



Funded by the European Union's Rights,
Equality and Citizenship Programme (2014-2020)



Mapping of Existing Training for Family-Based Care Providers in Austria

Family-based care (FBC) for unaccompanied migrant children in Austria: mapping report on existing training for FBC providers, inclusive of country-specific analysis of gaps and needs.

Fostering Across Borders (FAB) Project

June 2018



The designations employed and the presentation of material throughout the report do not imply expression of any opinion whatsoever on the part of IOM concerning legal status of any country, territory, city or area, or of its authorities, or concerning its frontiers or boundaries.

IOM is committed to the principle that humane and orderly migration benefits migrants and society. As an intergovernmental organization, IOM acts with its partners in the international community to: assist in the meeting of operational challenges of migration; advance understanding of migration issues; encourage social and economic development through migration; and uphold the human dignity and well-being of migrants.

The content of this report represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

This report was made possible through the work of **IOM Austria** under the terms of the Fostering Across Borders (FAB) project.



Contents

Introduction	4
Executive summary	5
Methodology	7
Findings	7
Unaccompanied migrant children and fostering provision: figures	7
Foster carers' characteristics	8
Training for UMC foster carers	8
The institutional perspective	8
The foster carers' perspective	10
Motivations to foster	11
The matching process	11
Support for foster carers	12
Contact with the biological family	12
Placement discontinuation	12
Fostering placements' sustainability	13
Fostering provision: challenges, needs and gaps	14
FBC daily-life challenges	15
Conclusions & Recommendations	16
<i>Bibliography (non-exhaustive)</i>	<i>18</i>
<i>Annex One</i>	<i>19</i>
<i>Annex Two</i>	<i>22</i>



Introduction

This report has been produced as part of the Fostering Across Borders (FAB) project (2018-19), funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020) with the aim of improving and expanding the provision of family-based care (FBC) for unaccompanied migrant children (UMC) in six European countries – Austria, Belgium, Greece, Luxembourg, Poland, and the United Kingdom.

The project's objective is to help increase the capacity of FBC services to look after UMC through initiatives that support the recruitment, support and training of FBC providers – driven by the desire to provide the highest quality of care for this group of children.

This report concentrates exclusively on Austria, where FBC is provided to UMC primarily by foster carers, with the support of a range of professionals. It aims to provide an overview of the status quo regarding the training provision for foster carers in Austria and to identify related gaps and needs. The report reflects on the findings of two surveys (one addressed to relevant institutions and one addressed directly to foster carers) and a series of meetings and telephone interviews with key stakeholders dealing with fostering programs for UMC, which took place between January and June 2018. These surveys and interviews have been supported by a review of literature and relevant reports¹.

Our findings, as summarized in this report, will inform the next steps of the project: namely supporting our Training-of-Trainers (ToT) offer and the related development of a ToT training package adapted to the specific needs of FBC-providers and professionals supporting them, so that their activities are more efficient and fully suitable to the needs of UMC in Austria.

¹ See Bibliography



Executive summary

In the period between 2015 and the end of 2017, **259 foster carers for UMC were approved** in Austria, and **132 UMC were placed in foster care**. Most of the fostering accreditations and placements took place in Vienna (94 accreditations/45 UMC in foster care), Lower Austria (86/26) and Upper Austria (41/32). Notably, fostering placements represented **less than 7% of the overall UMC accommodation arrangements**.

Our findings showed a **disparity** of fostering regulations, systems and practices **across the nine Austrian provinces**, which was identified as a **major challenge** by some key stakeholders - particularly when compared to the Dutch single national guardianship institution (NIDOS) responsible for all UMC's placements in foster care in the Netherlands². For instance, while all nine Austrian provinces but one require all prospective foster carers to complete a preparation training, only six require the same of prospective foster carers for UMC³. On the same line, while preparation trainings for mainstream prospective foster carers are quite lengthy and extensive, those for UMC foster carers are far less consistent, ranging from a couple of hours to 64 hours divided into separate modules. In this context, circa **150 prospective UMC foster carers received training** between 2015 and June 2018.

Almost every province covers the topics of **alien and asylum law, trauma, migration journeys and interculturality** in their UMC trainings. In Vienna and Upper Austria, the UMC training contents are identical to those for mainstream foster carers, albeit complemented by specific topics regarding UMC. **Developmental psychology** is covered in Vienna and Upper Austria, while dealing with new **household/societal rules** is a topic covered in Upper Austria and Lower Austria. In Vienna, former UMC are invited to contribute to the training delivery, while Tyrol offers a separate module on **traumatisation in connection with forced migration**. In all provinces, youth welfare authorities (YWA)⁴ are involved in fostering programmes at a more or less intensive degree.

It is also worth mentioning that, in some cases, **training received in one province is valid in another province**: this can be regarded as good practice, as it allows to flexibly overcome systemic barriers (e.g. the lack of trainees to organise regular training in a given region) and thus to more effectively prepare new foster carers.

The **majority** of foster carers that responded to our survey stated they were **satisfied** with the following training topics: foster care in general, asylum and migration, trauma, adolescence, country-of-Origin information, intercultural competences.

Notably, **nearly half** of the foster carers that responded to our survey **already knew their foster UMC** prior to starting the fostering arrangement, thanks to **volunteering, mentorship**⁵ and other activities (e.g. sports club attended by own child). Indeed, according to experts we consulted with⁶, this is becoming an increasing trend.

² Discussed at the FAB inter-agency stakeholders' meeting.

³ In Austria, prospective foster carers can directly specialise in looking after UMC.

⁴ In German: Kinder- und Jugendhilfe (Meaning: Children and Youth support). Youth welfare authorities are regulated by the restructured youth welfare (federal) law of 2013, whose primary aim is to enhance the protection of children and youth and to standardize family support. The adoption/implementation of this federal law at provincial level is regulated by the adoption of provincial laws. Children and youth support includes service provision by state institutions as well as private institutions aiming at protecting children and youth from harm, promote and protect their rights, as well as enhance families. In the context of the FAB project, state institutions are referred to as "youth welfare authorities" or YWA, while other commissioned private institutions providing children and youth welfare services with family-based care are referred to as "(other) fostering service providers."

⁵ In some case the volunteering and mentoring are connected.

⁶ Experts meeting, 8 February 2018



The establishment of a **comprehensive care concept**, which includes the provision of support to foster families on all kind of matters, was also identified as a good practice example. For instance, the **support** foster families receive from social workers to **develop suitable household rules** at the start of a new placement is important to ensure its sustainability. Other valuable components of this comprehensive care concept are the **support and guidance** provided by relevant professionals to **prevent conflict**, but also to **resolve it if/when triggered**.

More than half the foster carers that responded to our survey considered **individual support** to be most helpful, whether offered by fostering service providers or YWA, over the phone, via email, or through home visits – the dedication with which some professionals' fulfilled their role(s) was also praised. For nearly a quarter of the respondents, **peer meetings/exchange opportunities between foster carers** represented a positive supportive measure. Lastly, working together with **trusted persons** speaking the **UMC's native language** was also identified as good practice; as well as working with **professionals with similar cultural background to the UMC**, thanks to their ability to **mediate** between cultures, therefore enhancing better understanding in case of conflict based on cultural differences.

Different causal factors were identified with regards to placement discontinuation. Some were considered difficult to predict during the initial UMC/foster carers matching phase, including **conflict** between family members, **divorce**, **illness** and UMC **radicalisation**. Other factors were considered more foreseeable, such as pre-existent or deteriorating **mental health conditions** (e.g. suicidality), or the fact that **remote placements** (e.g. small, remote villages) could make the UMC feel isolated. It was subsequently recommended for predictable factors to be better **identified during the initial matching phase**; while less predictable factors should be better taken into account during the placement preparation/inception phase, risk of overburdening of foster carers could be lessened by better **managing expectations** (on both sides), by acknowledging the UMC's potential **difficulty to bond** (loyalty to biological family, traumatic experiences, etc.), and by understanding the diverse cultural value attributed to the concepts such as **"reality" and "truth"**⁷. Lastly, some stakeholders interestingly emphasised that the discontinuation of fostering placements should not automatically be considered as inherently negative, but could rather be accepted as a natural part of the child's (and carer's) life cycle.

Good practices associated with the matching process were identified as the following: the conduction of a **comprehensive first interview** with prospective UMC foster carers; **mentorship** or other forms of **lengthier initiation processes** (such as voluntary engagement in the UMC's living group) allowing both parties to get acquainted with each other and promote a **more organic matching process**; and seeking the support of UMC social workers and/or residential staff when in the process identifying/evaluating whether fostering would be a viable option for individual UMC – this would include having social workers **describe** or provide a **developmental report** on the child, to promote a more informed decision-making process.

The **current Austrian social climate**, characterised by prejudice and discrimination against refugees and migrants is a **source of worry** for many stakeholders: this climate is in fact seems to be negatively impacting on the availability and interest of members of the public to become UMC foster carers.

⁷ Different cultures may attribute diverse meanings to concepts such as "truth", "reality", "honesty" and so forth. For instance, the concept of truth associated to that of shame in collective societies, often equates with it being more honourable for an individual to omit mistakes/misconduct in order to prevent shaming one's family or community, while, in individual societies honour is better bestowed on those taking individual responsibility for their mistakes/misconduct.



Methodology

The data analysed in this mapping report was collected via telephone conversations and one-to-one meetings; desk research; a experts' meeting held at the beginning of the project (February 2018) attended by three institutional representatives⁸, one expert consultant⁹ and three IOM staff; and the first Austrian Fostering Across Borders inter-agency meeting (June 2018) which gathered together twenty stakeholders¹⁰, in addition to the aforementioned expert consultant and IOM staff.

In parallel, two questionnaires were developed and disseminated:

- 1) A questionnaire addressed to institutions¹¹, sent in PDF-format to YWA and various fostering service providers, aimed at gaining an overview of how different institutional programs for fostering UMC are developed and implemented (organisational structure, number of professionals employed, training requirements, etc.).

As of 6 July 2018, nine completed questionnaires¹² were submitted and a telephone interview with a fostering service provider in the province of Vorarlberg was conducted. Unfortunately, no questionnaires were submitted for Burgenland and Carinthia, therefore data for these provinces could only be collected via less structure phone conversations and at the FAB stakeholders' meeting.

- 2) A second questionnaire was addressed to foster carers¹³, to explore their general views on the preparation and support they receive, and to identify any related needs and gaps. This online questionnaire was disseminated to YWA and fostering service providers which in turn were asked to cascade it to relevant foster carers¹⁴.

This survey opened on 11 June and closed on 2 July 2018. Forty-four foster carers replied.

Findings

Unaccompanied migrant children and fostering provision: figures

The report *"Refugee children in Austria, children's right situation report"*, commissioned by the Children's Rights Monitoring Board¹⁵ and published in June 2018, mentions that **259 UMC foster carers were approved in Austria** between 2015 and the end of 2017, and a total of **132 UMC were placed in foster care**. Redacted by the aforementioned expert consultant, Katharina Glawischnig, the report draws on data collected via a survey developed by the author and carried out in November and December 2017. Among the cited figures, the report shows that of the 259 accredited UMC foster carers, 94 were accredited in Vienna, 86 in Lower Austria and 41 in Upper Austria.

⁸ One representative from the YWA in Vienna, one from the YWA in Lower Austria and one from a FBC service provider in Lower Austria.

⁹ Katharina Glawischnig is a UMC expert at Asylkoordination (NGO) and former pedagogical manager at KUI (a former non-governmental fostering service provider for UMC over 14). Ms Glawischnig is currently a consultant to the FAB project in Austria.

¹⁰ Including representative from the Ministry of Interior, YWA in several provinces, the basic welfare authority, Children and Youth Ombudsmen Office, FBC providers, etc.

¹¹ See *Annex One*.

¹² Fifteen questionnaires were sent to relevant YWA and fostering service providers across the provinces. It is important to note that some YWA and fostering service providers provided joint responses to the questionnaires, where their work intertwines – subsequently the number of completed questionnaires is not representative of the overall response rate.

¹³ See *Annex Two*, which includes the introductory text to the survey for FBC providers (foster carers) and the questionnaire itself.

¹⁴ Due to this 'cascading' model we were unable to ascertain how many foster carers were actually reached.

¹⁵ The Children's Right Monitoring Board was established as an independent advisory board within the Ministry for Family and Youth, following a review conducted by the Committee on the Rights of the Child. Its tasks are: examination of topics related to the CRC and the Constitutional law on children's rights; research in selected areas of children's rights policy; development of solution-focused approaches to child specific issues and submission of a report to the responsible Ministry. More information available at: <https://www.kinderrechte.gv.at/kinderrechte-monitoring/projektgruppen-pg/>



Additionally, circa 17 new foster carers have been looking after UMC since the beginning of 2018¹⁶. Notably, fostering placements represented **less than 7% of the overall UMC accommodation arrangements**.

Foster carers' characteristics

All 44 foster carers that responded to our survey reported that **German** was one of the main languages spoken in the family prior the arrival of their foster UMC. For five of them, **English** was too. Additional main spoken languages prior to the UMC arrival were **Slovenian, Croatian, Dutch** and **Italian**. Following the arrival of the UMC, German remained the main language in all families, although two families reportedly started using **English**, and seven stated that the **UMC's language** (e.g. Dari, Farsi and/or Pashtu) had started to play an important role in their daily family life.

Reportedly, **half the responding foster families were Christian**, little less than a quarter stated they followed other religions or did not practice at all, and **two were Muslim**. One family reported practicing both Christianity and Islam. Nearly a quarter of respondents did not provide an answer to this question. Notably, **three quarters of the fostered UMC were Muslim, two of them were Christian** and no information was provided on the remaining quarter.

Training for UMC foster carers

All Austrian provinces, with the exception of Upper Austria, conduct compulsory trainings for prospective mainstream foster carers. In Upper Austria, training is only obligatory for those who opt to foster as part of a labour contract with a fostering service provider¹⁷, while all other foster carers must only attend a compulsory induction.

Six provinces require prospective UMC foster carers to complete a training prior to the start of the fostering placement. In Vienna and Upper Austria, the UMC training contents are identical to those for mainstream foster carers, albeit complemented by specific topics regarding UMC. In Vorarlberg and Burgenland, in recognition of the low local interest in becoming foster carers for UMC and subsequently for UMC training, compulsory UMC training was swapped for individual preparatory conversations. In Lower Austria, no compulsory training is required prior to the start of a UMC fostering placement, but a number of training modules must be completed during the placement.

The institutional perspective

Of the 259 approved UMC foster carers, at least **150 received preparatory UMC training** before the fostering placement started. As previously mentioned, where the number of prospective UMC foster carers is low or a comprehensive standardised UMC training is not available, provinces make use of alternative learning methods to traditional training provision, which can include one-to-one preparatory sessions/conversations, one-off seminars or short lectures on specific UMC-related topics, and/or experts-led foster carers' exchange meetings.

Training provision is hence highly diversified between provinces and does not necessarily reflect the numbers of UMC in foster care in the respective province, as the contrast between Tyrol and Lower Austria shows: Tyrol, which has approved three foster families since 2015 and placed three UMC in foster care by the end of 2017, requires prospective foster carers to complete a 64 hours

¹⁶ Data collected during the FAB mapping exercise

¹⁷ In Austria, foster carers receive a fostering allowance that covers all foster child-related costs, in that not receiving 'compensation' for their fostering tasks. Alternatively, foster carers that have no or low sources of income (e.g. no or part time employment) can voluntarily enter a fostering labour contract with a fostering service provider, which will provide them with additional financial support for the socio-educational additional costs linked to the fostering service, provided they meet given criteria (e.g. completion of compulsory training, number of hours dedicated to child-focused activities, submission of regular reports on the foster child's development, etc.).



compulsory training; Lower Austria, which has approved 86 foster families since 2015 and placed 26 UMC in foster care by the end of 2017, offers no compulsory comprehensive pre-placement UMC training, rather a set of compulsory UMC training modules to accompanying ongoing foster placements.

Also as previously mentioned, from a **legal point of view**, the nature of the fostering contract is crucial in determining the type and modality of UMC training provision, for example where UMC training is made compulsory only for those who decide to enter a labour contract with a fostering service provider.

Of the 150 prospective foster carers that received UMC training, approximately **16 were trained in 2015, 86 in 2016, 37 in 2017 and 7 in 2018**. The decline in attendance seems to corroborate the idea of reduced interest in the role. This could be linked to the dropping number of asylum claims placed by UMC, translating in less demand, and/or to the negative impact of increasingly prejudiced attitudes towards refugees and migrants on foster carer recruitment.

Almost every province covers the topics of alien and asylum law, trauma, migration journeys and interculturality in their UMC trainings. In Vienna and Upper Austria, the UMC training contents are identical to those for mainstream foster carers, albeit complemented by specific topics regarding UMC. Developmental psychology is covered in Vienna and Upper Austria, while dealing with new household/societal rules is a topic covered in Upper Austria and Lower Austria. In Vienna, former UMC are invited to contribute to the training delivery, while Tyrol offers a separate module on traumatisation in connection with forced migration. In all provinces, youth welfare authorities (YWA) are involved in fostering programmes at a more or less intensive degree.

UMC training is generally made available to **local prospective foster carers**. However, where numbers are low and subsequently independent training provision is not an economically viable option, ad hoc collaborations have been established between provinces and training access is extended to foster carers outside the delivering province. Thus, **training received in one province is made valid in another province**, which allows to flexibly overcome systemic barriers (e.g. the lack of trainees to organise regular training in a given region).

In most provinces, training is delivered by the **YWA or by commissioned fostering service providers**. In Salzburg, UMC training is carried out by the Children and Youth Ombudsmen Office¹⁸ in the framework of the [open.heart](#) mentorship program.

The **length of the UMC trainings strongly varies** across provinces: from 2 to 3 hours of discretionary preparation in Lower Austria, to 64 hours of compulsory training in Tyrol. However, most of the trainings seem to last between 10 and 20 hours, delivered over few full-days or divided into shorter modules. Some of the courses start off as basic training which has to be followed by additional specific modules. For instance, in Styria prospective foster carers have to complete a basic training and then three further modules within nine months before starting to foster.

¹⁸ The central task of the Children and Youth Ombudsmen office (CYOO) is the enhancement of a child-friendly society as well as the defence of the nonviolent education's postulate. It has been established in each Austrian provinces, while the federal office is a unit of the federal Ministry for Family and Youth. The federal CYOO work together with its provincial offices and other relevant child and youth welfare state and/or private institutions. All CYOOs are independent institutions, not bound by governmental instructions. They offer services such as counselling and free advice, and advocate for children and youth's rights.



The UMC trainings' **target audience** is exclusively composed of prospective UMC foster carers, who are generally invited to attend the training following an initial introductory step to fostering. This can consist of an initial conversation to check suitability, or of UMC-fostering information sessions (which in Tyrol count as training first modules).

Despite the challenges posed by variety of training provision, stakeholders were able to identify the following good practice examples:

- Salzburg: experts' presentations followed by group **discussions and good practice exchange**.
- Vienna:
 - The Vienna YWA **invites former UMC** and/or experts on relevant topics to contribute to the training delivery, in support of the idea that **interactive** exchange is the most effective learning method.
 - All the KUI fostering service¹⁹ staff members contribute to the development and delivery of the training, thus making the most of their combined expertise.
- Tyrol: separate modules on traumatisation in connection with forced migration
- Styria: sufficient opportunities for **reflexion, working groups** and **role plays**.

The foster carers' perspective

Nearly half of the responding foster carers **found the overall UMC training satisfactory** and felt well prepared to foster UMC; about a quarter found the training helpful, but felt they still needed clarifications; less than a fifth found the preparation too cumbersome; and a very limited number found the preparation insufficient.

The **majority of respondents** were **satisfied** with the way the following topics were treated in the training(s): general fostering provision, asylum, migration, trauma, adolescence, country-of-origin information, and intercultural competences.

The **country-of-origin information** and **adolescence** topics were also identified by some respondents as needing improvement, some suggesting that linking country-of-origin information with the adolescence topic would have been helpful, particularly if it included information on UMC contact and/or relationship with their biological family. Some respondents would have wished for **more inputs on the interculturality topic, the asylum process, the migration journeys** and more information on **the children's perspectives**. Some would have liked to hear more from **experienced UMC foster carers**. The remaining respondents wished for more preparation on the following topics: **contact between the UMC and the local Afghan community in Austria; use of social media; support for family reunification; access to education and legal representation**.

Importantly, while most foster carers felt well prepared prior to the start of the placement, over a quarter realised during placement that they would have benefitted from more information on the following topics: **educational perspectives; communication and conflict; handling money/pocket money; religion and culture; language; sexuality; family allowance and PTSD support**.

¹⁹ **KUI** stands for Kinderflüchtlinge Unterstützen und Integrieren, meaning Support and Integration of refugee children.



Motivations to foster

Notably, **nearly half of the responding foster carers knew their foster child (UMC) prior to deciding to become a foster carer.** Most had met during **volunteering and mentorship**, while a quarter had met via other activities (e.g. sports club attended by own child).

Nearly half of the respondents stated their **decision to foster had been motivated** by a sense of **social responsibility** and will to **contribute to and become active member of society.** A quarter stated they had been motivated by **altruisms**, specifically a desire to offer support and opportunities to a UMC. Some mentioned that welcoming a UMC in their family is **in line with their values**, while stressing the fact that they had sufficient resources (physical, financial and emotional) to do so and share. Other pointed to **empathy**, as in wishing to spare the UMC more movements and instability (e.g. due to housing group closure, transfer to another province, etc.). In two cases the **UMC had asked** the prospective foster carer **to be fostered**, and in one case the family wished to **gain a sibling** for their biological child.

The matching process

Stakeholders identified the following challenges:

- **Lack of harmonized matching standards**, to be shared with UMC shelters
- **UMC's age** - most prospective FBC providers wish to foster young children
- **Lack of prospective FBC providers**
- **Lack of societal awareness** that fostering can be an enriching experience in that:
 - It is a **meaningful activity**, which can broaden all family members' horizons (including one's own children's), develop resilience, perseverance and emotional maturity; and provides a unique opportunity for **cultural exchange**.
 - It **contributes to UMC's successful integration** thanks to a faster understanding/learning of the local language, emotional security, long-term perspectives, cultural exchange, safe and more numerous opportunities to participate/contribute to Austrian society.

Concurrently, stakeholders also identified the following good matching practice examples:

- **Comprehensive first interview** with the prospective foster carer(s), where they have the opportunity to share, among others, what is important to them, which hobbies they pursue, what is their background, what they identify as their strengths and weaknesses, if they would feel better suited to foster a child of a certain gender, if there are pets in the household, and what expectations they have for their foster child, including which characteristics they should or should not have.
- **Comprehensive interview with the UMC:** to explore their expectations and wishes, what is important to them, and how they picture their life in foster care.
- **Mentorships** are also considered a very good practice in that they allow for regular meetings between mentor(s) and UMC, giving both the time and opportunity to get to know each other and potentially turn the mentorship in a fostering arrangement.
- A **lengthier initiation process** in the form of a volunteer engagement with the UMC's living group, allowing both parties to get acquainted with each other, and for potential UMC foster carers in particular to develop a realistic understanding of UMC's experiences and needs and promote a **more organic matching process**.
- Seeking the support of UMC social workers and/or residential staff when in the process identifying/evaluating whether fostering would be a viable option for individual UMC – this



would include having social workers **describe** or provide a **developmental report** on the child, to promote a more informed decision-making process.

Support for foster carers

Provision of **individual support** was ranked as the most effective support measure by more than half the responding foster carers, whether offered by fostering service providers or YWA, over the phone, via email, or through home visits - the dedication with which some professionals' fulfilled their role(s) was also praised.

For nearly a quarter of the respondents, **peer meetings/group exchange opportunities between foster carers** represented a positive supportive measure, while just over a fifth found **opportunities for self-reflection** (i.e. supervision and/or "inter-vision"²⁰) very helpful. A fifth felt that the **training itself** was an effective support tool and a similar number of respondents found **the provision of information and relevant contacts**, as well as **legal advice** and preparation for the asylum interview most supportive. Lastly, working together with **trusted persons** speaking the **UMC's native language** was also identified as good practice; as well as working with **professionals with similar cultural background to the UMC**, thanks to their ability to **mediate** between cultures, therefore enhancing better understanding in case of conflict based on cultural differences.

Contact with the biological family

According to answers provided by our survey respondents, almost **three quarters of UMC have regular contact** with their biological parents and/or extended family members – most on a monthly basis, a number on a weekly basis and only one on a daily basis.

Most foster carers found this to be positive for their foster child, but notably about a quarter found contact with the biological family to be negative, referring to the negative pressure families can exercise on the UMC – such as to send money home, initiate family reunification and influencing the child to behave in line with cultural/religious norms in contrast with the ones enforced by the fostering family (conflicting allegiances).

Placement discontinuation

Different causal factors were identified with regards to placement discontinuation, although it is important to acknowledge that it is the combination of more than one factor that generally causes a placement discontinuation. These have been divided into three main categories:

1. Non-predictable or hard to predict factors. Generally difficult to detect during the matching phase between UMC and foster carers, they include: **conflict** between family members, **divorce**, **illness**, and **UMC radicalisation**.
2. Predictable matching phase factors, including pre-existent or deteriorating **mental health conditions** (e.g. UMC depression), or the fact that **remote placements** (e.g. small, remote villages) could make the UMC feel isolated.
3. Predictable inception phase factors, including poor management of expectations on both sides which could lead to overburdening the foster carers, lack of understanding of the effects of

²⁰ An 'inter-collegial' learning method in a group of equals guided by a chairperson, focusing either on improving personal functioning of staff or on improving treatment/care work, as per UNODC Intervision Guidelines, available at: <https://www.unodc.org/documents/balticstates/Library/PharmacologicalTreatment/IntervisionGuidelines/IntervisionGuidelines.pdf>



trauma on relationship building, conflicting allegiances (biological vs fostering family), and diverse cultural value attributed to the concepts such as “**reality**” and “**truth**”²¹.

Predictable factors should be better **identified during the initial matching phase**; while less predictable factors should be better taken into account during the placement preparation/inception phase, such as by better **managing expectations** (on both sides), by acknowledging the UMC’s potential **difficulty to bond** (loyalty to biological family, traumatic experiences, etc.), and by understanding the diverse cultural value attributed to various concepts.

Interestingly, some stakeholders expressed the view that placement discontinuation does **not necessarily have to be interpreted as a negative occurrence**: change is part of life, and changes are particularly common during adolescence - given that most of the UMC are over 14 years old, discontinuation could simply be due to a growing sense of independence on the part of the UMC or due to having reached majority. Additionally, discontinuation could be caused by family reunification.

Where discontinuation is experienced as a negative event, the opinion of the experts is that it is mostly the **foster carers** that perceive it so in that they are often left with a **feeling of failure**. The experts’ impression is that, for many UMC who have experienced numerous changes and losses during their flight, the discontinuation may instead simply mean that the “next step” is ahead.

Lastly, according to Katharina Glawischmig, fostering arrangements involving **female UMC result in a premature placement discontinuation more often than with male UMC** within the KUI caseload²².

Additionally, the consultant observed “critical periods” where premature placement discontinuation is more likely to happen: at the start of the fostering arrangement, six months into the placement and twelve months into the placement. A possible explanation is that after six months of living together, one starts to have a clearer picture of the person(s) they are now living with. After 12 months of living together it becomes even clearer whether the parties are compatible and hence if the placement should continue or not²³.

Fostering placements’ sustainability

The establishment of a **comprehensive care concept**, which includes the provision of support to foster families on all kind of matters, is another form of good practice with direct impact on placement sustainability. For instance, the **support** foster families receive from social workers to **develop suitable household rules** at the start of a new placement is important to ensure its duration. Other valuable components of this comprehensive care concept are the **support and guidance** provided by relevant professionals to **prevent conflict**, but also to **resolve it if/when triggered**. **Exchange opportunities between foster carers**, which are already offered in several provinces, are also considered good practice, alongside the organisation of **joint activities** to promote networking.

Working together with “**trust persons**”²⁴ (Vertrauenspersonen) speaking the **UMC’s native language** was also identified as good practice to ensure placement stability; and so was working with

²¹ Different cultures may attribute diverse meanings to concepts such as “truth”, “reality”, “honesty” and so forth. For instance, the concept of truth associated to that of shame in collective societies, often equates with it being more honourable for an individual to omit mistakes/misconduct in order to prevent shaming one’s family or community, while, in individual societies honour is better bestowed on those taking individual responsibility for their mistakes/misconduct.

²² 70% female UMC discontinuation rate vs 15% male UMC discontinuation rate under the placement monitored by KUI.

²³ This realisation may be as much the UMC’s as the foster carers’.

²⁴ Trusted persons (TP) were recruited along the following criteria: no previous trauma; no sexual offense convictions; refugee or migration background to enhance credibility in the their relationship with the UMC (in almost all cases TPs and UMC had the same nationality); relevant previous professional experience. TP were employed by KUI as full-time or part-time staff, or as consultants. They received training on the job according to their needs, which were assessed by the head of the organisation. All TPs received supervision. This service was discontinued due to budget cuts.



professionals with similar cultural background to the UMC, thanks to their ability to **mediate** between cultures, therefore enhancing better understanding in case of conflict based on cultural differences.

The concept of trusted person was established by the fostering service provider KUI²⁵ and deemed as essential by foster carers during an internal service evaluation. This practice added value is that of providing UMC with a safe independent space where to talk about their fostering experience, namely in recognition of the fact that the child may be reluctant/find it challenging to open-up with a professional, such as a social worker, allocated to the support of the fostering family *and* the child at one time – particularly when not speaking the child's language.

While this measure is time-consuming, as the social worker supporting the foster family and the ex must find the time to share information in order to best analyse and support the child and the overall placement, it has seen to be bearing positive fruits.

Another positive example prompting placement sustainability is the **time-out opportunity** offered by SOS Kinderdorf Vienna²⁶: UMC can be temporarily accommodated in the SOS housing group²⁷ following strong conflict with their foster family, which would alternatively likely result in immediate placement discontinuation. This practice allows all parties to benefit from some distance, while receiving ad-hoc support, namely intensive solution-focused conflict-resolution work with the support of professionals.

Fostering provision: challenges, needs and gaps

The **heterogeneity** of the fostering regulations between the different Austrian provinces is a challenge and a source of frustration for many stakeholders: due to the diversified nature of the system, it is difficult to gain a comprehensive general overview of the current state-of-play of fostering for UMC in Austria. In fact, stakeholders were very impressed to hear about the single national guardianship institution (NIDOS) responsible for UMC placements in the Netherlands (mostly in foster care), which was discussed at the first FAB Austrian inter-agency meeting.

At the FAB's preliminary experts' meeting in February 2018, professionals also stated that **longer training courses** are needed for UMC foster carers. Consistently with this view, foster carers mentioned that they wished to receive **more preparatory support from YWA**.

When it comes to foster carers' views on the support they received or are currently receiving, only a quarter of the 37 respondents mentioned that the support received was good and/or did not identify any gaps. The remaining 28 respondents identified the following gaps:

- Three respondents would have wanted more opportunities and support for UMC **German language skills development linked to education**, as well as **more/better (legal) support regarding the asylum procedure**.
- Two respondents **wished for supervision, a competent contact person** and a **fairer asylum procedure**.

²⁵ Available at <https://verein-kui>

²⁶ SOS Kinderdorf's main aim is to provide children with a nurturing home. To fulfil this task SOS offers several services to support children in distress (e.g. crisis accommodation, advice centres, out-patient clinics and aftercare) and promotes children's rights. The organisation is currently partnering with the Viennese YWA and the Viennese Social Fund, to enhance the provision of foster care for UMC namely by providing information, training and support to (prospective) UMC foster carers. More information is available at: <https://www.sos-kinderdorf.at/so-hilft-sos/wo-wir-helfen/europa/oesterreich/gastfamilien-wien>

²⁷ The SOS housing group specifically sets aside rooms for this purpose.



- One respondent wished for more support from individuals from the UMC's country-of-origin who had successfully integrated in Austrian society.

Another identified challenge was the UMC's **early maturity**, derived from having migrated alone and hence having already experienced a degree of independence. This can sometimes complicate the process of accepting a new family system, which is often 'narrower' than that of a housing group. Several stakeholders mentioned that, in this context, **mentorship** can give the UMC the opportunity to still access a supportive relationship, but one that feels less constrained and rigid, therefore potentially making it easier for the young person to accept. In addition, mentorship can offer a stable emotional bond allowing to start a healing process, and provides UMC with opportunities for integration through the mentor's social network.

All in all, it remains important to recognise that each UMC will present with different needs and while foster carers provide nurturing individual support, it is not necessarily the right approach for all UMC.

As UMC tend to enter foster care later than most other foster children, they **reach majority faster**. This is a challenge in that the fostering provision generally terminates once a young person has reached the age of 18²⁸, after which they are also no longer considered fostered children and this leads to a "loss" of target group. This is also a **funding issue**, as the fostering allowance is generally discontinued once the UMC has turned 18.

Both these factors constitute an **obstacle to the recruitment** of new UMC foster carers in that some families may be put off by having to invest emotionally in a fostering relationship without the guarantee of being able to offer continued support after the UMC has turned 18, due to financial constraints.

Lastly, **current asylum trends and generalised negative attitudes towards migrant and refugees also represent a challenge to the recruitment of new UMC foster carers**. On the one hand, the **dropping numbers of UMC asylum claims** has led many to assume there is no longer a need for UMC to be fostered. On the other hand, **anti-migrant resentment and negative stereotypes** spread by the media, where incidents are given more attention than successful integration/positive contributions examples, has led many potential foster carers to develop reservations about fostering UMC. Yet, foster carers are also bringing a highly valuable contribution by being role models in their own communities and dismantling fears and prejudices against refugees.

FBC daily-life challenges

- **Language barriers**
- **Household rules:** to what extent are they equally applicable to one's own children and to the foster child
- **Gender norms**
- **Contact with biological parents:** UMC's biological parents may be unaware that the child has been placed in foster care; **conflicting allegiances**²⁹.
- **Cultural differences:** different understanding of family bonds and roles/responsibilities (e.g. nuclear family vs extended family); different ways of showing respect for the elders; different perceptions of individual/collective good; and so on. These can for example result in the UMC

²⁸ The fostering arrangement officially terminates at 18, but the family can independently continue to provide family support, including accommodation, to the former foster child. In some rare cases, the YWA may prolong the support up to 21, which is at the discretion of the local authorities.

²⁹ E.g. difficulty, on the part of the UMC, to verbalise biological parents/extended families' expectations, particularly when in conflict with the foster parents' expectations, or the other way round.



simply subordinating to the foster families' wishes without expressing their own, if coming from a more hierarchical family structure.

- Potential conflict between foster children and own children.

Conclusions & Recommendations

As the heterogeneous nature of the UMC fostering systems **at province level in Austria** has been identified as a recurrent issue, we would recommend to invest more **effort in harmonising it across provinces**, which is an already existing recommendation in the domain of mainstream fostering³⁰, and also in the broader domain of child and youth protection.

Within the scope of the FAB project, the Training-of-Trainers (ToT) offer may contribute to such endeavours by offering a standardised training to all professionals supporting UMC foster carers across the provinces. Aware that attendance may vary considerably between regions, we still believe this would be a good starting point, the ToT pilot also promising to allow the FAB to gather important information on how to enhance this provision in the future.

Stakeholders identified **three main training content needs: interculturality, asylum and alien law, and trauma**. Other topics were also mentioned, but were seen as far less pressing and included country-of-origin information, developmental psychology, relationships, contact with biological family, and adolescence. With reference to the trainings' target audience, stakeholders first cited the need to train professionals responsible for supporting foster carers and UMC, followed by professionals conducting suitability assessments of prospective foster carers, and lastly foster carers themselves.

These findings will be used to define the audience and content of the Training-of-Trainers (ToT) materials and chose the topics to focus on.

In a context marked by the difficulty to recruit new UMC foster carers, stakeholders still recommend that **quality be prioritised over quantity**. As such, even in the ideal event that a pool of on-call UMC foster carers is established in Austria (such as in the Netherlands), stakeholders recommend to continue to carry out **thorough checks** at the beginning of the matching process. This is important in order to clarify the **motivations and expectations** of the prospective foster carers as well as that of the UMC, allowing to better manage them and thus prevent potential misunderstandings. Suggestions included that expectations should be addressed by using a **"reality check" tool** in safe, confidential and transparent spaces for self-reflexion. In addition, the use of a sort of **"live reality check"** was recommended, to allow for a more **organic process of relationship-building**. **Mentorships** were identified as a positive example of this, as well as similar other 'initiation processes', e.g. prospective foster carers **volunteering in the UMC housing group**. Additionally, the use of genograms³¹ is recommended to verify that all fostering family members are fully invested in the fostering provision, including – where possible - the extended family network which represents a valuable resource. Lastly, the UMC's **biological family's expectations** must be taken into consideration from the onset (where feasible), and foster carers should be empowered to positively manage this.

These findings will inform the work of the FAB project on the awareness raising, recruitment and retention plans for UMC foster carers in Austria.

³⁰ Christine Geserick, Wolfgang Mazal, Elisabeth Petric, Forschungsbericht: [Die rechtliche und soziale Situation von Pflegeeltern in Österreich](#). Juristische Expertise und empirische Erhebung, Austrian Institute for Family Studies, Nr 16/2015, April 2015

³¹ Genograms are a practical tool in social work practice, both in terms of assessment and intervention. Historically, the genogram is most commonly thought of in relation to practice with children, adolescents, and families to explore the quality of relationships and behavioural patterns across generations. (Excerpt from Natalie D. Pope, Ph.D., LCSW, and Jacquelyn Lee, Ph.D., LCSW, ["A Picture Is Worth a Thousand Words. Exploring the Use of Genograms in Social Work Practice"](#), The New Social Worker (2015).



A comprehensive approach to family support that includes **parental work**, as well **support and guidance** to the foster carer as a **prevention measure** and not only as **conflict-resolution**, is a valuable tool and should be reproduced. Embedded in such a concept are, for example, **exchange opportunities between foster carers** and peer support from experienced UMC foster carers, but also similar **spaces for reflexion for UMC**, which are in place in several provinces and may be worth replicating. The organisation of **joint activities** (e.g. bowling, mini golf or picnics) for entire foster families as well as for UMC only (e.g. visit to the movie, craft workshop, etc.) are useful to promote a network of foster carers and allow the UMC to be part of a group - efforts should be made to multiply such initiatives. In provinces where such group discussion and joint activities are not offered, the project team will explore the possibility of promoting such events.

Stakeholders should also explore the **concept of making use of trusted persons sharing the UMC's cultural background**, given their ability to **mediate** in conflict cases arising from cultural differences. Because most UMC will have experienced loss, separation and bereavement, pre-existing links with trusted individuals (including friends) should be treated as valuable and important, and **contact** should be **supported**.

The provision of direct support to foster carers is for the most part outside the scope of the FAB project. Nonetheless, our findings will inform the ToT content in that they will be related to participants as good practice examples with the secondary aim of prompting further project development by the recipient of our training and their colleagues and/or superiors.

Finally, our general recommendations include:

- A recognition of the positive practice of SOS Kinderdorf in Vienna: offering **time-out space** in time of crisis seems to be an **interesting approach** which could be scaled-up, allowing all parties to take some respite from intensely emotional situations and thus avoid placement discontinuation. Additionally, it is recommended to use the **term** 'discontinuation' instead of 'breach' or 'break-down' when referring to placements that have terminated, as the former has a less negative connotation.
- Our findings having showed that the current fostering system seems to support UMC more intensely than the foster carers when it comes to discontinuation, we recommend that foster carers receive more support, for example via the mentioned exchange groups or via supervision – particularly during placement discontinuations, to avoid the risk of losing them as carer for other (future) UMC.



Bibliography (non-exhaustive)

- I. Eberhard Raithelhuber, Mitarbeit von Amancay Jenny: *Pilotprojekt „Open.Heart – Familien und Patenschaften für unbegleitete minderjährige Flüchtlinge“ der Kinder- und Jugendanwaltschaft Salzburg - Abschlussbericht der wissenschaftlichen Begleitung*, Universität Salzburg, November 2017. Available online via: https://www.kija-sbg.at/fileadmin/user_upload/Wissenschaftliche_Evaluation_Open_Heart.pdf (last access on: 10.07.2018)
- II. Glawischnig, Katharina: *Kinderflüchtlinge in Österreich – Kinderrechte Situationsbericht*, December 2017 (commissioned by the children's rights board). Available online via: <https://www.kinderrechte.gv.at/wp-content/uploads/2018/07/KRB-Bericht-Kinderfluechtlinge.pdf> (last access on: 03.07.2018)
- III. Glawischnig Katharina: Ein Flüchtlingskind in die Familie aufnehmen, asylkoordination österreich, asyl aktuell 1/2016. Available online via: <https://www.asyl.at/de/information/asylaktuell/2016/> (last access 11.07.2018)
- IV. Hochwarter, Christoph, Zzeglovits, Eva: *Unbegleitete Minderjährige Flüchtlinge in Österreich. Forschungsbericht im Auftrag der Bundesjugendvertretung*. Wien: IFES, 2016
- V. Bundesjugendvertretung: Mehr als nur flüchtig. Junge Flüchtlinge in Österreich. Available online via: <https://www.bjv.at/cms/wp-content/uploads/2016/07/mehr-als-nur-fluechtig-bjv.pdf> (last access 11.07.2018)
- VI. Christine Geserick, Wolfgang Mazal, Elisabeth Petric: Forschungsbericht: Die rechtliche und soziale Situation von Pflegeeltern in Österreich. Juristische Expertise und empirische Erhebung, Austrian Institute for Family Studies, Nr 16/2015, April 2015
- VII. Liedewij de Ruijter de Wildt (Nidos, project coordinator), Elisabeth Melin (SALAR), Philip Ishola and Peter Dolby (CHTB), Jan Murk and Peter van de Pol (Nidos): Reception and Living in Family – RLF. Overview of family-based reception for unaccompanied minors in the EU Member States, February 2015.
- VIII. Christine Leitner: Belastungs-Ressourcen-Balancen von steirischen Dauerpflegeeltern mit Pflegekindern aus anderen Kulturen, Sozialpädagogik in Forschung und Praxis, Vol. 34, Hamburg 2014. in Forschung und Praxis, Vol. 34, Hamburg 2014.



Annex One

Questionnaire for the institutions



International Organization for Migration (IOM)
The UN Migration Agency

„FAB – Fostering Across Borders“

Fragebogen für die Status Quo und Bedarfserhebung im Bereich der Familienunterbringung für UMFs

Fragebogen für Institutionen: Kinder- und Jugendhilfe und Trägerorganisationen.

Sehr geehrte Damen und Herren,

Im folgenden finden Sie den Fragebogen, der für die Status Quo und Bedarfserhebung im Bereich der Familienunterbringung für Unbegleitete Minderjährige Flüchtlinge (UMF).

Der ersten Teil soll bereits beim Projekttreffen am 19. Juni auf interaktiver Weise präsentiert und besprochen werden, was ein besseren Überblick und Verständnis über die Unterschiede und Gemeinsamkeiten der verschiedenen Länderprogrammen. Daher bitten wir Sie die Antworten am 19. Juni mitzunehmen, falls Bundesländer nicht anwesend sind, werden wir die übermittelte Antworten vorstellen. |

Der detaillierte zweiten Teil wird in den Erhebungsbericht einfließen und eine gründlichere Analyse erlauben, auf Grund deren Trainingsmaterialien adaptiert und Trainingsdurchführungsplan festgelegt werden können.

Wir sind über eine Übermittlung der Antworten bis zum 15. Juni dankbar.

Vielen Dank im Voraus für Ihre Unterstützung und Mitarbeit!

das Integrationsteam des IOM Landesbüro für Österreich



FAB – Fostering Across Borders

"This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)."



Allgemein

- Institution:
- Bundesland:
- Ansprechperson für eventuelle Rückfrage:

Ester Teil: Schulungssysteme für Pflege-/Gastfamilien

Besprechungsgrundlage am 19. Juni 2018

- Gibt es in Ihrem Bundesland verpflichtende Schulungen für (zukünftige) Pflege-/Gasteltern?
- Gibt es in Ihrem Bundesland verpflichtende Schulungen für (zukünftige) Pflege-/Gasteltern für UMFs?
- Wie viele solche Schulungen für angehende Pflege-/Gastfamilien für UMFs wurden seit 2015 durchgeführt? (Anzahl pro Jahr)
- Wie viele Personen wurden seit 2015 in der Vorbereitung bzw. Begleitung zur Aufnahme eines UMF als Pflege-/Gastkind geschult? (Anzahl pro Jahr)
- Wie viele der geschulten Personen haben tatsächlich einen UMF als Pflege-/Gastkind aufgenommen?
- Wie lange dauern diese Schulungen? (Ausmaß in Stunden)
- Wer hat Zugang zu diesen Schulungen? Wie erfolgen die Anmeldungen? Welche Institution verwaltet die Anmeldungen?
- Wer/ welche Institution führt die Schulungen durch?
- Welche Praktiken und Aktivitäten in Bezug auf die Schulungen von angehenden Pflege-/Gast Familien für UMF betrachten Sie als besonders gut oder erfolgreich?
- Welche Themen werden in den Schulungen behandelt? Sind die Curricula öffentlich zugänglich?

Zweiter Teil: Details über die Pflege-/Gastfamilienprogramme

Detaillierte Informationen für die Status Quo Erhebung und Bedarfsanalyse

Folgende Fragen zielen darauf ab, das vorhandene Schulungsangebot an die Mitarbeiter/innen besser zu verstehen und Bedürfnisse zu identifizieren. Dazu werden drei Kategorien von Mitarbeiter/innen identifiziert:

1. Mitarbeiter/innen der Kinder- und Jugendhilfe, die mit direkten und regelmäßigen Aufgaben betreffend Pflege-/Gastfamilien fürs UMFs (Pflegeaufsicht, Fallführung, Betreuung usw.) betraut sind
2. Mitarbeiter/innen der Kinder- und Jugendhilfe, die mit Aufgaben betreffend Pflege-/Gastfamilie für UMFs auf ad hoc Basis (z.B. Eignungsprüfung) betraut sind
3. Mitarbeiter/innen von Trägerorganisationen/ Vertragspartnern, die im Rahmen eines Programms für Pflege-/Gastfamilie für UMF beschäftigt sind (Schulung, Betreuung, Supervision, usw.)

Fragen für die Für die Kinder- und Jugendhilfe:

- Wie viele Mitarbeiter/innen sind in Ihrem Bundesland mit direkten und regelmäßigen Aufgaben betreffend Pflege-/Gastfamilie für UMFs (Pflegeaufsicht, Fallführung, Betreuung usw.) betraut?
 - Wie viele dieser Mitarbeiter/innen haben eine Schulung zum Thema UMF (d.h. explizit zu der Thematik UMF oder mit direkt damit verbundenen Themen: Asylrecht, Trauma, usw.) bekommen (Anzahl pro Jahr, seit 2015)?
 - Fanden die Schulungen intern oder extern statt?
 - Wie lange dauerten die Schulungen? (in Stunden)
 - Im Fall von externen Schulungen, welche Anbieter haben die Schulung durchgeführt?
 - Welche Inhalte wurden während dieser Schulungen vermittelt?
 - Wie viele Schulungen zum Thema UMF (d.h. explizit zu der Thematik UMF oder mit direkt damit verbundenen Themen: Asylrecht, Trauma, usw.) werden für die Mitarbeiter/innen angeboten?
- Wie viele Mitarbeiter/innen sind in Ihrem Bundesland mit Aufgaben betreffend Pflege-/Gastfamilie für UMFs auf ad hoc Basis (z.B. Eignungsprüfung) betraut?



- Wie viele dieser Mitarbeiter/innen haben eine Schulung zum Thema UMF (d.h. explizit zu der Thematik UMF oder mit direkt damit verbundenen Themen: Asylrecht, Trauma, usw.) bekommen (Anzahl per Jahr, seit 2015)?
- Fanden die Schulungen intern oder extern statt?
- Wie lange dauerten die Schulungen? (in Stunden)
- Im Falle externer Schulungen, welche Anbieter haben die Schulung durchgeführt?
- Welche Inhalte wurden während dieser Schulungen vermittelt?
- Wie viele Schulungen zum Thema UMF (d.h. explizit zu der Thematik UMF oder mit direkt damit verbundenen Themen: Asylrecht, Trauma, usw.) werden für die Mitarbeiter/innen angeboten?

Frage für die Trägerorganisationen:

- Wie viele Mitarbeiter/innen sind im Rahmen des Pflege-/Gastfamilie für UMF Programm beschäftigt? D.h. Mitarbeiter/innen, die z.B. mit den Schulungen, der Betreuung oder Supervision
- Wie viele dieser Mitarbeiter/innen haben eine Schulung zum Thema UMF (d.h. explizit zu der Thematik UMF oder mit direkt damit verbundenen Themen: Asylrecht, Trauma, usw.) bekommen (Anzahl per Jahr, seit 2015)?
- Fanden die Schulungen intern oder extern statt?
- Wie lange dauerten die Schulungen? (in Stunden)
- Im Falle externer Schulungen, welche Anbieter haben die Schulung durchgeführt?
- Welche Inhalte wurden während dieser Schulungen vermittelt?
- Wie viele Schulungen zum Thema UMF (d.h. explizit zu der Thematik UMF oder mit direkt damit verbundenen Themen: Asylrecht, Trauma, usw.) werden für die Mitarbeiter/innen angeboten?

Schulungen von Mitarbeiter/innen:

- Welche Praktiken und Aktivitäten in Bezug auf die UMF Schulungen für Mitarbeiter/innen betrachten Sie als besonders gut oder erfolgreich? Aus welchen Grund?

Informationskampagne:

- Wie viele Informationskampagnen wurden seit 2015 durchgeführt, um Pflege-/Gastfamilie für UMFs anzuwerben? Wer war die Zielgruppe? Mit welchen Medien (Anzeigen, Internet, Radio, Fernsehen)? Mit welchem geographischen Wirkungskreis? (Wenn Informationskampagne mittels Plakate: Wo wurde es plakatiert? Wenn Inserate: Lokale oder nationale Medien? etc.) Welche Wirkung konnte erreicht werden bzw. konnten Sie wahrnehmen?
- Welche Informationsaktionen haben Ihre Meinung nach besonders gut funktioniert? Warum?
- Wurden Informationskampagnen durchgeführt, mit dem Ziel muslimische Familien, bzw. Familien mit Migrationshintergrund anzusprechen?
- Welche Herausforderungen sehen Sie, in Bezug auf der Rekrutierung von muslimische Familie, bzw. Familien mit Migrationshintergrund

Rekrutierungsprozess:

- Wie läuft der Rekrutierungsprozess ab? Welche Schritte gibt es?
- Welche Hindernisse bzw. Schwierigkeiten haben Sie bisher in Rahmen des Rekrutierungsprozesses identifiziert? (Finanzierung, Kapazität, Expertise, Sprache, kulturelle Hindernisse, etc.)
- Gibt es Praktiken, die sie hervorheben möchten? Wenn ja, welche?

Eignungsüberprüfung:

- Welche Punkte werden im Rahmen einer Eignungsüberprüfung überprüft? Mit welcher Methode?

Nachhaltigkeit:

- Welche Maßnahmen werden eingesetzt, um Pflege-/Gastfamilie für UMFs zu halten (Matching, Unterstützungs- und Betreuungsmaßnahme, Prävention von Abbrüche, Unterlage)? Welche Herausforderungen sehen Sie, um Pflege-/Gastfamilie für UMFs zu halten?
- Was funktioniert besonders gut, um Pflege-/Gastfamilie für UMFs zu halten?
- Haben Sie Materialien zur Sensibilisierung, Rekrutierung und Beibehaltung von Pflege-/Gastfamilie für UMFs entwickelt? Wenn ja, welche?

Vielen Dank!



Annex Two

Introductory text to the survey for FBC providers (foster carers) and related questionnaire.

Sehr geehrte Damen und Herren,

Die Internationale Organisation für Migration führt aktuell das Projekt „[FAB – Fostering Across Borders](#)“ durch und verfolgt dabei das Ziel, bereits bestehende Angebote für die Betreuung bzw. Unterbringung von unbegleiteten minderjährigen Flüchtlingen (UMF) in Familien auszubauen und die Qualität solcher Betreuung zu verbessern.

Dazu brauchen wir zuerst ein gutes Verständnis über den derzeitigen Stand in diesem Bereich und führen daher eine Status Quo- und Bedarfserhebung durch. Die erhobenen Daten werden in einem Erhebungs- und Analysebericht zusammengefasst. Bei Interesse senden wir Ihnen gerne eine Zusammenfassung der Ergebnisse zu. Auf Grundlage der erhobenen Bedürfnisse werden anschließend Trainingsmaterialien entworfen bzw. wird bereits vorhandenes Material adaptiert und entsprechende Schulungen werden angeboten.

Zur Durchführung der Status Quo- und Bedarfserhebung bitten wir Sie um Input, da es um Sie und Ihre Pflege-/ Gastkinder geht.

Mit der Beantwortung des untenstehenden Fragebogens unterstützen Sie uns, den Bereich der Familienunterbringung für UMFs besser zu verstehen und ggfs. auf Bedürfnisse einzugehen und mögliche Verbesserungen vorzuschlagen bzw. umzusetzen

Wir wären Ihnen sehr dankbar, wenn Sie den Fragebogen bis zum 15. Juni 2018 ausfüllen könnten: hier finden Sie den Link zum Fragebogen.

Bei Fragen melden Sie sich gerne jederzeit unter odelavelle@iom.int oder 01 585 33 22-14.

Vielen Dank im Voraus für Ihre Unterstützung!

das Integrationsteam des IOM Landesbüro für Österreich



International Organization for Migration (IOM)
The UN Migration Agency

„FAB – Fostering Across Borders“

Fragebogen für die Status Quo- und Bedarfserhebung im Bereich der Familienunterbringung für UMFs

Fragebogen für Familien, die UMFs aufgenommen haben

1. Kannten Sie Ihr Pflege-/Gast Kind schon bevor Sie sich dazu entschieden haben eine Pflege-/Gastfamilie zu werden?
 - o Ja
Wenn ja, welche Beziehung hatten Sie zu ihm/ihr? Z.B. Bekanntschaft, Nachbarschaft, Ehrenamt, Patenschaft, etc. _____
 - o Nein
2. Was war Ihre Hauptmotivation für die Aufnahme eines UMFs als Pflege-/Gastkind?

3. Wie beurteilen Sie die Vorbereitung die Sie dafür erhalten haben?
 - o Ausreichend hilfreich: Ich habe mich gut vorbereitet gefühlt und es gab keine großen Überraschungen
 - o Eher hilfreich: Ich fühlte mich vorbereitet, aber es gab noch Unklarheiten
 - o Nicht ausreichend bzw. nicht hilfreich: Ich habe bald während des Zusammenlebens mit meinem Pflege-/ Gastkind bemerkt, dass ich nicht ausreichend auf die Herausforderungen vorbereitet war.
 - o Zu umfangreich: Ich wusste bereits alles
 - o Welche Themen hätten Sie gewünscht? _____
4. Wenn Sie eine Vorbereitungsschulung erhalten haben, wie würden Sie die dort behandelten Themen bewerten?
 - o Pflegewesen im allgemeinen:
 - o Relevant
 - o Ausreichend
 - o Nicht ausreichend
 - o Zu viel;
 - o Irrelevant
 - o Asyl- und Migrationsrecht
 - o Relevant
 - o Ausreichend
 - o Nicht ausreichend
 - o Zu viel;
 - o Irrelevant
 - o Trauma:
 - o Relevant



FAB – Fostering Across Borders

"This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)."



- Ausreichend
 - Nicht ausreichend
 - Zu viel;
 - Irrelevant
 - Pubertät:
 - Relevant
 - Ausreichend
 - Nicht ausreichend
 - Zu viel;
 - Irrelevant
 - Herkunftsland Ihres Pflege-/Gastkindes:
 - Relevant
 - Ausreichend
 - Nicht ausreichend
 - Zu viel;
 - Irrelevant
 - Interkulturelle Kompetenzen:
 - Relevant
 - Ausreichend
 - Nicht ausreichend
 - Zu viel;
 - Irrelevant
 - Andere Themen, bitte anführen: _____
- 1. Gibt es Themen, die sie sich erwartet hätten, die aber nur unzureichend oder gar nicht behandelt wurden?
 - Ja
Wenn Ja, welche: _____
 - Nein
- 2. Haben sich nach einiger Zeit des Zusammenlebens weitere Themen herausgestellt, über die Sie gerne bereits während der Schulung informiert worden wären?
 - Ja
Wenn Ja, welche: _____
 - Nein
- 3. Wenn es um die Unterstützung durch die zuständige Organisation zur Koordinierung des Pflegeprogramms für UMFs geht:
 - Welche Maßnahmen haben Sie am besten unterstützt?

 - Was hat Ihnen gefehlt? Was hätte Ihnen in einer bestimmten Situation/ Phase geholfen?

- 4. Was war die schwierigste Erfahrung die Sie mit Ihrem Pflege-/Gastkind gemacht haben?

Bitte beschreiben Sie: _____
Hatte es zu tun mit:
 - Alter des Pflege-/Gastkindes?
 - Beziehung bzw. Freundschaften Ihres Pflege-/Gastkindes?
 - Kulturelle Unterschiede?
 - Religion?
 - Sprache?
 - Sozialisierung?



- Anderes: _____
 - (Bewusstsein für) Traumatische Erlebnisse, die Ihr Pflege-/Gastkind erfahren hat?
 - Anderes? _____
- 5. Hat Ihr Pflege-/Gastkind bzw. haben Sie regelmäßigen Kontakt zu seinen/ihren leiblichen Eltern?
 - Ja
Wenn ja, wie oft: _____
 - Nein
- 6. Wie empfinden Sie den Einfluss, den die leiblichen Eltern auf Ihr Pflege-/Gastkind ausüben?
 - Es ist gut und wichtig für sie/ihn, ich merke, dass es ihm/ihr guttut.
 - Ich habe den Eindruck bzw. mein Pflege-/ Gastkind berichtet mir, dass die leiblichen Eltern Druck auf ihn/sie ausüben und erwarten, dass er/sie Geld nach Hause schickt.
 - Ich habe den Eindruck bzw. mein Pflege-/ Gastkind berichtet mir, dass die leiblichen Eltern Druck auf ihn/sie ausüben und erwarten eine schnelle Familienzusammenführung in Österreich.
 - Ich habe den Eindruck bzw. mein Pflege-/ Gastkind berichtet mir, dass die leiblichen Eltern Druck auf ihn/sie ausüben und erwarten, dass er/sie ihre Traditionen genau befolgt.
 - Ich habe den Eindruck, dass die leiblichen Eltern ihn/sie aus der Ferne in eine Richtung beeinflussen, die nicht mit unseren Familienregeln und -werten vereinbar ist.
- 7. Welche Religionen werden in Ihrer Familie praktiziert (ohne Berücksichtigung Ihres Pflege-/Gastkindes)
 - Christentum
 - Islam
 - Judentum
 - Anderes: _____
- 8. Welche Sprachen werden in Ihrem Alltag gesprochen, (Annex A/3, 17)
 - vor der Aufnahme ihres Pflegekindes?
 - Deutsch
 - Englisch
 - Die Sprache ihres Pflegekindes, bitte anführen:
 - Andere
 - Seit der Aufnahme ihres Pflegekindes?
 - Deutsch
 - Englisch
 - Die Sprache ihres Pflegekindes, bitte anführen:
 - Andere

Vielen Dank!