievement is a focus on a first step on the labour market for the future workers in order to get credibility and competences improvement. It is a way to open the specialised support to other spheres and to help the young person to open his mind to a different environment.

❖ Other national measures for youth

In addition to these three specific practices, we can mention a bunch of measures implemented in France to support the training of these young fellows and avoid them from dropping school. A campaign to combat early school leaving has been launched by France to ensure that unqualified people from 16 to 25 year-old are eligible to return to education and/or training. As we know, working experience is fundamental when training young people. Besides being an added value on their resume and a bridge between education and employment, it is a rewarding experience that pushes young people in their personal involvement.

France is responding to the *European Youth Guarantee** launched by the EU with public employment service entities that help young people entering the labour market facing all types of obstacles: housing, health, education, social environment, etc. Also, the **Garantie Jeunes** is a way to support intensively NEETs (Not in Education, Employment or Training) from 18 to 25 towards employment and training allowing them a monthly allowance while they are unemployed.

In parallel, to facilitate access to a first working experience to troubled youth and encourage businesses to create jobs, subsidised contracts have been initiated. The **service civique** allow remuneration to young people under 25 engaging themselves in a general interest assignment thanks to which they can benefit from a vocational experience.

The **Emplois d'Avenir** program aims at enabling young people with no qualifications to get a job with a 1 to 3 year-employment contract. The government is paying a part of the salary and the company is allowing and financing the young employee to take training courses. These contracts concerns sectors with long-term employment opportunities.

The Generation contract is dedicated to young and seniors in the working sectors: it is a plan of action that allows seniors employed to share their competences and skills with young fellows trying to fit the labour market. SMEs (*Small and Medium-sized Enterprises*) can benefit of subsidies from the government.

While these numerous institutional schemes have shown mostly positive results over the past few years, they do have their limitations. Many local associations, businesses and authorities have launched their own initiatives to support the vocational integration of young people, targeting a specific territory or young people with specific issues.

**European Youth Guarantee* is a commitment by all Member States to ensure that all young people under the age of 25 years receive: a good-quality offer of employment, continued education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving formal education.

SPAIN

Spain has a very significant problem regarding the unemployment rate for young people (more than 40% for men and women under 25, at the end of 2016). This is why the policies addressed to vocational integration have been considered for general youngsters between 16-30 years old. Nevertheless, there are also specific policies that autonomous communities in Spain have developed in order to give precise answers to care leavers' reality and their particular situations.

Here will be tackled good practices regarding the access to the labor market in Spain for young care leavers after they are 18 years old. The practices have been divided in five different categories. Firstly, the vocational **integration procedures developed thanks to collaboration between nonprofit organizations in the third sector and the business sector**. There are social enterprises created to develop professional competences for youngsters together with nonprofits that facilitate the access to the general labor market for these youngsters. Secondly, we find **entrepreneurship** as a solution to access the labor market. Thirdly, **residential examples in the labor environment** and, finally, **training programs and vocational integration itineraries**. Apart from these main categories, we wanted to mention as well, the activities based on labor mentoring as a methodology to ease professional world access.

Integration procedures thanks to collaboration between nonprofit organizations and the business sector:

Ecosol, Fundació Germina, Fundació Mercè Fontanilles, Fundació Plataforma Educativa, Associació Saó Prat, or Fundació Trinijove are as many structures hiring care leavers by means of an enterprise that reserve job positions for social needs. They are hiring in several areas: design, refurbishing, craftwork, painting, etc.

At *Fundació Exit* and *Fundació El Llindar* trainings are developed in collaboration with enterprises that hire youngsters after their specific training in hairdressing, refurbishing or restaurant business, for example.

Training programs and vocational integration itineraries:

Aldeas Infantiles SOS works with Accenture Foundation in a program called *Emplea+* in which the employability of youngsters is analyzed and compared to the business sector needs for the chosen profile.

Asociación Familias Alternativas en transición is offering a coaching and a transgenerational systemic therapy that are the bases of the intervention in vocational integration support.

Fundació Marianao is working for labor orientation of youngsters thanks to the means of the *Incorpora program (Bank Foundation La Caixa)*

Fundació Oscobe develops training for NEET (not in education, employment or training) youngsters in the areas of gardening and hospitality sector.

Fundació Servei Solidari, with its Project “*Tasta’m*” that allows non-accompanied minors to introduce them to the language, social environment and professions (electricity, bikes repairing and cooking) is also a way to work on vocational integration.

Fundación Èxit y *Fundación Adsis*, are organizing trainings that allow youngsters to return to education.

There is also *YMCA*, that is doing trainings, workshops groups, and has job opportunities with training contracts that make possible for the youngsters to access the labor market.

Entrepreneurship:

“*Barcelona on the wheels*” is a project with itineraries by bike around Barcelona in order to finance a project in Africa, from where the youngster comes.

Residential examples in the labor environment:

The *Asociación Horuelo* is managing *Proempleo*, a cooperative that develops the project “*Coming back to the land*”.

The *Asociación Vasija* is managing a campsite for youngsters where young care leavers may work in hospitality sector, gardening or refurbishing.

The *Fundación Antonio Jiménez* is an Agroforestry school for young care leavers.

Labor mentoring:

A pilot program in labor mentoring developed by several nonprofit organizations is taught in the *Coordinadora de Mentoría social*. The *Fundació Èxit* is also offering a Coaching Program.

Educational triad: workshop + game + manual (step one):

The schedule of the educational triad consists of the following:

- a) Economics workshops
- b) “Robinson in the Black” board game where the players have to manage their own money
- c) A brochure on economics

The series of economics workshops (point **a**) covers, among others, issues such as: setting up a company, creating a business plan, drafting marketing and advertising campaign.

The simulation game “Robinson in the Black” (point **b**) allows the players to learn and work on the most important mechanisms related to managing home finances and shows the importance investing in self-development. As part of the stimulation the players make decisions, which have a long term impact on their finances, for example they choose their type of employment, increase professional qualifications and make investments. Moreover, they cover the cost of living (i.e. rent, food) and they purchase treats, thus accumulating “satisfaction points”.

“Robinson’s Economy” (point **c**) is a comprehensive and richly illustrated compendium on economics. The Foundation has also published a brochure on health, the law and gaining independence.

The ‘Robinson on its own’ simulation game during summer camp (step two):

The game is a simulation of running one’s own business which is held during the Robinson’s Summer Independence Workshops. Supporting business like attitudes and assessing one’s abilities in running a small business are the objectives of the game. For a week, Robinsons run 6 companies specializing in cosmetics, catering and marketing. Before the workshop both youngsters and consultants fill in a questionnaire, which determines their professional predispositions. Basing on their results they are assigned to one of the companies. Each company consists in 6 people, has its own headquarters and provides actual service for money. The companies’ objective is to make the most profit and stick to the rules specified in the ethical code. The team which has the highest lead percentage wins and its team members get a price funded by the sponsors. In the course of the game the participants receive training on the knowledge and competences required to run their own businesses. Once the game is finished, the participants offer solutions and recommendations for their professional development.

Safe Internship (step three):

The objective of the program is to allow young people to gain their first experience on the labor market in a safe and friendly business environment. As part of the program we make it possible for Robinsons to get internships lasting a month or two weeks in industries consistent with their interests and educational path. In 2015 more than 60 internships were organized.

The advantages gained through the Safe Internship program are listed below:

- Increase self-esteem and motivation to get around on the labor market;
- Broader perspectives and learning about the specifics of chosen organizations;
- Get references and evaluation of one's potential;
- Meet employers and mentors – friendly adults, who can demonstrate how a company works;
- Receive internship gratuity or scholarship

The internship is overseen by a mentor-volunteer from the company. Before the internship, the intern fills in a professional preference test; after the internship is finished they get feedback and evaluation. The whole process is supported by Safe Internship - an internet platform set up specifically for that purpose. It allows its users to log in (register); document the process (journal, pictures); share information (instructions, notifications, basic information on internship and participants); access tests (independence, professional preferences); evaluate (questionnaires for the intern, mentor and supervisor); present opinions, diplomas and certificates.

Robinson Foundation shares the content of the platform with NGOs and companies.

Additionally, it administrates the page and makes sure the Safe Internship procedures are followed.

The internships are very popular among the care leavers while the youth workers use them as a motivational tool. A youth worker decides if a person is ready to take part in the internship and acts accordingly. The companies demand a certain level of maturity from the intern. The foundation makes an effort to allow each person to take part in two different internships to be able to try their hand at working in various fields and decide what suits them the best.

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