



Project Code:	DRP0300869	Document type:	Deliverable
Project start date:	01.04.2025	Project end date:	31.03.2028

Skills4Life

Supporting the socio-economic integration of youth leaving child protection systems by developing their skills and capacities through more inclusive leaving care policies in the Danube region

D1.1.4 – Assessment of the actual need and challenges of target group

Due date of deliverable:	Actual submission date:

Document Control Sheet

Specific Objective number	Specific Objective 1
Specific Objective title	Innovative training programme for young people leaving the special child protection system
Activity number	Activity 1.1
Activity title	Establishment of the S4L working group for youth leaving the special child protection system
Deliverable number	D.1.1.4

Deliverable title	Assessment of the actual need and challenges of target group
Dissemination level	Public / Restricted / Confidential
Main author	[Author name / PP]
Contributors	[Contributors name / PP]
Quality Assurance	[QA member name / PP]

Versions and Contribution History

Version	Date	Author / Editor / Reviewer	Contributors	Description / Comments
_v1	18.07.25	EUDA		
_v2	01.12.25	EUDA		
_v3				
_final				

Contents

Executive Summary.....	4
1. Introduction.....	4
2. Methodology.....	5
3. Experiences of care leavers after leaving care.....	6
3.1 Respondent profiles and living circumstances.....	7
3.2 Readiness for independent living and challenges faced.....	7
3.3 Future hopes, fears, and reflections.....	8
4. Expectations and feedback from Employers and HR Professionals.....	10
4.1 Awareness of care leavers and prior hiring experience.....	10
4.2 Willingness to employ care leavers.....	10
4.3 Concerns and perceived barriers.....	11
5. Perspective of Trainers & Professionals Working with Care Leavers.....	12
5.1 Professional profiles and experience.....	12
5.2 Strengths and assets of care leavers.....	13
5.3 Professional training needs.....	13
6. Conclusions and recommendations.....	14
Recommendations.....	15
Annex I – Aggregated surveys results.....	16

Executive Summary

This report presents the findings of the first national assessment conducted in Czech Republic under the Skills4Life project. The assessment consolidates insights from three targeted surveys: (1) care leavers, (2) employers and HR professionals, and (3) trainers and practitioners working directly with young people leaving institutional care.

The data confirm that young people leaving care face persistent challenges in the transition to independent adulthood. Care leavers report feeling underprepared in key life skills, including financial management, employment readiness, stress and emotion regulation, and navigating housing and administrative systems. Many rely on informal support networks, experience frequent loneliness, and lack confidence in seeking help, highlighting the need for structured mentoring and guidance.

Employers report limited awareness of the term “care leaver” and minimal direct experience hiring from this group, though most are willing to consider care-experienced youth if adequate preparation is provided. Concerns focus on emotional vulnerabilities, unstable living conditions, and lower self-confidence, while also emphasising that reliability, communication, and willingness to learn are more critical than technical qualifications for entry-level roles.

Trainers and professionals highlighted the complexity of the transition from care, citing systemic gaps such as insufficient aftercare, limited access to affordable housing, fragmented cooperation across services, and the absence of individualised approaches within care settings.

Across respondent groups, the following key priorities emerge:

- **Early life-skills preparation:** Start structured training from age 15 on financial literacy, job readiness, decision-making, and self-care.
- **Sustained mentoring and aftercare:** Provide long-term mentoring, counselling, and emotional support for several years post-care.
- **Stable housing support:** Ensure access to safe, affordable transitional housing with structured guidance.
- **Employability and soft skills development:** Focus on workplace behaviour, communication, and low-risk practical experience (internships, job-shadowing).
- **Integrated coordination and professional capacity:** Strengthen collaboration between services, employers, and authorities; train staff in trauma-informed care, motivational approaches, and mental health support.

1. Introduction

This deliverable presents the assessment of the actual needs, experiences, and challenges faced by young people leaving institutional care in Czech Republic, developed within the framework of the Skills4Life project. The assessment aims to generate robust, evidence-based insights to inform the

design of targeted training modules, mentoring approaches, Local Action Plans, and policy proposals that strengthen the socio-economic integration of care leavers across the Danube region.

The transition from institutional care to independent adulthood represents a particularly vulnerable and critical period for young people aged 16–29. Many of them encounter structural disadvantages, unstable living conditions, limited support networks, and challenges in securing sustainable employment or continuing education. These difficulties are compounded by insufficient preparation prior to leaving care, fragmented aftercare services, and systemic gaps within residential and foster care provision. Addressing these challenges requires coordinated, inclusive, and evidence-driven interventions that reflect both the lived experiences of care leavers and the perspectives of the professionals, institutions, and employers who interact with them.

To ensure a comprehensive understanding of the situation in Czech Republic, the assessment draws on three targeted online surveys conducted during the first year of project implementation:

- **Care Leavers Survey** – capturing young people's self-reported experiences, preparedness for independent living, skills and training gaps, housing and financial stability, mental health and wellbeing, and priorities for support. This survey provides direct insight into their challenges, aspirations, and reflections on unmet needs before and after leaving care.
- **Employers and HR Professionals Survey** – exploring awareness of care leavers, attitudes toward hiring them, perceived barriers and skill gaps, expectations regarding soft and hard skills, and willingness to offer structured opportunities such as internships, mentoring, or trial periods.
- **Trainers and Professionals Survey** – gathering the perspectives of educators, social workers, NGO staff, and practitioners on care leavers' challenges and strengths, the effectiveness of existing support systems, and the training needs of professionals in areas such as trauma-informed care, motivational techniques, and mental health support.

2. Methodology

The assessment applied a mixed-methods approach combining quantitative and qualitative data to capture a comprehensive picture of care leavers' experiences, needs, and support requirements in Czech Republic. The methodology centred on three targeted questionnaires, complemented by desk research and consultations with relevant stakeholders, allowing for triangulation of insights across different perspectives. The approach was designed to collect both comparable indicators (e.g., employment status, education level, housing conditions) and qualitative insights capturing barriers, opportunities, and support needs from the perspectives of different stakeholder groups.

Three questionnaires were developed collaboratively by project partners to ensure consistency across countries and relevance for local implementation:

Data collection took place between September and November. In Czech Republic, the dataset includes:

- 15 respondents from the Care Leavers Survey
- 21 respondents from the Employers/HR survey
- 22 respondents from the Trainers and Professionals survey

All instruments combined closed-ended items to allow comparability and open-ended questions to capture contextual detail and concrete recommendations.

Questionnaires were produced in English and adapted into Czech to ensure clarity and accessibility for respondents. Partners provided additional guidance for facilitators involved in disseminating the surveys and supporting respondents where needed. Surveys were distributed online through Google Forms. Partner organisations disseminated the questionnaires through targeted outreach to care institutions, social services, youth organisations, employers' networks, and professional associations. Distribution channels included partner mailing lists, sectoral networks, social media, the project website, and direct outreach during stakeholder meetings and local events.

The sampling approach was purposive, aiming to capture diverse stakeholder perspectives rather than to produce a statistically representative sample.

Response volumes and timeline.

The extended collection window allowed partners to follow up with harder-to-reach groups and to make use of in-person events to strengthen participation.

All responses were collected anonymously or with minimal optional contact details for follow-up. Data collection adhered to partner data protection procedures and general ethical principles. Sensitive questions (e.g., mental health, financial insecurity) were phrased carefully to minimise potential distress. Qualitative answers were anonymised before analysis.

Quantitative data were analysed using descriptive statistics (frequency distributions, cross-tabulations where relevant). Qualitative responses were analysed thematically to identify recurring patterns related to barriers (e.g., instability, emotional challenges, lack of experience), support needs, and good practices. Emerging themes were triangulated across the three respondent groups to identify convergences and divergences in perceptions.

The use of online distribution and purposive sampling strengthened coverage among employers and practitioners but may underrepresent care leavers with limited digital access or no active contact with services. Findings should therefore be interpreted as indicative of key trends rather than fully representative of all care leavers in the Czech Republic.

3. Experiences of care leavers after leaving care

This section presents findings from the survey of care leavers in Czech Republic (n = 17). Respondents are young people aged 18–29 who have left institutional or foster care and are navigating the transition

to independent adulthood. The survey aimed to capture their experiences, skills, needs, and learn how to better support them.

3.1 Respondent profiles and living circumstances

All respondents are Czech residents, with the majority aged 21–29 (9 respondents) and the remainder aged 16–21. Living arrangements vary: 6 live in shared flats with friends, 6 live with a partner, and 4 are currently staying in temporary housing: no respondents currently live alone in their own flat. This pattern of living situations indicates that many of the young care leavers continue to depend on informal networks or structured settings beyond the age of 18.

Employment and education status show that most respondents are engaged in the labour market to some extent: 8 work full-time, 3 part-time, 2 are actively seeking work, and 4 are not currently looking. Education participation is limited: 4 respondents attend full-time studies, 2 part-time, and 9 are not currently enrolled in any education or training programme. Problematically, financial security remains a significant concern: while 6 feel financially stale, 4 manage with difficulty, and 5 struggle to cover basic needs.

The combination of variable employment engagement, and financial insecurity illustrate the challenges care leavers face in achieving sustainable independence, also given their responses on their preparedness before leaving care.

3.2 Readiness for independent living and challenges faced

Respondents overwhelmingly report limited preparation when leaving care at 18. None indicated feeling “very prepared,” 10 considered themselves “somewhat prepared,” and 7 felt “not prepared at all.” Key challenges identified include managing money (13 respondents), finding employment (8), cooking and self-care (6), housing access (3), and coping with stress or emotions (4). Navigating who to ask for help was also highlighted as a difficulty by 4 respondents. It is then suggested that leaving care is accompanied by significant structural and personal challenges as many young people must simultaneously manage housing, employment, finances, and emotional wellbeing without reliable support networks.

On top of that, the surveys also expose how support systems for care leavers are limited and variable, as they do not remain a source of assistance post-care. Respondents primarily rely on friends (7) or informal sources including NGOs (3), while only 2 indicated former carers or social workers as their support. Four respondents reported having no one to turn to. Thus, loneliness is frequent, with 2 experiencing it almost daily, 9 sometimes, and 4 rarely. Confidence in seeking help is low: only 1 respondent always feels able to ask for help, 7 sometimes, and 8 find it very difficult. These results critically illustrate a structural vacuum in assistance and support for care leavers.

In more practical terms, survey participants identified both areas of confidence and areas requiring further support. Many are confident in writing CVs (13), cooking (9), preparing for job interviews (9), and building relationships (8). Conversely, managing finances (8) and coping with stress or emotions (8) remain the most pressing skill gaps, followed by job interview preparation (4) and cooking (2).

Care leavers report a range of mental health challenges. Six respondents experience frequent or occasional mental health difficulties, while 9 report rare or no issues. Desired support includes access to counseling or therapy (10), regular contact with a mentor or buddy (9), peer groups for sharing experiences (5), and stress management training (8).

Training interests clearly reflect these gaps. Topics of highest interest that care leavers would be interested in following include money and debt management (10), mental health and self-confidence (8), daily life skills (6), and housing support (5) (when asked about preferred formats, the majority (7) are open to blended approaches (both online and in-person), 5 prefer in-person only, and 1 online only).

3.3 Future hopes, fears, and reflections

Finally, participants articulated aspirations for stability, wellbeing, and growth. Most wish to secure stable employment (9), achieve emotional stability and confidence (6), complete education or vocational training (5), build financial literacy (5), and develop healthy relationships (8). Fears primarily concern financial instability and homelessness: some respondents even articulated being unable to afford basic needs (3). Respondents also reflected on unmet needs prior to leaving care. The most frequent wish was to have received guidance on planning ahead, managing money, and understanding that finding employment or housing takes time.

The survey findings reveal a consistent pattern of structural, social, and personal challenges in the transition from care to independent adulthood:

- **Limited preparedness:** Most young people leave care feeling under-equipped for employment, financial management, and self-care.
- **Fragmented support networks:** Reliance on friends and informal networks is common, while professional support is limited.
- **Training and skill needs:** Financial literacy, emotional resilience, housing and job-readiness remain the most critical areas for intervention.
- **Mental health and emotional support:** Access to mentors, counseling, and peer support are high priorities.

Concluding, the survey findings reveal interconnected challenges across housing, employment, education, finances, social networks, and emotional wellbeing. Young people leave care with varying levels of preparedness, often relying on informal support from friends rather than professional or family networks. Financial insecurity, skill gaps in money management and coping with stress, limited confidence in help-seeking, and experiences of loneliness combine to make the transition to independent adulthood complex. Training and support needs are aligned with these gaps, emphasizing financial literacy, mental health, daily life skills, job readiness, and mentorship. Preferences for blended learning and individualized, voluntary mental health support reflect the need for flexible, accessible interventions. Aspirations for stability, growth, and healthy relationships coexist with fears about housing, employment, and life uncertainty, highlighting that targeted pre- and post-transition support is

critical. Overall, these patterns indicate that structural, social, and personal factors are deeply interrelated, and that effective interventions must address multiple domains simultaneously to support successful independence for care leavers.



4. Expectations and feedback from Employers and HR Professionals

This section presents the results of the Employers and HR survey carried out in Czech Republic (n = 21). Respondents represent private companies (11), public institutions (5), NGOs (3), and other entities. Organisation sizes vary from small (1–10 employees; 7 responses) to large enterprises with more than 250 employees (5 responses). Sectors represented include creative industries (6), manufacturing (3), education and training (3), IT/digital services (1), and several additional service-related areas. This distribution provides a valid cross-section of employers working with young jobseekers in Czech Republic.

4.1 Awareness of care leavers and prior hiring experience

First, awareness of the term “care leaver” is still comparatively low among Czech employers: only 7 out of 21 respondents reported that they were fully familiar with the concept, while 5 had heard the term but did not know much about it. A notable 9 employers (43 percent) had not encountered the term before participating in this survey. Correspondingly, only one organisation had knowingly hired a young care leaver, while 17 reported they had not, and 3 were unsure. This indicates that many care leavers remain effectively invisible, largely due to the absence of systematic data collection and the limited disclosure stemming from low awareness. This constraint points to the need for targeted employer communication, clear operational definitions, and structured awareness-raising activities in subsequent project phases.

4.2 Willingness to employ care leavers

Employers also demonstrate a high degree of openness to hiring care-experienced young people. Seven respondents (33 percent) stated that they would “absolutely” consider employing a care leaver, and a further 12 (57 percent) indicated willingness “if well-prepared.” Only 2 expressed uncertainty, and none rejected the idea outright.

Most supported advanced opportunities include:

- Internships (14) Entry-level jobs (10)
- Mentoring or buddy system (6)
- Job-shadowing opportunities (6)
- CV and interview preparation workshops (5)

These results indicate that Czech employers are most comfortable offering structured, low-risk entry points into employment that provide candidates with exposure, experience, and acclimatisation before full contracts are offered. This aligns well with project activities such as job-readiness training and supervised workplace placements.

In terms of what they expect from care leavers, employers across sectors also emphasised strong behavioural and foundational expectations for entry-level employees. Two soft skills topped the list with identical frequency: punctuality and reliability (14), and communication skills (also 14). Other competencies valued highly include willingness to learn (10), and problem-solving (9).

From a technical or hard-skills perspective, the baseline requirements expressed were relatively consistent across organisations with basic computer skills (Word, email, Excel, etc.) and language/communication skills as the most valuable. Thus, employers do not primarily require advanced professional qualifications. Instead, they want young candidates to demonstrate readiness for structured work environments, an ability to communicate effectively, and functional digital literacy.

4.3 Concerns and perceived barriers

When asked about potential reservations in hiring care leavers, employers highlighted several areas of risk:

- Emotional and social difficulties — 9
- Unstable living situations — 7
- Low self-confidence or motivation — 6
- Need for additional mentoring support — 4

Employers also identified what forms of assistance would enable them to more confidently hire care leavers. The most widely selected supports were External job-coach or mentor involvement (7), Onboarding guidelines or toolkits (6), Training on inclusive hiring (6) and Better awareness of the care system (6). This suggests that most employers welcome structured partnership and benefit from clear points of contact, rely-on mechanisms and prepared success frameworks.

Finally, interest in long-term collaboration is generally positive but conditional: 14 responded “maybe,” and 5 required more information before deciding. The willingness to engage is strengthened when employers can see concrete benefits for their organisation. The most influential motivating factors included:

- Clear project contact person (10)
- Assurance of ongoing support to the young employee (7)
- Trial or low-risk entry periods (6)
- Access to a pool of motivated young jobseekers (6)

A minority also noted that showcasing success stories would influence their willingness to participate in future activities.

Concluding, one employer expressed scepticism regarding the assumption that care leavers face systematic discrimination, noting that they typically do not inquire about family background and therefore may not be aware of care experience during hiring. Hence, it was noted that challenges should

be addressed through skill-building rather than labelling, emphasising that recruitment practices should focus on communication, problem-solving, and other competencies rather than personal history.

5. Perspective of Trainers & Professionals Working with Care Leavers

This section presents findings from the survey of trainers, educators, NGO staff and practitioners working with care leavers in Czech Republic (n = 22). Respondents represent a cross-section of organisations delivering social services, vocational support, residential care, educational programmes and post-care services.

5.1 Professional profiles and experience

Trainers and practitioners participating in the survey collectively bring substantial professional experience as almost half have worked with care leavers for more than seven years, 6 have between one and three years of experience and 14 out of the total respondents work with care leavers daily or weekly. This degree of direct contact provides a reliable and valid body of evidence. Organisational affiliation is also diverse: NGOs (9), vocational education centres (4), residential care facilities (1), public social services (1) and other institutional frameworks (6), hence ensuring coverage of needs across the transition pathway.

Professionals identified a set of recurring and interconnected challenges that significantly influence post-care outcomes. Managing personal finances and budgeting was the most frequently reported difficulty, cited by 14 respondents. Housing insecurity followed, with 12 practitioners highlighting obstacles in accessing safe and affordable accommodation. The same number pointed to mental health and emotional wellbeing concerns as a major issue: this data is consistent with the findings of the care leavers survey. Administrative complexity also plays a role, as 8 respondents noted that navigating bureaucratic systems often overwhelms young people leaving care. Employment challenges and experiences of loneliness or limited social support were each reported by 7 practitioners. Finally, 4 respondents underlined gaps in essential life skills such as home management, cooking and self-care, which can hinder efforts to sustain independent living.

The professionals' responses then also demonstrate that challenges are not individual but systemic: financial strain, housing instability, administrative barriers and emotional stress interact and often reinforce one another. Several qualitative responses explicitly associate unmet needs during childhood (lack of trauma-informed care, insufficient preparation for independence) with later vulnerabilities.

When asked which areas should be prioritised for intervention, practitioners ranked support needs as follows:

- Mentoring and a stable trusted adult relationship — 13 responses
- Financial literacy — 13

- Housing assistance — 12
- Mental-health support — 9

Job-readiness training, legal or administrative assistance and opportunities for peer support and community building were each selected by 5.

Notably, no respondents identified digital skills as a primary priority for intervention.

5.2 Strengths and assets of care leavers

Rather than focusing exclusively on deficits, professionals also identified several notable strengths frequently observed among care-experienced youth. A large majority highlighted a strong motivation to improve their circumstances, reported by 19 respondents, alongside high levels of resilience and perseverance, mentioned by 16. Problem-solving abilities were noted by 15 practitioners, reflecting young people's capacity to navigate challenging situations, while 10 respondents emphasised their adaptability in unfamiliar or rapidly changing environments. Collectively, these strengths indicate that care leavers possess significant potential and resourcefulness that can be further developed through targeted, supportive interventions.

These strengths demonstrate that young people do not enter adulthood lacking potential. Instead, they often possess adaptive capabilities developed through lived experience but require structured support to translate these into educational and employment outcomes.

Importantly, many of these skills are not traditionally taught within residential care or standard schooling but are critical for successful transitions. They also directly shape performance in early workplace environments, reinforcing the need for structured pre-employment and mentoring programmes.

5.3 Professional training needs

The survey also explored what support professionals themselves require to work effectively. As it turned out, many areas were chosen by multiple professionals:

- Motivational approaches suited to disadvantaged youth — 15 responses
- Mental-health first aid — 14
- Trauma-informed care — 13
- Conflict management — 9
- Job coaching and career-guidance skills — 7
- Work with NEET youth — 9
- Understanding legal and administrative processes — 8

Professionals expressed a strong consensus that current institutional frameworks are not adequately structured to support care leavers' long-term transitions. When rating the care-leaver support system in their region 17 out of 22 rated it "poor", 4 rated it "adequate" and none rated it "good" or "very good". While digital tools were not rated as a primary need, most professionals still recognized potential

benefits. Two respondents stated that digital solutions would “definitely” improve support, while 16 selected “maybe, depending on the tool.” Useful features suggested included Information on legal rights, housing and services (14), Templates and budgeting/CV guides (8) and Messaging or mentoring functions (8). However, respondents stressed that digital tools should supplement one-to-one relationships BUT never replace personal connections.

Concluding, several professionals noted that young people commonly leave care without adequate life skills, emotional support, or having had opportunities to practise decision-making and financial management. They emphasised that without major reforms, such as improving institutional quality, strengthening conceptual coherence, and ensuring qualified staff who can work intensively and consistently with each child, aftercare interventions alone cannot compensate for systemic shortcomings.

Key suggestions included:

- guaranteeing access to affordable starter housing;
- providing individual psychological support before and after leaving care;
- strengthening mentoring schemes;
- and legislating more stable forms of host care and accompaniment services.

Many respondents argued for structured preparation starting at age 15, covering self-care routines, budgeting, planning, and building personal responsibility. They also recommended extending support from former residential-care staff for at least three years post-departure, complemented by professional supervision and mentoring.

6. Conclusions and recommendations

The assessment conducted in Czech Republic highlights a set of consistent structural, social, and institutional challenges affecting the transition of young people from care to independent adulthood. Stakeholder responses point to systemic gaps in preparation for independence, limited continuity of support after leaving care, and insufficient coordination across services. Professionals underline that many barriers faced by care leavers (housing insecurity, emotional distress, and difficulties navigating employment) are rooted in systemic weaknesses in the way institutional care is organised and delivered.

The survey of care leavers confirms and complements these observations as respondents reported feeling underprepared for independent living, particularly in managing finances, securing employment, and navigating self-care and housing arrangements. Many rely on informal support networks, primarily friends, and experience frequent or occasional loneliness and low confidence in seeking help. Skill gaps most frequently cited include money management, stress and emotion regulation, and job-readiness

competencies, while areas of relative confidence include cooking, building relationships, and writing CVs. Care leavers expressed strong interest in targeted training on financial literacy, mental health, and practical life skills, with blended learning formats (online plus in-person) being the most preferred.

Employers in Czech Republic demonstrate openness to considering care-experienced youth as potential employees, but their willingness is contingent on the availability of adequate preparation and structured support mechanisms. Employers report low awareness of the term “care leaver” and minimal direct experience hiring from this group. Concerns relate primarily to emotional and social vulnerabilities, unstable living conditions, and lower self-confidence among applicants. They also emphasise the importance of foundational behavioural competencies, such as reliability, communication, and willingness to learn, over technical qualifications for entry-level roles.

Overall, findings from Czech Republic point to the need for earlier preparation before leaving care, sustained follow-up after exit, stronger intersectoral cooperation, and improved pathways between training providers and employers. Care leavers’ own reflections emphasise the importance of pre-exit guidance on financial management, realistic expectations regarding job and housing searches, and long-term mentorship. These insights create a clear basis for targeted actions under the Skills4Life project.

Recommendations

1. Preparation for independent living:

Structured life-skills programmes should start at age 15 and cover financial literacy, decision-making, job readiness, and navigating social and administrative services. Consistent staffing and long-term relationships with key workers are essential to build trust and stability, and trauma-informed approaches can strengthen emotional readiness and resilience.

2. Aftercare and long-term support:

Mentoring models should accompany care leavers for multiple years post-exit. Access to counselling and mental health support should be guaranteed. Embedding aftercare services in legislation and regional frameworks can secure continuity, equal access, and formalised support networks.

3. Housing support:

Stable and affordable transitional housing for care leavers should be expanded. Partnerships among municipalities, housing providers, and social services can ensure safe accommodation: structured support and assistance in this regard must be prioritized.

4. Employability and employer engagement:

Job-readiness programmes should focus on soft skills, emotional self-management, and workplace behaviour. Internships, job-shadowing, and low-risk entry opportunities can provide practical experience. Employers can be supported with onboarding toolkits, mentoring options, and designated contacts within local support services..



5. Coordination and cooperation:

Collaboration between social services, training centres, employers, and local authorities can reduce fragmented support. Regional or local working groups can align interventions and policies

6. Professional capacity-building:




Training for practitioners in trauma-informed care, motivational techniques, conflict management, and mental health support should be strengthened. Digital tools and practical toolkits can complement, but not replace, direct one-to-one support. Peer learning and professional networks focused on transitions to independence enhance staff competencies.

Annex I – Aggregated surveys results

  Co-funded by the European Union													
D1.1.4 – Assessment of the actual needs and challenges of the target group													
<i>[Czech] Responses of the Care Leavers Survey</i>													
Insert Google Form link: https://docs.google.com/forms/d/1nyM60EzrQ8h9ExagX97-f8BjqYRDngP3J2uYugXTII/edit#responses										INSERT Total number of respondents to the survey		15	
Section 1: About You													
Survey questions		Answers to the survey											
1. What country are you from?	Austria	Bosnia and Herzegovina	Bulgaria	Croatia	Czech Republic	Romania	Serbia	Slovenia	Ukraine				15
	0	0	0	0	15	0	0	0	0				
2. How old are you?	16	17	18	19	20	21	22	23	24	25-29		Total number of answers collected	
	0	0	2	1	3	2	2	0	0	5		15	
3. Where do you live now?	In temporary housing (hostel, shelter, supported accommodation)	Shared flat/house with friends	With my parents or relatives	With a partner	In my own flat/house							Total number of answers collected	
	4	6	0	5	0							15	
4. Are you currently working?	No, but looking for work	Yes, full-time	Yes, part-time	No, and not looking for work right now. Why?								Total number of answers collected	
	2	7	2	4								15	
5. Are you currently studying or in training?	Yes, part-time	Yes, full-time	No									Total number of answers collected	
	2	4	9									15	
6. Do you feel financially secure right now?	Yes, I manage well	It's difficult, but I get by	No, I'm struggling a lot									Total number of answers collected	
	6	4	5									15	
Section 2: Your Experiences After Leaving Care													
7. When you left care at 18, how ready did you feel to handle adult life, like finding a place to live, working, or taking care of yourself?	Very prepared	Somewhat prepared	Not prepared at all									Total number of answers collected	
	0	9	6									15	
8. What was the hardest part about leaving care? (select up to 3)	Finding a place to live	Finding a job	Managing money	Being alone / feeling lonely	Handling stress and emotions	Knowing who to ask for help	Cooking, cleaning, and taking care of myself	Having to take full responsibility for everything	Something else			Total number of answers collected	
	3	8	12	1	4	4	5	5	1			15	
9. Who supports you now when you need help or advice?	Friends	Former carers/social workers	Family (biological or foster)	No one	Other	coworkers, chat gpt, foundation dejme dětem šanci					Total number of answers collected		
	6	2	0	4	3							15	
10. How often do you	Almost every day	Sometimes	Rarely	Never								Total number of answers collected	

Section 1: About Your Company														
Survey questions	Answers to the survey													
1. What country are you from?	Austria	Bosnia and Herzegovina	Bulgaria	Croatia	Czech Republic	Romania	Serbia	Slovenia	Ukraine					21
	0	0	0	0	21	0	0	0	0					
2. What type of business or organization do you represent?	Private company	Public institution or government body	Non-profit organization / NGO	Social enterprise	Employment or recruitment agency	Vocational training provider	Chamber of commerce / business network	Self-employed / freelancer	Other					Total number of answers collected
	11	5	3	1	0	0	0	1	0					21
3. How many employees does your organization have?	1-10	11-50	51-250	More than 250								Total number of answers collected		
	7	8	1	5								21		
4. What sector do you operate in?	Health and social care	Education and training	Hospitality and tourism	Retail and sales	Manufacturing and production	Construction and skilled trades	IT and digital services	Finance and administration	Transport and logistics	Agriculture and environment	Creative industries / media	Public administration	Other	Total number of answers collected
	1	3	1	0	3	0	1	1	1	0	6	1	3	21
5. Are you currently hiring young people (aged 18-29)?	Yes	Not at the moment, but in the future	No	Not sure								Total number of answers collected		
	18	0	3	0								21		
Section 2: Awareness & Attitudes														
6. Have you ever heard the term "care leaver" before?	Yes, I'm familiar with it	I've heard it, but don't know much about it	No, I haven't heard of it								Total number of answers collected			
	7	5	9								21			
7. Have you ever knowingly hired a young care leaver?	Yes	No	Not sure								Total number of answers collected			
	1	17	3								21			
8. Would you be open to hiring a care leaver?	Yes, absolutely	Possibly, if well-prepared	I'm not sure	No								Total number of answers collected		
	7	12	2	0								21		
9. What concerns (if any) might you have about hiring a care leaver?	Lack of job experience	Emotional or social challenges	Low self-confidence or motivation	Unstable living situation	Need for extra support or mentoring	Workplace fit/team dynamics	Gaps in formal education or work skills	No concerns	Other					Total number of answers collected
	3	9	6	7	4	1	2	6	0					21
Section 3: Skills & Preparation														
10. What soft skills are most important for entry-level employees in your organization?	Punctuality and reliability	Communication	Teamwork	Adaptability	Initiative	Problem-solving	Professional attitude	Willingness to learn	Time management	Resilience	Other			Total number of answers collected
	14	14	5	2	2	9	1	10	2	1	1			21
11. What hard skills do you look for in young applicants?	Basic computer skills (e.g. Word, Excel, email)	Customer service skills	Manual/technical skills (e.g. using tools, machines)	Language or communication skills	Sales or retail experience	Industry-specific technical knowledge	Ability to follow procedures and safety rules	Other // confidence to make a decisions						Total number of answers collected
	16	5	4	13	1	4	7	1						21
12. How do you usually assess a young person's readiness for the workplace?	CV / Application	Interview	Trial day or internship	References	Formal qualifications	Informal impression / attitude	Other						Total number of answers collected	
	13	20	6	10	3	11	2						21	
13. What qualities would make a young person with a difficult background (like care) more attractive as a candidate?	Motivation to learn and grow	Personal resilience and strength	Life experience and maturity	Openness to feedback and learning	A positive attitude	Being proactive and showing initiative	Willingness to accept guidance or mentoring	Other					Total number of answers collected	
	15	7	4	14	11	15	7	2					21	
14. Would you consider offering any of the following to care-leavers?	Internship	Apprenticeship	Entry-level job	Mentoring or buddy system	Shadowing days	CV/interview preparation workshops	Not sure	Other					Total number of answers collected	
	14	1	10	6	6	5	1	1					21	
Section 4: Support & Cooperation														
15. What kind of support would help you as an employer when hiring or mentoring a care leaver?	Onboarding guidelines or toolkits	External mentor or job coach support	Contact person from a youth service	Training on inclusive hiring	Better awareness about the care system	Financial incentives/support	We feel confident managing this without extra support	Other						Total number of answers collected
	6	7	5	6	6	4	4	2						21
16. Would your company be interested in cooperating with a care leaver support project?	Yes, definitely	Maybe	No	I need more information								Total number of answers collected		
	1	14	1	5								21		
17. What would encourage you to get involved in such a project?	Having a clear contact person/project coordinator	Knowing that ongoing support for the young person is provided	Seeing success stories or testimonials from other employers	Receiving recognition or certificate for participation	Being able to co-design activities that match our workplace	Having a trial period or low-risk entry option	Understanding the positive impact on the community	Getting access to a talent pool of motivated young people	Other					Total number of answers collected
	10	7	5	2	2	6	2	6	3					21
18. Do you believe young care leavers could thrive in your workplace if given the right support?	Yes	Maybe	No	Not sure								Total number of answers collected		
	11	7	0	3								21		

Section 5: Follow-up (Optional)					
19. Would you like to receive more information about our care leaver support project?	Yes	No	I understand the intention, but I am not sure that its implementation will have an impact. From the beginning, these people have been labeled with just this label, so they are discriminated against in principle. The questionnaire is based on the premise that discrimination exists, and therefore offers options for mitigating it. But what if real discrimination does not exist and everything is only in the heads of these graduates, that they are somehow disadvantaged (because perhaps this system dictates it to them - I don't know)? For example, I have never asked anyone about their family background. How would I know then that I am talking to a person from a specific background? If this is reflected in the person's specific skills, e.g. communication skills, problem-solving, then I would work on these skills. There are a whole range of tools. However, a priori I would not put out a fire where there is none. As far as I know, asking about family background in interviews is illegal. I personally will be leaving the company in some time, but I am convinced that it could be a match - we focus on impact activities and at the same time hire a lot of young people as temporary workers.		Total number of answers collected
	13	8			21
20. If yes, please leave your contact details:	...				Total number of
					13

  Co-funded by the European Union 										
D1.1.4 – Assessment of the actual needs and challenges of the target group										
<i>[Czech Republic] Responses of the Trainers and Professionals Survey</i>										
Insert Google Form link: https://docs.google.com/forms/d/1SsM61V7QvH90BdFh8PHF91rAvOdWdJfEcScq_NkwF3zA/edit							INSERT Total number of respondents to the survey		22	

Section 1: About Your Company											
Survey questions	Answers to the survey										
1. What country are you from?	Austria	Bosnia and Herzegovina	Bulgaria	Croatia	Czech Republic	Romania	Serbia	Slovenia	Ukraine	Total number of answers collected	
	0	0	0	0	22	0	0	0	0	22	
2. What is your current role?	Social worker	Youth worker	Psychologist / counselor	Vocational trainer	Job coach / career advisor	Educator / teacher	Project manager / coordinator	Volunteer	Other	Total number of answers collected	
	4	1	0	1	0	6	3	0	7	22	
3. What type of organization do you work for?	Public social services	Non-profit / NGO	Residential care home	Vocational education and training center	Employment service	Mental health service	Other			Total number of answers collected	
	1	9	1	4	1	0	6			22	
4. How many years have you worked with care leavers or young people in transition?	Less than 1 year	1–3 years	4–7 years	More than 7 years						Total number of answers collected	
	2	6	4	10						22	
5. How often do you currently work directly with care leavers?	Daily	Weekly	Occasionally	Rarely	Never					Total number of answers collected	
	6	8	7	0	1					22	
Section 2: Understanding the Needs of Care Leavers											
6. In your experience, what are the biggest challenges care leavers face?	Finding safe and affordable housing	Finding employment	Managing money and personal finances	Mental health and emotional well-being	Loneliness and lack of a support network	Lack of life skills (e.g. cooking, cleaning, self-care)	Navigating bureaucracy (e.g. benefits, healthcare)	Other			Total number of answers collected
	12	7	14	12	7	4	8	0			22
7. Which of the following support areas do you think are most urgent for care leavers?	Mental health support	Mentoring / having a trusted adult	Job readiness training	Financial literacy	Legal and administrative help	Peer support / community building	Housing assistance	Digital skills	Other	Total number of answers collected	
	9	13	5	13	5	5	12	0	0	22	
8. From your perspective, what are the key strengths of care leavers?	Resilience and perseverance	Independence and self-reliance	Adaptability	Life experience / maturity	Motivation to improve their situation	Problem-solving skills	Creativity	Other			Total number of answers collected
	16	6	10	5	19	15	2	6			22

9. What skills or qualities are often missing in care-leavers when they transition to independence?	Self-confidence	Emotional regulation	Time management	Job-seeking skills	Communication and teamwork	Problem solving	Financial planning	Motivation and goal-setting	Other	Total number of answers collected
	9	7	4	5	1	9	15	11	4	22
10. What kind of support do you think care leavers respond to best?	One-on-one mentoring	Group training or workshops	Peer-led support	Digital/online support	Other					Total number of answers collected
	16	0	2	1	3					22
Section 3: Your Own Experience & Training Needs										
11. How confident do you feel when supporting care leavers with emotional or psychological needs?	Very confident	Somewhat confident	Not very confident	Not confident at all						Total number of answers collected
	3	11	7	1						22
12. Have you received specific training related to care leavers?	Yes, in the past year	Yes, but more than a year ago	No, but I would like to	No, and I don't feel I need it						Total number of answers collected
	4	12	5	1						22
13. What types of training or resources would help you work more effectively with care leavers?	Trauma-informed care	Mental health first aid	Conflict management	Career guidance / job coaching skills	Working with NEET youth (young people Not in Education, Employment or Training)	Intercultural or diversity training	Legal rights and administrative processes	Motivational techniques	Other	Total number of answers collected
	13	14	9	7	9	3	8	15	3	22
14. What are your biggest challenges in working with care leavers?	Building trust and long-term relationships	Addressing mental health issues	Lack of consistent support services	Time and resource limitations	Low motivation or engagement from participants	Bureaucratic hurdles / funding constraints	Insufficient training for specific needs	Other		Total number of answers collected
	10	6	14	6	7	5	3	3		22
Section 4: Reflections on Support Systems										
15. How would you rate the current support system for care leavers in your region?	Very good.	Good.	Adequate.	Poor.	I don't know.					Total number of answers collected
	0	0	4	17	1					22
16. What is missing in the support system for care leavers?	Consistent aftercare or follow-up services	Holistic and trauma-informed approaches	Access to affordable housing	Job opportunities or internships	Coordination between services and sectors	Financial and legal guidance	Peer networks or mentoring	Public awareness and policy support	Other	Total number of answers collected
	17	7	13	4	4	5	2	9	2	22
17. Do you believe digital tools (e.g. platforms, apps) can improve support for care leavers?	Yes, definitely.	Maybe, depending on the tool.	No	Not sure.						Total number of answers collected
	2	16	2	2						22
18. If yes/maybe: What should a digital tool offer to be helpful for you as a professional?	Information on rights, housing, and support options	E-learning for care leavers	Templates and guides (e.g. budgeting, CVs)	Chat or mentoring functions	Calendar & planning tools	Resources for trainers and professionals	Case documentation or follow-up tools	Other		Total number of answers collected
	14	2	8	8	1	5	5	3		22
	trauma-oriented approach and from childhood, according to age, possibilities and individual needs, work is done to prepare this person for leaving for independent adult life. Without this, no matter how hard we try, we have limited options and young adults very often fail and their life									Total number of answers collected

<p>19. If there were one thing you could change in the support system for care leavers, what would it be?</p>	<p>...</p>	<p>situation after leaving the institutional facility worsens greatly. more qualified persons who will work intensively and individually with a specific child for a long time and these persons will then be able to decide on the children and subsequent measures</p> <p>CONCEPTUALITY</p> <p>Preparation of children from the age of 15 still in children's homes - practicing everyday self-service activities, including money management (e.g. food shopping), motivation to make decisions, strengthening the strengths of individuals, positive motivation and leadership to responsibility</p> <p>legislative anchoring of host care and escort services</p> <p>More mentors for people leaving in the following period</p> <p>Availability of housing</p> <p>Affordable housing</p> <p>Support in obtaining independent housing</p> <p>Possibility of mentoring and material assistance from children's home employees for at least another 3 years after the child leaves</p> <p>Increase the number of available mentors</p> <p>Availability of housing</p> <p>Fundamentally improve the efficiency of institutional care in the republic</p>	<p>22</p>
Section 5: Final Thoughts			
<p>20. Would you be interested in joining a professional network to exchange ideas and good practices about supporting care leavers?</p>	<p>Yes</p>	<p>No</p>	<p>Total number of answers collected</p>
	<p>20</p>	<p>2</p>	<p>22</p>
<p>21. Would you like to be contacted for follow-up or invitations to events/trainings?</p>	<p>Yes</p>	<p>No</p>	<p>Total number of answers collected</p>
	<p>15</p>	<p>7</p>	<p>22</p>
<p>22. If yes, please share your email (optional):</p>	<p>...</p>	<p>cyril.malinak@sos-vesnický.cz michaela@dejmedetemsanci.cz sarka@spoluzivot.cz karolina.jelinkova@sos-vesnický.cz nikola@dejmedetemsanci.cz</p> <p>hondrackova@seznam.cz dana.lipova@opssiitius.cz zuzananechanicka@seznam.cz socialni@detskydomov.com</p> <p>langrova.tereza@ddoerrma.cz brzobohata.i@ddck</p>	<p>Total number of answers collected</p> <p>11</p>
<p>23. Any final comments, suggestions, or insights you'd like to share?</p>	<p>...</p>	<p>As I mentioned above, the shortcomings in the area of independence of young people leaving institutional care originate from dysfunctional institutional care in our country. Therefore, any partial changes leading to the elimination of shortcomings in independence will never lead to the elimination of the problem. The problem is the setting of the institutional care in our country and this will only become apparent when the youth leave.</p> <p>It is necessary to base ourselves on practice, on the opinions of real experts who have worked with children for many years and not those who make decisions about children "from the table"</p>	<p>Total number of answers collected</p> <p>5</p>