



# **PROUD: Promoting Supported Independent Living as an alternative care practice for unaccompanied minors**

## **D2.2 Report on the assessment of integration services provided to unaccompanied minors**



## Contents

1	About PROUD.....	5
2	Purpose of this Report .....	6
3	Abbreviations and acronyms .....	7
4	Report on the assessment of integration services provided to unaccompanied minors in Germany .....	8
4.1	Integration services in Germany .....	8
4.1.1	Introduction of the available integration services for unaccompanied minors .....	8
4.1.2	Obstacles that unaccompanied minors face towards integration in terms of education, employment and vocational training .....	9
4.1.3	Challenges that stakeholders face in terms of supporting the integration of unaccompanied minors.....	13
4.2	Assessment of the integration services in Germany.....	17
4.2.1	Stakeholders assessment of integration services .....	17
4.2.2	Professionals assessment of integration services.....	19
4.2.3	Needs and expectations while integrating – The perspective of the unaccompanied minors.....	21
5	Conclusions .....	25
6	ANNEX.....	28
6.1	Consent Form for Participants .....	28
6.2	Semi-structured Interview Guide for National and Local Authorities/NGOs .....	29
6.3	Semi-structured Interview Guide for professionals working in shelters and SILs ..	32
6.4	Semi-structured Interview Guide for current and grow-up unaccompanied minors	34
7	Publication bibliography .....	36

## List of tables

Table 1: Assessment of institutions on school and vocational training and the transition to working life (in %) .....	14
Table 2: Assessment of the youth welfare offices on the situation of the former unaccompanied minors, who have come of age, with a focus on the transition from school to work and on vocational integration.....	16
Table 3 Gaps in the integration services of unaccompanied minors identified by stakeholders .....	18
Table 4 Gaps in the integration services for unaccompanied minors identified by professionals/ field worker .....	20
Table 5 Overview: Needs and expectations of unaccompanied minors regarding integration services.....	22

<b>Project Identification</b>	
<b>Work Package</b>	Analysis of the integration context
<b>Type</b>	Report (Deliverable 2.2)
<b>Title</b>	Assessment of the integration services provided to unaccompanied minors in Germany
<b>Dissemination Level</b>	Confidential
<b>Delivery date</b>	30 November 2020
<b>Keywords</b>	Unaccompanied minor integration context, integration services.
<b>Abstract</b>	<p>The primary PROUD activity is to analyse and assess the integration context and integration services provided to unaccompanied minors via semi-structured interviews with stakeholders in countries of project partners. This will be completed through the analysis of the integration context and services for unaccompanied minors in Greece, Germany, Spain and the Netherlands.</p> <p>This report analysis the existing obstacles that unaccompanied minors face while integrating into the German society in terms of education, employment and vocational training as well as the challenges faced by relevant stakeholders who provide integration services (A2).</p>
<b>Author(s)</b>	Hannah Kiesewetter, Daniela Thull
<b>Reviewer(s)</b>	Mara Pagona, Evdokia Gryllaki

## 1 About PROUD

PROUD, with the full title “Promoting Supported Independent Living as an alternative care practice for unaccompanied minors” is a two-year project, funded by the Asylum, Migration and Integration Fund of the European Commission (AMIF-2018-AG-INTE-4) for the period 2019-2021. Overall, the project aims at promoting supported independent living (SIL) as an alternative care practice for unaccompanied minors focused on minors aged 15-18 in four European countries. Specifically, knowledge and good practices regarding SIL will be collected, exchanged and disseminated. In addition, the project will develop methodologies in order to improve the living standards of unaccompanied minors aged 15- 18 years old. In this regard, PROUD will support the capacity building of care professionals and the adoption of a mentoring scheme in order to address the integration needs of minors. The project is expected to have a high impact both in short and long term. In the short term, 200 minors 15-18 years old are expected to benefit along with more than 500 child protection professionals. In the long term, the project is expected to positively influence EU Member States towards adopting alternative care practices.

The consortium entrusted its implementation involves expert organisations from Greece, Spain, Germany and the Netherlands. Specifically, the PROUD partnership consists of METAdrasi- action for migration and development (Greece) the Co-ordinator, Fundació Privada Idea per a la millora social d'infants i famílies (Spain), APOSTOLI (Greece), Centre for European Constitutional Law (Greece), Plan International Deutschland EV (Germany), Athens Lifelong Learning Institute (Greece) and Stichting Nidos (Netherlands).

## 2 Purpose of this Report

PROUD aims to promote supported independent living (SIL) as an alternative care practice for unaccompanied minors focused on aged 15-18. Specifically, through the project activities is aimed to collect, exchange and disseminate knowledge and good practices regarding SIL care in participating countries.

The primary PROUD activity is to analyse and assess the integration context and integration services provided to unaccompanied minors via semi-structured interviews with stakeholders in countries of project partners. This will be conducted through the (1) Analysis of the integration context for unaccompanied minors in Greece, Germany, Spain and the Netherlands and (2) Assessment of integration services provided to unaccompanied minors in Greece, Germany, Spain and the Netherlands.

This analysis focuses on conducting in Greece, Germany, Spain and the Netherlands a targeted assessment study in terms of the integration services provided for unaccompanied minors. The aim is to identify and analyse the existing obstacles that unaccompanied minors face while integrating into the participating countries societies in terms of education, employment and vocational training as well as the challenges faced by relevant stakeholders who provide integration services. In order to collect data, various sources and tools will be used.

### 3 Abbreviations and acronyms

CEFR	Common European Framework of Reference for Languages
SGB VIII	Sozialgesetzbuch VIII – Book VII of the Social Code (The Child and Youth Welfare Act)
UAM	Unaccompanied Minor

## 4 Report on the assessment of integration services provided to unaccompanied minors in Germany

### 4.1 Integration services in Germany

#### 4.1.1 Introduction of the available integration services for unaccompanied minors

As already elaborated in the Report D2.1 analysis of the integration context, integration of unaccompanied minors is mostly seen as a combination of accommodation and care through the youth welfare services as well as a placement in school, hence an inclusion into the regular German education and labour system.

Following official statements of the government foreign adolescents basically have the same needs as native German adolescents. Accordingly, organisations responsible shall create equal opportunities for unaccompanied minors to provide access to society. Unaccompanied minors shall receive services of youth welfare according to their needs within the framework of Book VIII of the Social Code. These include, for example, access to various associations, youth clubs or working groups (see Die Bundesregierung der Bundesrepublik Deutschland 2020b, p. 41).

School is one of the key places of socialisation for all children and adolescents. Together with pupils of the same age, UAMs shall learn rituals and rules of school life, participate in everyday social life, learn the German language and integrate more quickly. In each federal state, regulatory structures and measures for entering the school system and for accompanying educational pathways have been in place for a long time. The federal states have expanded these regulatory systems as of 2015. Schools nowadays admit a high number of foreign children and youths - including unaccompanied minors - every year. The Conference of Education Ministers (from all German federal states) points out that this can be seen as the foundation for social participation, and therefore integration. In addition, the ministers believe that it is equally important to prepare young refugees for vocational training, enable them to attend vocational schools as well as prepare them for further education and colleges (see Die Bundesregierung der Bundesrepublik Deutschland 2020b, p. 34).

The child and youth welfare services aim not only to accommodate unaccompanied minors in accordance with the best interests of the child, but also to enable integration into society as a whole. This shall be achieved above all through social participation and measures that facilitate and ensure this process. Over the last few years, a large number of offers and services have been developed in the field of youth work and youth social work (see Die Bundesregierung der Bundesrepublik Deutschland 2020b, p. 41).

Due to federalism, there are often regional differences in housing, assistance, care and further integration services (as mentioned before considering socialisation through school and social participation within the framework of Book VIII). Hence, integration is in fact highly



dependent on the economic strength (see Die Bundesregierung der Bundesrepublik Deutschland 2020b, p. 34) as well as the political will in the regions concerned.

The subsequent chapters strive to create a more holistic view on the topic starting with a literature review on obstacles of unaccompanied minors as well as challenges of stakeholders facing school, vocational training and employment of unaccompanied minors. This is followed by a summary and synthesis of conducted interviews with stakeholders, social workers and unaccompanied minors and young adults on the issues mentioned.

#### 4.1.2 Obstacles that unaccompanied minors face towards integration in terms of education, employment and vocational training

The main challenges regarding education, vocational training and employment mentioned in the relevant literature or by unaccompanied minors themselves, often relate on the one hand to their access to the systems and their willingness to adapt to them, and on the other hand to the individual challenges of the young people themselves, both of which complicate 'classical educational pathways'.

##### 4.1.2.1 Education

As mentioned in point 1.1.6.4, there are many different hindrances of successful integration into schooling systems that can be singled out and that are highly interdependent (see Tangermann and Hoffmeyer-Zlotnik 2018, p. 59).

As described in the first part of this report, the federal structure of the Federal Republic of Germany adds to the complexity of the problem. Education is a state matter, which means that each of the 16 German states is individually responsible for providing its schools with teachers and curricula. It is also their responsibility to ensure that unaccompanied minors are integrated into the school system. This particularly varies regarding the beginning and end of compulsory schooling (e.g. compulsory schooling begins when the young person arrives or after a certain number of months; in some states, compulsory schooling begins only after assignment to further accommodation - but this usually refers more to accompanied young people). In addition to that, the regulation of integration into school differs from state to state. If young people go directly to a regular school, there are for example 'refugee classes'/preparatory classes and/or integration classes. German classes, sometimes called preliminary courses, are not uniformly regulated either. In principle, however, all young people are obligated to attend a German course before they are able to start school (see Tangermann and Hoffmeyer-Zlotnik 2018, pp. 52–54).

Secondly, the heterogeneity of pupils in preparatory classes has to be considered by educators. Students may have different educational prerequisites, differing previous knowledge and learning behaviours. Many young people have educational gaps of one to several years due to their circumstances in their home countries or by being on the flight that need to be

compensated. A main critique in the interdisciplinary discourse around schooling and education of migrated minors lies in the lack of recognition of previously acquired knowledge by the educational authorities. If the previously acquired skills and knowledge do not fit in the German school curricula they are not recognized as such and most young people have to start their education from scratch. This often leads to dissatisfaction and frustration, since all the wishes and ideas for their future, with which the young people arrive, seem to have gotten a lot farther away and progress moves very slowly. Education and employment play a central role in many young people's post-migrant "new" lives. When the requirements are not met by both the system (because of a lack of funding and consequently a lack of skilled personnel), and the young people themselves, it can quickly lead to many students finding themselves being overwhelmed with the demands of the educational system. As well as a system that cannot sufficiently cope with this problem, as there is a lack of trained teaching staff, supervisors, guardians, volunteers and in general, of structures to absorb what young people need in terms of extra care. Unfortunately, adequate schooling is often not possible. In addition to a lack of prior knowledge on the part of both the students with regard to their educational background and the teachers with regard to dealing with children with a migration background, there is often a lack of open spots in schools. In addition to quantitative problems, there are also often qualitative differences in schooling; not every school is equally well prepared for unaccompanied minors. Children can often not be educated according to their abilities. This leads to either an underchallenge, for example, when they are placed in lower grades or less prestigious educational courses/ programs solely because of their lack of German language skills, or, conversely, the problem of overburdening them with too much workload. A discrepancy can also be observed between the wish to attend a regular school and the need for further support (see Tangermann and Hoffmeyer-Zlotnik 2018, pp. 52–59).

The obstacles mentioned by young people are also often associated with the rigidity, the inflexibility of the German education system. The group of young migrants in the German school system must be supported and challenged in a different way than it might be the case with native Germans, because they lack one decisive advantage: language skills. Language plays a big, if not the greatest role in participating in society and in being able to succeed in school. Even if young migrants absorb the language quickly and well, the regular education system is still mainly designed for native-speaking pupils, which means, for example, difficult text tasks with complex sentences and a high level of word usage still dominant in the curricula. Teachers often feel insecure about how to deal with young migrants, in particular in regard to what they can demand from them. There is a need for continuous support programmes in order to provide equal opportunities for all students. The initial idea was that after preparatory classes, pupils should ideally have obtained an A2 (CEFR - Common European Framework of Reference for Languages) level of proficiency in German and subsequently a B1 level in secondary school, in order to being able to follow the learning material. Unfortunately, and due to various circumstances, it is not always possible for young migrants to reach those language skills in

the foreseen time. As mentioned before, the majority of minors attend preparatory classes mainly consisting of German language courses, before joining into regular schooling. While the atmosphere and pace in German preparatory classes is often described as positive, unaccompanied minors miss the variety of subjects, which they are taught in regular classes. Improving their German may be a prerequisite for succeeding in school, but those missing years of regular education due to migration and subsequent preparatory classes upon arrival, leave a mark in their educational career. There is a high demand for extracurricular language programmes to help minors to continue learning German even after having finished the preparatory classes, but in many states, there are not enough resources to provide such programmes (see Vogel and Stock 2017, A24-A26).

Unaccompanied minors, young migrants in general often feel excluded. They wish to be part of regular schooling, have very high expectations of themselves, but are also often put under pressure to perform well and make progress by external forces such as caretakers, guardians, the youth welfare office and immigration authorities, but often also by their families in their home country. On the one hand, the heterogeneous structure of young migrants must not be forgotten; each person has different starting conditions in Germany. On the other hand, the psychological consequences of a flight and a new start in a foreign country without one's own family should not be disregarded as well. Without wishing to pathologise, it must nevertheless be noted that the young people are not only exposed to the external stressors already mentioned, but also have to deal with internal stressors. External and internal stressors can also act together. If, for example, a place in a regular school is delayed, the adolescent is stressed because he or she does not 'get ahead' and has to wait. It can also trigger feelings of exclusion and shame, which in turn can stand in the way of integration and openness to the 'new life' in Germany. A school place in a 'refugee class' can also cause feelings of exclusion, while a place in a regular school can cause fear, as well as the feeling of overwhelming demands and shame (e.g. if it is difficult to speak German or to keep up in normal classes). Psychological stress can have a severe impact on educational factors. As mentioned before, many young migrants suffer from post-traumatic stress disorder due to experiences they had to make in their home countries or on their journey to Germany. Especially shortly after their arrival, some young people mentioned signs of severe exhaustion and expressed difficulties concentrating and summoning up strength for their everyday school life. On top of that, current living conditions in accommodations, for example having to share a room with their siblings in case of accompanied minors, make it more difficult for individuals to study and focus on their homework. Additional stress factors, such as the lack of binding contacts and uncertainties resulting from a precarious residence status may also lead to concentration difficulties for some young people (see Lechner and Huber 2017, p. 62).

#### *4.1.2.2 Vocational training and employment*

Being able to work and independently provide for oneself is a main desire of many young migrants who arrive in Germany. Being able to stand on one's feet, providing for one's own

livelihood and not having to depend on someone else, are answers one might hear most when asking young migrants why they are so determined to find work as quickly as possible. Interestingly this desire varies by gender and has been more expressed by males than by females, according to a survey (see Thomas et al. 2018, pp. 209–2010).

Many young migrants are made aware of the importance of a proper vocational training in Germany every day. A proper apprenticeship has a high value in Germany, which is why many caretakers try to encourage young people and make recommendations. However, a major problem here is the lack of an overview of possible careers. Although the range of career advice is very diverse, it is often not tailored to refugees, which is why many people find it difficult to understand which training occupations are suitable for them and which are not, and which are available at all. This problem is also stressed by counsellors. There are more than 400 vocational training occupations in Germany and even Germans find it difficult to understand the system. The sobering truth is that many young people, even if they had found a suitable occupation for themselves, often have no possibility to be trained in it. Even if theoretically there is a free choice, many young people often only get accepted to those trainings for which it was not possible to find a sufficient number of qualified German trainees. According to the before mentioned study these are primarily training occupations like cook, baker, geriatric nurse and painter. Particularly in the care sector such a large lack of specialists prevails that this occupation is virtually forced upon many young migrants. This leads to the fact that many young people cannot develop a passion for their work and often have to stay below their possibilities. They are therefore deprived of the opportunity for personal and professional development (see Thomas et al. 2018, p. 211) .

One of the greatest obstacles young people are faced with is the uncertain status of residence. Even an internship requires the application for a work permit at the immigration office. Section 60a (2) of the Residence Act does create the possibility that the stay is tolerated for a limited period of time, but only if the foreigner "takes up or has taken up qualified vocational training in a state-recognized or comparably regulated training occupation in Germany". This is a very high hurdle, since the young person, in order to be able to secure their temporary stay, must start an apprenticeship as soon as possible and have often few opportunities to first gather information e.g. on different internships and gain an insight into various occupational fields, as would otherwise be customary and sensible. After sometimes only two years of school and German courses, the success rate of completing the training is very low. Again, lack of language skills is the key point here. Most vocational schools, it is reported, do not show consideration for trainees with lower language skills, which can lead to young migrants, even if they excel in practice, often failing in the theoretical part of the training. Many trainers lack understanding and dismiss their trainees after a short time. Vocational schools urgently need to offer German courses to accompany the training so that young migrants have the opportunity to constantly improve their language proficiency. Taking up a job, meanwhile, promotes participation in German society and offers a good opportunity to get in contact with locals and

practice German language skills in an informal professional environment. Often, however, the residence law regulations regarding taking up work are non-transparent that frustration quickly builds up among many young people. In addition, they are often advised not to set themselves too high goals and to rely more on a career in the service sector. In terms of asylum law, it is risky to strive for overly ambitious vocational or even academic degrees, since there is the danger of losing the right of residence if the training tolerance (“Ausbildungsduldung”) does not apply. Securing the right to stay in the country is of the highest concern, so it does happen that many young people who’ve arrived in Germany with the goal to get the best education possible in order to get their dream job, end up having to take up jobs in the service sector that do not meet their skills and preferences at all. In many cases young people even drop out of school in order to start a vocational training, just so they can secure their status and do not have to worry about having to leave again. Consequently, students with the highest potentials settle for occupations way beneath their abilities, which emphasises the inequality of access to education for people with migration backgrounds (see Thomas et al. 2018, pp. 212–215).

#### 4.1.3 Challenges that stakeholders face in terms of supporting the integration of unaccompanied minors

In its report on the situation of unaccompanied minors in Germany, the German Federal Government indicates that more than half of all institutions state that the conditions for educational and professional integration of unaccompanied minors in their own institution have improved within the last 12 months. However, 52% of them also report that significant restrictions on access to educational opportunities for unaccompanied minors still prevail. Even though motivation of young migrants to improve their language proficiency and acquire academic and professional degrees is still very high with a percentage of 90%, there are three main obstacles mentioned by minors themselves, as well as by the relevant stakeholders, that hinder proper educational and professional integration.

- 1) Lack of literacy programmes
- 2) Lack of language skills among young migrants due to too little time for language acquisition
- 3) Burdens on young migrants due to legal proceedings concerning their uncertain residence status

(see Die Bundesregierung der Bundesrepublik Deutschland 2020b, p. 36).

In the following it will be elaborated on those obstacles and further assessed which challenges relevant stakeholders are faced with when integrating young migrants into the educational system.

Table 1: Assessment of institutions on school and vocational training and the transition to working life (in %)

	Yes	No	No data
The motivation of UAMs in our institution to acquire language proficiency and academic degrees is high	89.9 %	9.9%	0.4%
UAMs in our institution have high expectations towards the educational and professional integration programs on offer.	88.3%	10.9%	0.(%
The conditions for school and professional integration have improved in the last 12 months for the group of minors in our institution.	56.8%	35.7%	7.4%
For the group of young adults in our institution, the conditions for school and professional integration have improved over the last 12 months.	51.2%	37.7%	11.1%
Young adults in our institution can receive comprehensive support in finding a job.	80.4%	11.9%	7.7%
Literacy programs are also needed for young refugees and UAM.	71.8%	22.6%	5.6%
A lack of language skills among the unaccompanied minor refugees is a common reason for a lack of educational and vocational orientation.	88.5%	10.0%	1.4%
The time available for UAMs to learn the German language adequately is not enough.	80.2%	18.1%	1.6%
The encumbrances associated with the procedures under residence law severely restrict performance at school and at work.	88.0%	10.3%	1,6%

(Source: (Die Bundesregierung der Bundesrepublik Deutschland 2020b, p. 37)

The high level of influx of young people poses a problem of manageability for many institutions. Educational institutions have to contend with a high number of young people and an enormous fluctuation. Lack of personnel resources often leads to backlogs and a lack of individual counselling. In preparatory classes the fluctuation is sometimes so high that the composition of the classes changes constantly over the course of a few months. This makes it difficult for the teaching staff to establish personal relationships and to provide the students with an adequate pedagogical education tailored to their needs (see Vogel and Stock 2017, A22).

As elaborated in the previous section of this report, language barriers are a main hindrance of integration on both sides, the students' as well as the educators'. German schools are often rather deficit-oriented. Attention is first paid to what the children lack, mainly language skills, and how to close these gaps. Already acquired qualifications and achievements are often not recognized or even ignored. Many pupils are multilingual, but since many of their native languages are not taught in Germany, this skill is considered irrelevant for further education in school. Following scholars one-sided integration instead of reciprocal inclusion is practiced. Students are expected to adapt to the circumstances and curricula, but their existing skills are

not considered. Schools should therefore have an inclusion strategy that recognizes children's multilingualism and develops special language teaching concepts to make it easier to learn the new language. In addition to multilingual inclusion, it would also be necessary to dismantle forms of schooling that divide the children. The division into preparatory classes is often seen as separating and discriminatory. Instead, one would have to pay attention to the resources of the new pupils and strive for an intercultural educational path (see Rosen and Panagiotopoulou 2020).

Lack of literacy is another main hindrance of integration in the educational system in Germany. Preparatory classes are not able to adequately educate illiterate children, there is a lack of trained teaching staff and programs tailored to this special target group. In recent years, some courses have been introduced to support illiterate children, but the program has not yet been expanded much (see Vogel and Stock 2017, A22).

The constant lack of qualified teaching staff means that not all vacancies can be filled. Some federal states are looking for creative solutions to tackle the shortage of skilled workers. In some cases, retired teachers are being brought back into office and career changers are being welcomed. In Bremen, for example, there is an NGO that originally offered tutorials for disadvantaged children and has been transformed into something like a temp agency for teachers. Here, for example, students with a BA degree can be hired as teachers for regular subjects and for German as a foreign language. This benefits the educational administration in such a way that they can avoid the highly regulated recruitment procedures. Temporary workers have a different contract than regular teachers and therefore incur fewer expenses. In addition, some of the refugees who had been teachers in their home countries themselves can be hired as to work as educators in German schools. However, this happens very rarely due to the fact that many refugees who have been fully trained as teachers in their home countries are denied recognition of their degrees and qualifications. The entry requirements for the teacher's office in Germany are very high and it would take years to obtain all the necessary qualifications. There are a few programs that try to help refugees to get their teaching license, however these opportunities vary from state to state. For example, at the University of Potsdam there is a so called "refugee teachers' program" that prepares refugees to enter the German school system without having to be fully trained as a teacher in Germany. This is a 1.5-year program with intensive German and pedagogy courses. But as mentioned before, these are exceptions and not the norm (see Vogel and Stock 2017, A23-A24).

Besides the general shortage of teacher, there is in particular a lack of trained staff, who are specialised in educating children with heterogeneous backgrounds and especially those who have experienced traumatic events and suffer from the consequences, such as developing symptoms of a post-traumatic stress disorder.

There is an increased demand for further education on trauma for educators. It might not always be easy to distinguish certain personality traits as for example a child just being shy in



general or whether they suffer from post-traumatic stress which may lead to emotional and mental learning difficulties. Hence, there is a need for special trainings and programmes to raise awareness and to give teachers the skills to handle cases of trauma with sensitivity and competence (see Vogel and Stock 2017, A26).

Unaccompanied minors are also supported beyond the age of majority. Offers of child and youth welfare services by public or independent youth welfare organizations are the first point of contact here, including offers from other authorities, companies or even civil society. The job centre also offers services to help make a successful transition from school to work. As described above, however, it is often difficult for young adults to gain an overview of the various occupational fields and opportunities. And even when they have made their decision, it is often not possible to learn the desired profession. The decision must be made early on whether one would rather look for a job right away or whether one would prefer an apprenticeship which offers less money and less security on the one hand, but can also be a chance under asylum law due to the toleration of training (“Ausbildungsduldung”). The following table shows an assessment of the youth welfare offices on the situation of the former unaccompanied minors, compiled by the Federal Government. It has a focus on the transition from school to work and on vocational integration (see Die Bundesregierung der Bundesrepublik Deutschland 2020b, pp. 41–42).

*Table 2: Assessment of the youth welfare offices on the situation of the former unaccompanied minors, who have come of age, with a focus on the transition from school to work and on vocational integration*

	Yes	No	No data
<b>In our area of responsibility, we show ways in which the UAMs can lead and shape their lives independently after having left the youth welfare system.</b>	95.9 %	2.4%	1.8%
<b>For the group of adult UAMs in our area of responsibility, the conditions for school and professional integration have improved over the last 12 months.</b>	70.1%	21%	8.9%
<b>We work together with the Federal Agency for successful transitions across legal systems and coordinate the support services according to SGB II and III with further services according to SGB VIII.</b>	56.8%	29.1%	14.2%
<b>At the vocational schools in our area of responsibility, there are offers (e.g. vocational preparation year or entry qualification or also</b>	89.6%	5.7%	4.8%



<b>company internships) that are combined with language and subject instruction.</b>			
<b>There are offers and accesses to career counselling for the UAM for further professional orientation.</b>	89.1%	4.7%	6.3%

(Source: Die Bundesregierung der Bundesrepublik Deutschland 2020b, p. 42)

## 4.2 Assessment of the integration services in Germany

The following subchapter summarises the results of the field research (interviews) with stakeholders, authorities and decision makers (1), social workers (2) and unaccompanied minors and adults (3). Many of the results (nearly all of them) are in line with the results of preliminary literature research in both parts- analysis and assessment of this report (which precedes this summary). Since many experts' perspectives have already been expressed indirectly through literature research, repetitions are inevitable (as already seen in the entirety of this report). Particular emphasis will therefore be placed on the outcome of the conversations with the young people (3) as they are the core target group of the project.

### 4.2.1 Stakeholders assessment of integration services

Interviews were conducted with stakeholders from public authorities, local politics, (policy advisory) working groups/ advisory councils and service providers with different professional and political backgrounds.

In recent years it has been possible to further develop and specify the structures and strategies for the reception and integration of unaccompanied minors. Many difficulties and deficits became particularly apparent in the following years of 2015, when the number of people coming to Germany increased. In the essential areas, i.e. especially basic needs (accommodation, care, health, school), special efforts were made to create quantitative capacities for young people. As the numbers declined, it became possible to increasingly evaluate the work and to focus on the quality of the work and services. Capacities for quality work and services are present in many areas, young people can be integrated through the system (to the greatest extent within youth welfare and school). It is noticeable, however, that many legal changes stipulated by the government minimise the opportunities for minors. Considering the group of young people with so-called "poor prospects of staying", the opportunities for a secured residence and for vocational training and employment (developing a perspective) have further shrunk since 2015.

Table 3 Gaps in the integration services of unaccompanied minors identified by stakeholders

Identified gaps	
<b>Traditional and formal school education</b>	
<b>Few alternative offers to classical school education</b>	Recognition of non-formal resources (how can we include illiterate people or people with learning disabilities in the system and give them a fair chance to participate in society).
<b>Care-leaver issue</b>	Transition to majority, no legal claims, breaks in the integration path (housing, schooling, residence, vocational training, language tutoring, tutoring in general).
<b>Health system</b>	Mental health support structures in Germany are in general insufficient and do not meet the needs of the majority population either. Furthermore, it lacks in multilingual mental health professionals and in cases where therapy with translators is facilitated, it is not clear who covers the costs (depending from state to state, authority to authority).
<b>Funding/ Finances in times of corona and the aftermath of corona</b>	Additional expenditure on rescue parachutes raises the question of how social work (e.g. independent services, NGOs) will be financed in the future.
<b>Political climate changes</b>	Right-wing populist parties are increasingly successful in elections, their influence in society is growing - not only in Germany, but worldwide. This includes, among other things, mistrust of democracy and the devaluation of refugees. Discourses are shifting and conservative opinions are becoming more widespread; it remains to be seen what effect this will have on policymaking.
<b>Participation of refugees in subjects that matter</b>	<p>How can refugees help to shape the process?</p> <p>People with a history of migration still experience high barriers to access and discrimination in the labour market. This also applies to the public sector. To tackle exclusionary structures, the concept of "intercultural opening" has become popular in recent years. This involves, for instance, adapting the services offered by public authorities to a culturally diverse society.</p>

	<p>Moreover, more people from immigrant families should be included in the staff.</p> <p>Generally speaking, one can say that there is still a long way to go to open structures and society as well as including the refugees' own voices and opinions instead of just talking about them and their matters.</p>
--	---

#### 4.2.2 Professionals assessment of integration services

Interviews were conducted with social workers from different accommodation facilities, different target groups and counselling centres.

Social workers also report that in 2015 there was a sudden influx of unaccompanied minors in the accommodation facilities and centres and the number of requests for placement was that highly increasing so they could hardly cope with the demands of work and care. Many facilities were overcrowded, new staff was hired at short notice and a lot of expertise had to be quickly acquired. Social workers were confronted with many issues that had hardly been in focus before. Especially around the year 2015, new announcements and decisions were repeatedly made by the government that had a direct impact on the young people's lives (to name just one example, the suspension of family migration in the case of certain protected statuses). Those times were exhausting and many young people, as well as personnel came and went, confronting many organisations with a high fluctuation of staff. Since then the situation in the centres themselves has calmed down - partly because the numbers of incoming minors are declining sharply - currently it is more of a problem to ensure that all places in the centres are filled. Several centres are closing, others are changing their concepts accordingly. As a result, there is uncertainty and sometimes even existential fear among the organisations and their staff. It can thus be said that the level of preparedness for the reception and integration of unaccompanied minors in youth welfare is indeed high. If, however, centres continue to be forced to close and well-qualified social workers are seeking new jobs, this rating could also change rapidly. Social workers generally say that they consider themselves to be well prepared and trained, and employers (the organisations responsible) would offer to send their staff to further training.

Networking of institutions and integration services are constantly taking place, what is noticeable is the fact that the network usually remains in a local environment (municipality, county, city, sometimes the district). Social workers are seldom aware of general service structures. Many services (counselling, tutoring, sport) are known through word of mouth and through work circles, groups, network meetings and round tables. In addition, the organisations themselves create their own service structures within their facilities in order to provide effective support for their young people.

Table 4 Gaps in the integration services for unaccompanied minors identified by professionals/ field worker

Identified gaps	
<b>Asylum and residence laws</b>	Asylum and residence policies are becoming increasingly restrictive, residence opportunities are becoming more limited, opportunities for young refugees with 'poor staying prospects' are diminishing.
<b>Federalist structures</b>	Due to the federal structures and sovereignty of the individual federal states, districts and municipalities, the opportunities for young people vary considerably. Although the law (residence, asylum, social welfare, youth) is generally of overriding importance, its interpretation varies from federal state to federal state.
<b>Individual decisions</b>	Many decisions are also based on the analysis of individual authorities or even individual employees. The appeal against these decisions often requires a longer period of time.
<b>Volunteers vs. professionals</b>	Friction between full-time professional structures and volunteers, who in the meantime have also formed organisational structures. How can a better network be built up?
<b>Language</b>	<i>"It would be nice if intensive language acquisition and school could happen simultaneously."</i> If a language barrier exists, further educational progress is difficult to achieve, since schools can hardly provide intensive language tuition. Many services have to be provided by non-governmental organisations, but there are often not enough available. In order to be able to communicate in everyday life, the young people's proficiency in German is quickly becoming sufficient, but in order to succeed at school and eventually in an vocational training (in the German system), long-term intensive language support is needed.
<b>School Vocational trainings Drop-outs</b>	The integration of refugees in schools and companies has made progress: concepts now regulate the types of schools in which they are placed and help them to integrate into the classroom. However, there are still high barriers to access to schools and

	<p>vocational training. Part of the reason is the German education and training system, which is still too focused on formal qualifications and the German language. Refugee trainees may fail not because of the content of their training, but solely because of language barriers. Their potential is thus lost. More flexibility is needed.</p> <p>Furthermore, minors rarely choose their vocational training based on interest, but rather whether they have a chance of getting a position and thus a prospect of staying, which affects their motivation on the long run.</p>
<p><b>Performance-pressure Worries Fear</b></p>	<p>The already mentioned connection of residence and perspective- a certain protection and services that can only be accessed while being a minor - creates a high pressure to perform; in addition, there are many other concerns about friends and family, fears and also the processing of the own story of flight.</p>
<p><b>The threat of reaching the age of majority</b></p>	<p>At the age of majority almost everything changes, protection and entitlements no longer apply, doors close - there is still not enough room for alternatives or perspectives.</p>
<p><b>Support and counselling in situations when there is nothing left to be done (exploitation of any possible chance, minors with no perspective of staying)</b></p>	<p>How can one motivate a young person when all opportunities have been exhausted and there are no more possibilities to create a perspective in Germany? In this case, there is no possibility to provide these young people with a perspective (coming back to the already mentioned points of residence and asylum law and chances for young adults)</p>

4.2.3 Needs and expectations while integrating – The perspective of the unaccompanied minors

Interviews were conducted with unaccompanied young adults that came to Germany when they were underaged and experienced the system as unaccompanied minors. At the time of the interviews some of them were still living in youth welfare institutions, others were preparing to move into their own appartements or were already living without pedagogical assistance.

Table 5 Overview: Needs and expectations of unaccompanied minors regarding integration services

<b>Needs and expectations -overview</b>
<b>Housing</b>
<b>Bureaucracy and paperwork</b>
<b>Trusted contact person</b>
<b>Safe haven</b>
<b>Substitute family</b>
<b>Open ears</b>
<b>Common activities</b>
<b>Information (general, cultural, law, social)</b>
<b>School placement + graduation</b>
<b>Language</b>
<b>Mentoring/ tutoring/ assistance</b>
<b>Finding a career path and writing applications/CV for jobs/ vocational traineeships</b>
<b>Fear of being laughed at, being alone</b>
<b>The sense of belonging</b>

In the conversations about their journey and arrival in Germany, the young people talk about very different experiences. The experiences differ in particular with respect to the federal state, the district and also the time frame (the year, sometimes even the month) in which the respective young people arrived in Germany. There is an agreement that a **trusted contact person** and a **safe haven** had especially been important for young people in the beginning, shortly after their arrival. In this context, they describe how important it was and still is for them to have someone to explain and show them things, to whom they can turn if they have problems. Some call their residential group a **substitute family** or at least express the wish that the residential group should have been one. This involves very essential things, **open ears**, **common activities** and shared meals and in general people who give them orientation.

Whereas some of the young people had to wait almost a year for a school placement, others could start after a few weeks. A number of young people had to change their residential groups several times, others found their place quickly and were thus able to stay for a long time. For some of them, applications for assistance beyond the age of 18 were approved, whereas for others this was not the case.

Interestingly - also in retrospective - the young people sought many mistakes with themselves and were less likely to question the systems that by times hold them back.

*“I have missed this time, wasted this time. I did a little bit, not everything, everything was not so perfect but when I look back on the past I ask myself why I did this and why I didn't do this and why. I could have done better.”*

Only few of the young people had a secure residence status, hence a certain fear of the future accompanies everything.

*“Yes, that was with the security. I used to think this: I am staying in Germany or am I not? I got a negative answer for asylum. Then I asked this: deportation back to Afghanistan or do I still stay in Germany? This is what I always have in my head.”*

Considering the fact that a safe residence status opens doors to certain opportunities and makes integration into life in Germany easier, an unsecure status often discourages and even blocks young people from getting involved in the 'new life'. Many worries and hardships add to this fear.

*“The minors who come to Germany, they are so worried about their future and their family. I was as worried back then as I am now about integrating myself in order to get ahead. How am I going to find a job? Which job is better and what do they need? I didn't know that I have to go to school; because of work I have to graduate.”*

Some young people did **not feel well or even not at all informed** by their caregivers. They had the **feeling of being alone**, often did not know where they could get information and at the same time wondered where all the money the youth welfare office pays for youth welfare services (accommodation etc.) would go. They wished for more **transparency** and **communication** in that matter. At the same time, the **need for family, trust and love** is always present.

*“Because we also had caretakers, two caretakers, we always cooked on weekdays, we always ate together, we always had fun together. We were always in the living room for a long time and everything was great afterwards, when other carers were there, there was no smile. There was no smile. everything was... - and I think it's very sad when the group doesn't give love. I think that is a very sad thing.”*

Being able **to arrive** and learn the **language** is also seen as a great challenge.

*“So, at the beginning it was very difficult, very difficult, until it became normal between me and the caregivers - because I didn't know anything about*

*the caregivers. Who am I going to live with, how is it going to be? I didn't know anything, and for almost one year this system was very difficult for me to understand and these caregivers how is it, what to do, what not to do. What do they allow me to do, what do they not allow me to do? I did not know that at all, so it was very difficult for me at that time. Even with grocery shopping and so on, the system and the caretakers themselves, it was very difficult for me. One year to understand this. “*

*“At that time, we didn't know German, nothing, only our mother tongue. That was very difficult for us, what we wanted to say from our hearts we couldn't do. It was also very difficult with translation, to talk about feelings like that is something completely different. That was very difficult for us. We couldn't understand what we wanted to say, we didn't understand what they asked for and we also didn't understand each other, so it was mutual. But with time that changed. “*

*“Because just to talk, to talk, they won't understand. Even I didn't understand this language. I didn't dare to say: hello I don't understand, can you please repeat that or tell me that. I didn't understand that.”*

In the beginning, **school** was also a big challenge for the young people, overcoming **the fear of not being accepted and laughed at**, and the associated **pressure** to find their way around quickly.

*“That was all new to me. Language, the people and all that. And I found it all really bad, I couldn't speak it. If I say something, if I say something wrong, they all laugh. that's why I never went to school.”*

Other factors that the young people talked about in the conversations were

- Difficulties in finding **vocational trainings**. Problems with their employers: **Exploitation** by potential employers (promises of a training place after an **unpaid traineeship**, which had not been kept), **cultural communication difficulties** in the case of, for example, conflicts. Often conflicts would bring certain bias and (a subtle) racism to the surface.

- Difficulties with the authorities and the **demands of 'paperwork'** (bureaucracy)

*“I have visited three or four countries, but I have never seen so much paperwork, too much in Germany. Paper also makes your head a little lower”*

- Difficulties in finding **housing**,



- Difficulties in finding **German friends**, i.e. to be involved

*„From my side, I will say that this is not going well. For example, as in a friendship: I am interested in having a friendship, but they are not. And then it doesn't work, no matter how I do it”*

- Difficulties in **finding services** that support them.

What has been particularly helpful to them on their path so far are **engaged caretakers** who do not give up on them and **dedicated and friendly caring staff in the public services**. Fantastic **teachers** and **tutors** are also mentioned repeatedly. Especially organisations that offer a lot of **services under one roof** are helpful for the young people. **German language courses** and tutoring are important, but also **assistance in finding a career path** and **writing applications**, negotiating an employment contract and a **sense of acceptance and community, joint activities** and meals together.

## 5 Conclusions

Since integration of unaccompanied minors basically works through admission into the standard system, an overarching and holistic assessment of the integration services for unaccompanied minors is a rather challenging task to fulfil in the scope of this report. Hence, what this report tried to achieve is an insight on struggles, challenges and gaps various actors in the field as well as the unaccompanied minors themselves are facing without the expectation of a complete representation of the issue. Germany is a federal republic and has 16 federal states. Although the legal structure (asylum and residence, Youth Welfare Office admission procedures, accommodation formalities) is basically the same, it differs greatly in its interpretation and application (especially with regard to unaccompanied minors coming of age). This can be seen in particular with regard to the different set ups of compulsory schooling (the decision as to when a young person is entitled to a school placement), the type of school (which school takes over what kind of services and classes and when), the granting of assistance by the Youth Welfare Office (especially in the case of assistance beyond the age of 18, but also different handling, e.g. the granting of translation services in a therapeutic context or the granting of special funds such as protective clothing for leisure activities/voluntary work of minors) and, first and foremost, the interpretation of the provisions of asylum and residence law. In addition to standard regulations offered by the state, there is a diverse, very individual and fragmented landscape of integration services offered by NGOs, which often address specific needs of unaccompanied minors, such as after-school care, tutoring, counselling, assistance with paperwork and accompaniment to appointments, sports and leisure activities etc. There is no general outline of all integration services in Germany nor of the individual

federal states, cities and municipalities. Considering the way in which the national (federal) structure of Germany is set up, it may even be utopian to try and set up an outline.

In principle, it can be said that the conditions to ensure that the system for unaccompanied minors in Germany functions properly (if the unaccompanied minor is accepted into the system as such), are generally in place, regulated and legally established. How the system eventually works and how the guidelines are interpreted, e.g. what offers are made and for whom, how it develops and how it should continue in the future can and is discussed diversely and lively, as the summary of the interviews with the different participants proves.

Especially the young people interviewed were rather positive about their previous experiences in Germany. Many are thankful for the opportunities that are given to them in Germany. At the same time, the different, very subjective and individualised treatment of the cases of young people and the chances and limitations associated with it is also evident here. Of course, every young person is individual, too. Apart from a safe haven, it is particularly important to have a reliable and trustworthy person who provides assistance and can bear conflict situations without 'giving up' on them as well as a person who explains the respective systems. Critically assessed by the minors were the differences in treatment by the Immigration Office, the Youth Welfare Office and their caretakers, which underlines their desire for continuity and transparency. Many young people in particular refer in retrospect to the assistance that went beyond basic support (accommodation, care, food, assistance and accompaniment) and was provided to them, as the very things that contributed to their success and well-being. However, these services often are additional services of the accommodating organisations or services provided by associations and therefore depend on values, mission and possibilities of the organisations, the region/ area/ state (and especially on the significant parts of the state) and financing /funds that are available or can be tapped. This is known to the young people who often have a direct comparison through friends, contacts and relatives in other organisations, cities and federal states.

Whether a minor has access to services depends therefore on the sources of information that are available to them as well as the fact if they know about the services at all. This in turn often depends on how well residential groups and caretakers, legal guardians, schools and teachers are informed and equipped and what options (funding, care hours, etc.) are available to them. In addition - and that is one point of criticism made by almost all interviewees - the chances of integration depend to a greater extent on their possibilities of a secured residence. Although the basic idea is that unaccompanied minors should have the same opportunities as native minors in the youth welfare and school system, their opportunities are in fact influenced to a high degree by a strictly regulated, increasingly restrictive asylum and residence law. The application of these laws is a gatekeeper to many future-determining steps. These steps

include, very practically, e.g. the possibility of vocational training, and on a larger scale the psychosocial effects of a precarious situation in the long-term.

One can acknowledge that Germany already has a functioning system. Unaccompanied minors are accommodated in Germany, they are looked after, cared for and integrated into the regular systems (especially regarding school). This allows to have a closer look at the existing structures, which can be further improved in many ways, some of which are outlined below:

- more offers for young people who do not fit into the traditional German school system,
- resource-orientation and recognition of (according to German standards) informally acquired knowledge (e.g. through work in the home country or on the journey, the multilingualism),
- more and specific support and assistance (e.g. for vocational trainees and their companies) in language acquisition and settling in,
- creation, expansion and promotion of (multilingual) therapeutic structures,
- opening, expansion and the right to assistance for young adults and thereby mitigating the fear of reaching the age of 18 and, respectively giving minors and young adults more time to settle in and work out ways forward,
- more opportunities in the right of residence/creation of alternative options of staying, particularly for young people with poor prospects of staying,
- more time for the professionals that engage with unaccompanied minors to look after the individual young people in order to create a safe and trusting atmosphere,
- and services that combine many forms of assistance under one roof in order to avoid long distances, to gather knowledge in one place and to be able to guarantee holistic counselling, thus simplifying and enhancing the transparency of processes and ensuring a smoother course of cases.

## 6 ANNEX

### 6.1 Consent Form for Participants

METAdrasi- Action for Migration and Development (Greece) the Co-ordinator, Fundació Privada Idea per a la millora social d'infantsifamílies (Spain), APOSTOLI (Greece), Centre for European Constitutional Law (Greece), Plan International Deutschland EV (Germany), Athens Lifelong Learning Institute (Greece) and StichtingNidos (Netherlands), implement the project entitled 'Promoting Supported Independent Living as an alternative care practice for unaccompanied minors' (AMIF-2018-AG-INTE-4), which is co-funded by the Asylum, Migration and Integration Fund of the European Commission. The project consists of a number of activities that ultimately aim at promoting supported independent living (SIL) as an alternative care practice for unaccompanied minors, focused on minors aged 15-18 in four European countries. Specifically, knowledge and good practices regarding SIL will be collected, exchanged, and disseminated. In addition, the project will develop methodologies in order to improve the living standards of unaccompanied minors aged 15- 18 years old.

In this interview we are going to ask your opinion based on your knowledge, expertise and experience about the analysis and assessment of the integration context.

For your participation in the discussion, you should be informed that:

- All appropriate rules of ethical research will be followed during the data collection and analysis.
- Discussion is anticipated to last approximately 50-60 minutes and for practical reasons minutes will be taken. The file will be accessed only by the researchers present today and then will be erased.
- Excerpts from the discussion may be integrated to the final report, but under no circumstances will your name or any identifying characteristics be included in the research findings.
- Opinions expressed during the discussion will not be discussed further with third persons.
- Your participation is entirely voluntary, and does not imply any individual benefit for the participants (financial or other).
- You are free to refuse to answer any question and to withdraw at any time.

Should you have any question, please do not hesitate to ask us.

Having knowledge of the above-mentioned conditions, you are free to decide whether you will take part or not.

Would you like to participate in the discussion?

1. Yes 2. No

Participant's Name	Researcher's Name	Date
.....	.....	.....
.....	.....	.....

## 6.2 Semi-structured Interview Guide for National and Local Authorities/NGOs

Questions are only to guide the discussion. It is not expected/required to answer all.

### A. Basic information about the Interviewee

1. name, capacity, organization
2. What is the field of work of your organisation/institution?
3. What is your role in the organisation? And if not clear, justify your relation with the group of unaccompanied minors.
4. Are you collaborating with other services related to minors and their integration? (Elaborate if public authorities, educational providers, NGOs)

### B. Questions for authorities/NGOs

#### Assessing integration

#### Factors affecting integration

1. In what extent do inflows affect the effectiveness of the provided integration services for unaccompanied minors?
2. Does the waiting time affect the integration prospects of unaccompanied minors? In what extent concerning employment, education, language acquisition, social assistance or access to healthcare?
3. Do you use any integration indicators in your work to assess the integration of young asylum seekers or/and protection status holders? Which ones?

## Specific categories

### 1. Education & VET

4. What happens to the target group (15-18-year-old) protection status holders and asylum seekers from countries of origin with a high probability of being granted a right to stay at arrival? How are they usually included in the education system? Elaborate for children having completed as well as not completed compulsory schooling in their home country; children who want to study as well as those who want to work.
5. What have been the main challenges of integrating the target group (15-18-year-old) in secondary, vocational and tertiary education, including e.g., long periods of not attending school, negative education experiences in transit countries? What could be promising practices?
6. What have been the main obstacles in recognising diplomas and previous school performance? Are there any good practices? Is there any evidence on the number of young refugee and asylum seekers who asked for recognition of a secondary or tertiary education diploma obtained abroad? And how many got it recognised?
7. Funding: Have additional resources been made available?
8. Do you use any indicators in your work to assess the integration of young asylum seekers or/and protection status holders in the education system, e.g., drop-out rates?

### 2. Employment

9. Are there any support programs provided so as to facilitate access to the labour market?
10. What are the main challenges minors face when it comes to employment?
11. Are you aware of any statistics related to minors' employment?
12. Considering the links between housing and employment (e.g. employment being a requirement in practice for renting an apartment and having a permanent address being a requirement for getting employed), how have situations best been resolved in situations when migrants neither had employment nor a place to stay?
13. Are there any provisions for the unaccompanied minors turning 18? Are there any other promising practices for integration into the labour market upon graduation/completion of training? (SILs?)

### 3. Housing

14. What are the main housing related challenges for asylum seeking members of the target group (15-18 year old asylum seekers from countries of origin with a high

probability of being granted a right to stay)? And for protection status holders within the target group?

15. What happens to asylum seekers when they are granted international protection, do they move to other accommodations? Which ones? Have housing gaps arisen at different steps in the course of asylum procedures (e.g. transition from asylum applicant to refugee or pending renewal of permits)?
16. How do the rules and practices for accommodating 15-18-year-old members of the target group differ from those concerning adults? Are decisions concerning housing made by staff dealing exclusively with/specialised in children? Which factors are considered for choosing the type of accommodation arrangement?

Probe: different arrangements, e.g. sharing with other unaccompanied children, sharing with local population, other

Probe also: consideration of conflicts between countries of origin, consideration of reasons for leaving country of origin

17. Are public child protection services involved when decisions on housing concerning 15-18-year-olds are taken? How effectively has this worked in practice since January 2015? What have been the main difficulties in ensuring dignified living for asylum seekers, e.g. hygiene, privacy, overcrowding, isolation?
18. Which measures are in place supporting transition from (first) reception centre to individual housing solution, e.g. counselling and support by reception centre staff, social housing contingents?
19. Have there been cases of homelessness upon granting of protection status? Have they increased since January 2015? If so, was this a result of a change in practice, e.g. withdrawal of support as status of asylum seeker ended?
20. What have been the main challenges and possibly good practices in relation to housing conditions for unaccompanied children (15-18-year olds) at first arrival, later on and when they are granted international protection?
21. Which housing solutions have worked best in terms of facilitating integration in general?
22. In which situations do members of the target group who are allowed to work most frequently need to resort to social assistance? For how long on average?

#### 4. Health

23. What kind of health care and social assistance is available to the target group in case of illness or disability? How does this compare to the support available to nationals?
24. What kind of support is available to the target group in case of birth/children? Does this support depend on the type of permit? How does this compare to the support available to nationals?

5. Risk situations
25. Given the marginalised and precarious situation of some members of the target group, together with other factors, do you think that some of them are at risk of becoming radicalised? Have you any evidence of this happening and what do you think are the main causes? Are any members of the target group particularly at risk – such as young men or certain nationalities?
26. Do some of the risk factors increase the chance of the research’s target group becoming victims of crime (such as being vulnerable to theft, or being a victim of hate crime). For example, because of their precarious living arrangements or absence of a support network/family? Have you any evidence of this happening and what do you think are the main reasons for people being victimised? Are any members of the target group particularly affected – such as young women or certain nationalities?
27. Gender: Have female asylum seekers and protection status holders (15-18-year olds) tended to be particularly affected as victims by specific types of crime, including: trafficking in human beings for sexual/other exploitation, domestic violence, female genital mutilation, rape/sexual assault, etc.? What evidence do you have for this?
28. Gender: Could you please elaborate on the vulnerabilities of LGBTQI+ asylum seekers? Is there any added vulnerability in reception centres? Have there been incidents of violence or assault? In what extent there are tied to accommodation?

### 6.3 Semi-structured Interview Guide for professionals working in shelters and SILs

This questionnaire applies the report on the assessment of the integration services.

[Before starting the interview, the interviewer should briefly explain the project, and clarify that the person interviewed will be anonymous and the material confidential. They should also hand out the informed consent form: one copy for the interviewer and one for the interviewee. When translating the questions, this can be adapted to the national context. It is also important to be aware that this is not a closed list of questions, but rather “triggers” to start discussing the topics. Finally, note that the headings in bold are not to be asked as questions but intended as internal guiding themes.]

#### A. Basic information about the Interviewee

1. name, capacity, organization
2. Which is your educational background?
3. For how long have you been working with unaccompanied minors? What is the field of work of your organisation/institution?
4. What is your role in the organisation? Are they clearly specified? and if not clear, justify your relation with the group of unaccompanied minors.



5. Did you get training in working with this group? If yes from where? Was it enough?
6. Are you collaborating with other services related to minors and their integration?  
(Elaborate if public authorities, educational providers, NGOs)

#### B. Research Questions

1. How do social workers perceive unaccompanied minors and their needs?
2. What are the roles of Social workers working with unaccompanied minors? What are the types of services provided to UAMs?
3. What challenges do social workers come across in their work with unaccompanied minors?

#### C. Questions for professionals

1. Do you think UAMs are dependent or autonomous? How so? What are their needs?
2. How were the conditions for these children before they became in contact with you?
3. What about the competent authorities? Is there collaboration? To what extent? Could these relations develop further?
4. What are the existing services offered to unaccompanied minors upon their arrival?
5. Do you think that the services are sufficient to cover the issues faced?
6. What is the level of preparedness of the service providers and the public authorities?
7. Could you please elaborate on the specific gaps and challenges you encountered regarding the integration of UAMs? (personnel, material, funding)
8. What would you suggest to change in the integration process of UAMs?
9. In your experience what are the main challenges faced by your organization regarding integration of UAMs? What are the leading causes of these challenges? How critical are they? Is funding one of them?
10. What measures have been taken to solve these challenges? Are they working?
11. Do unaccompanied minors have certain expectations with regards to services they get? Do you think they are satisfied?
12. What type of programs exist regarding education, employment and housing?
13. What are the housing options for unaccompanied minors and in what extent can the professions working in the field assist towards their integration?
14. What are the advantages and disadvantages of the different housing options?  
(elaborate on the different types, shelter, camps (safe zones), SILs etc.)
15. Is there anything else you would like to add regarding this subject?

## 6.4 Semi-structured Interview Guide for current and grow-up unaccompanied minors

This questionnaire applies the report on the assessment of the integration services.

Comments for the interviewer:

Prior to the interview it is advisable that the professional working with the minor has a meeting to share the information regarding the project/aims of the questionnaire. This will help the child to get prepared and answer the questions.

In general, it could be helpful if the questions were open-ended. Therefore, if the child is not very talkative, maybe it would help to presented examples, as potential answers.

### A. Basic information about the Interviewee

1. What is your name and how old are you?
2. What about your educational background? Have you attended school? For how long?
3. Do you like school? What was difficult about it? And what is your favourite subject?

### B. Assessment of services

4. How long have been in the country?
5. Can you please describe your daily schedule? What do you do in the morning? Are you going to school/work/university? And what about the rest of the day? Is this the same for the weekends?
6. Do you think it is a long or easy path?
7. How long have been staying at this accommodation? Or where do you currently live?
8. In what kind of activities offered by the service are you involved?
9. How do you feel about continuing to stay here? Is accommodation adapted to your needs? Do you feel welcome in the accommodation facility? By your roommates? By the staff? In School?
10. Do you think that the personnel working here can help you with homework and generally support you?
11. Have you encountered any form of discrimination in the place of accommodation?
12. Are you attending school/VET/Uni/work? Are you participating in other activities? What about language courses, and what about livelihood (career guidance, cv writing search for work etc)?
13. Do you receive any advice regarding your entering into education and labour market?

14. Do you have frequent contact with your peers? (peer integration is important for integration)
15. Do you think that the integration services are adequate for your future development? Yes, no, and why? What goals do you want to achieve, before leaving the accommodation facility? How would it be possible to do so?
16. Is there something that you believe would help you achieve your goals, but never had the opportunity to do/never had access to?
17. How do you imagine yourself in three years? (eg socially, professionally)
18. Do you believe that the services are structured to take into consideration your needs and expectations?
19. What do you think you will gain from this program? (or what skills) / what did you gain/learn while living in SIL?
20. Do you think that, after leaving the accommodation facility, you will feel empowered enough to live alone, manage your daily tasks, etc?
21. What do you think should be improved regarding the services and integration process?

## 7 Publication bibliography

Die Bundesregierung der Bundesrepublik Deutschland (2020b): Bericht der Bundesregierung zur Situation unbegleiteter Minderjähriger in Deutschland. Unterrichtung durch die Bundesregierung. Deutscher Bundestag 19. Wahlperiode (Drucksache 19/17810). Available online at <http://dipbt.bundestag.de/dip21/btd/19/178/1917810.pdf>, checked on 7/20/2020.

Lechner, Claudia; Huber, Anna (2017): Ankommen nach der Flucht. Die Sicht begleiteter und unbegleiteter junger Geflüchteter auf ihre Lebenslagen in Deutschland. Deutsches Jugendinstitut e.V. Available online at [https://www.dji.de/fileadmin/user\\_upload/bibs2017/25854\\_lechner\\_huber\\_ankommen\\_nach\\_der\\_flucht.pdf](https://www.dji.de/fileadmin/user_upload/bibs2017/25854_lechner_huber_ankommen_nach_der_flucht.pdf), checked on 7/23/2020.

Rosen, Lisa; Panagiotopoulou, Argyro (2020): Zur Inklusion von geflüchteten Kindern und Jugendlichen in das deutsche Schulsystem. Bundeszentrale für politische Bildung. Available online at <https://www.bpb.de/gesellschaft/migration/kurz dossiers/258059/inklusion-in-das-schulsystem>, checked on 9/25/2020.

Tangermann, Julian; Hoffmeyer-Zlotnik, Paula (2018): Unaccompanied minors in Germany. Challenges and Measures after the Clarification of Residence Status. Focussed Study by the German National Contact Point for the European Migration Network (EMN). With assistance of Federal Office for Migration and Refugees. Federal Office for Migration and Refugees (Working Paper 80).

Thomas, Stefan; Sauer, Magdaleine; Zalewski, Ingmar (2018): Unbegleitete minderjährige Geflüchtete. Ihre Lebenssituationen und Perspektiven in Deutschland: transcript Verlag, Bielefeld. Available online at <https://www.pedocs.de/volltexte/2019/17853/pdf/oa9783839443842.pdf>, checked on 7/20/2020.

Vogel, Dita; Stock, Elena (2017): Opportunities and Hope Through Education. How German Schools Include Refugees: Education International.