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SUMMARY:

Introduction

Discussion groups France

- Programme of the day_
- Synthesis of the migrant youth focus group
- Synthesis of the professionals' focus group
- Points of divergence and convergence
- Appendix and bibliography

Introduction

The overall objective of the Life in EU Project is to assess the citizenship skills needs of young migrants residing in the partner countries for social and professional integration by:

Surveying targeted citizenship education activities to determine the level of familiarity of migrants with the history, politics, social affairs, law and rights, values, religion, geography, culture and customs of the host country:

- identifying capacity building needs of institutions and service providers in the area of citizenship.
- exploring migrants' understanding of the relationship between civic participation, citizenship education, and labor market integration
- collecting best practices/initiatives/online projects/tools/applications/training programs that explore citizenship education initiatives and practices (where citizenship education includes culture, sports, history, lifestyle, rights, labor market, language, traditions) and their potential link to youth social integration and livelihoods.

The specific objectives of this work, carried out by LE LABA, are first to facilitate two discussion panels and to produce the reports. The first panel is made up of young migrants and the second is made up of professionals who work with these groups.

In a second step, a note highlighting some good practices from the partner countries was written.

What emerges from this work is the importance of giving a voice to the first concerned, i.e. the migrants, when it comes to subjects that concern them. Indeed, their testimonies have allowed us to evaluate their level of knowledge of the institutions, culture, lifestyle and history of the host country and the tools that have allowed them to acquire this knowledge.

This work allows us to draw a picture of the needs in terms of civic education and integration with the angle of professional insertion via digital technology.

The whole point of this work is to find the appropriate animation, exchange and communication techniques to make young people express their needs based on their experience.

What we have imagined is based on our experience with this public. We chose to set up a flexible framework that could be adapted according to the exchanges taking place, the interactions between the participants and their level of understanding and involvement.

All the participants were involved, but in order to overcome the barrier of oral or written communication, we had anticipated by inviting volunteer resource persons to take over the instructions and clarify them, reformulate them and translate them. The presence of these volunteers allowed us to reassure them and to give them time to express themselves and to deepen their reflection. We thus opted for qualitative rather than quantitative expectations.

**Focus
group
Discussion**

France

Description of group discussion

2 groups: 1 of young migrants / 1 of professionals

Duration: 2hours30

Date: January 24th 2023

Place: Migrant Support Center CADA in Dax, France

Criteria groups:

Group 1 / Age for young migrants: 18 -28 years old

Group 2 /Professionals: institutions, experts, social workers etc.

Number of persons: 17

Focus on the needs: digital needs

Format: In-person discussion with 2 moderators

Programme of the day

Morning

10.10 Presentation of objectives: 5 min

- Assessing the needs of young migrants for citizenship competence
- Assessing needs: what foreigners know about the EU institutions, what they would like to know, typical situations they would like to be prepared for and in what form (written, audio, video, online)
- The degree of familiarity: about the history, sport, tradition, language, politics, culture, customs of the host country, labour market, way of life, institutions.
- Collecting good practices (initiatives, tools, training programmes, applications, projects)

10.15 - 10.20 Ice-breaker: 5 min

In pairs, you will introduce yourselves with the cards (cf: profile card) and each one will present his pair.

10.20 - 10.35 Feedback to the group: 15 min

Oral presentation of your pair.

10.35 - 11.30 Discussion group expectations/needs: 55 min

In 2 separate sub-groups, sitting in circles. Each person picks a card, reads it, if not the facilitator or another user, and answers it: debate/exchange. (Cards turned over on a table, and participants sitting around) 5 min per question.

BREAK - 11:30 - 11:45

11.45 - Star of change: 1h

All group around the table, reading and placing titles. Each person picks a photo and talks about what the photo reminds them of, and says which "change card" they want to put it in: the group must agree.

What should be changed to improve the reception of migrants?

Create/develop/delete/decide/maintain/reduce

Programme of the day

Afternoon

14:00 - 14:05 Presentation of objectives: 5 min

- Assessing the citizenship competence needs of young migrants
- Assessing needs: what migrants know about EU institutions, what they would like to know, typical situations they would like to be prepared for and in what form (written, audio, video, online)
- The degree of familiarity: about the history, sport, tradition, language, politics, culture, customs of the host country, labour market, way of life, institutions.
- Collect good practices (initiatives, tools, training programmes, applications, projects)

14:05 - 14:20 Icebreaker: 15 min

The good pick:

Each participant writes on a post-it note a personal information that the others do not know. It could be a passion or hobby, the name of a pet, an exotic country already visited, etc.

The post-its are folded and placed in a box. Each participant draws one at random and sticks it on the person they think is the author. If a participant comes across his or her own post-it, he or she picks another one.

Each participant then confirms whether or not it is their own post-it. If it is not, the person concerned has to present the post-it in a few words.

14:20 - 15:00 Expectations/needs discussion group: laminated card: questions identical to those of the migrants, but professionally oriented: 40 min

Whole group. Everyone picks a card, reads it, if not the facilitator or another user, and answers it: debate/exchange. (Cards turned over on a table, and participants sitting around). 5 min per question.

15:00 - 15:30 Star of change: 30 min

The whole group around the table, reading and placing the titles. The group has to place the pictures as quickly as possible (timer 20min) answering the following question: What should be changed to improve the reception of migrants?

Resource facilitators: each one takes 3 branches to do the CR.

15:30 - 15:40 Restitution of the morning by the young people and comparison with the answers of the professionals: 10 min

Projection of photo star of the change of young migrants while making the restitution.

Comparison with the professionals' positions and feedback.

15:40 - 15:55 Presentation of digital tools: 15 min

Synthesis of the migrant youth focus group

The cards



The young migrants told us about the difficulties they encountered when they arrived in France. The first is the language barrier, even if they have learnt French at school, the gap between the spoken language and the school language is laborious. Moreover, when they use a substitute language such as English, the person they are trying to communicate with must also be fluent in it and must have time to give them. In this sense too, with all the signs in French, creating spatial references is a challenge for migrants.

The lack of loved ones and disillusionment are also palpable for all the young people interviewed. Indeed, the difference between the dream of Europe that they were sold back home (better quality of life, better salary, security and social rights) and the reality is difficult to accept, all the more so in the face of the various current crises that have been added to the mix: war in Ukraine, paperless administrative procedures, the COVID health crisis, etc.

To overcome the language barrier, ingenuity is required. At first, young migrants use gestures to make themselves understood. When they have a telephone, tools such as "Google Translate" or "SayHi" are real assets. In the same vein, there is also "Call Recorder", which allows them to record telephone conversations in order to listen to them again to understand all the issues.

“
I felt like I started my life
over twice:
during the asylum
application and after I
got the papers
”

For the tongue subtleties, they prefer to go through a peer who speaks their mother tongue as an intermediary. It would be helpful to have translations of administrative procedures in several languages to avoid this divide.

In order to learn the language, they have multiplied the medias they use. During the asylum application process, they do not have all the mental availability to learn the language well. However, this does not prevent them from coming to all the courses (French and digital) offered in the structures in order to acquire the basics. They also benefit from French courses provided by several local associations. Many of them told us that their learning was mainly developed through their social interactions with the staff of the reception facilities, friends, voluntary work and work.



Synthesis of the migrant youth focus group

The cards

The people interviewed this day spoke about the issues for which they would like to be better prepared in order to facilitate their inclusion in the territory. A large majority would like to learn more about the procedures for opening entitlements, how to make appointments independently, how to get there and understand the ins and outs of each type of appointment.

“
The first time I took the bus in France, I wanted to stop but it was not at a bus stop. In Afghanistan it's not like that: the bus stops as soon as someone asks: the bus stops all the time.

”
We should talk about the different institutions and the general organisation of France: we need to understand our environment to better find our place in it. The young people discussed the problems linked to employment. Indeed, they would like to have help in finding a job or training, to have explanations on hierarchical relations in the professional environment and obviously to learn how to conduct a job interview.

Mobility is also an obstacle, and the highway code with its specific logic is now one of their most notable concerns.

While waiting to get their driving licence, they take advantage of public transport networks. However, they have to learn new codes, for example: "pressing the button to ask for a bus stop and knowing that there are defined stops: that's something you learn!

Young people told us about the difficulty of acclimatising to European social codes. For example, one young woman told us that someone had thrown a piece of paper on the table, which in her country is an insult, so she had a moment of incomprehension.

Most of these implicit norms that are so spontaneous cannot be learned in a classroom, which is why we need to foster social links through work, volunteering and various activities.

To the question "how did you discover French culture?" the answers were unanimous: the CADA* school, the party, volunteering, work, through the news, youtube, and the CADA discussion groups.

*CADA (Centre d'Accueil des Demandeurs d'Asiles): Reception centre for asylum seekers



“
I discovered French culture through cooking: one day a volunteer brought us cheese at school. I thought it didn't smell good, but I finally tasted it. He even told us that there were hundreds of types in France!

”

Synthesis of the migrant youth focus group

The cards

The use of digital technology is essential for the integration of young migrants. In the first instance, their phone is the major tool to enable expression and understanding, especially with the applications mentioned above.

With administrative procedures now completely dematerialised, their telephone has become their best means of integration.

However, they also use a lot of language learning applications as well as GPS systems in order to move around independently.

We also note the use of "UPcohesia" to check the balance on their OFII card without going through the telephone platform, which either speaks too quickly or in languages they do not understand.

I listen to podcasts on French history to learn about things like French personalities, films, and series.

Digital technology is also a tool for social networking. Facebook, WhatsApp, Instagram are omnipresent in their daily lives to keep in touch with their loved ones but also to meet new people.

In Colombia there is no autumn, when I arrived in Paris, I saw next to the Eiffel Tower the landscapes with the coloured dead leaves: it was very pretty!

We asked young people about their feelings on arrival. Memories of nights out, theft and lack were overshadowed by memories of support from social teams, the first job, the first roof over their heads and above all feelings of security and peace.



Synthesis of the migrant youth focus group

Star of change

The aim of the workshop was to use a photolanguage and a change star to identify areas for improvement regarding the arrival of young migrants in Europe.

- **MAINTAIN:** the OFII* card should be maintained, as it allows autonomy to do one's own shopping. Housing should be maintained, even in shared accommodation, as it also creates links and promotes social diversity. The health centres should be maintained to allow everyone to have equal access to care. Finally, wifi in reception facilities is the best way to keep in touch with relatives back home: it is essential to maintain it.
- **DEVELOP:** French as a foreign language courses are the first vector of integration: developing them seems necessary. It is also necessary to develop mutual aid and cultural outings. Socio-aesthetic workshops help to regain self-confidence, and cooking workshops help residents to cope with the ordeal of shopping more serenely by promoting links between residents. It would be necessary to develop access to work, financial aid and individual housing.
- **REDUCE:** screen time should be reduced, as it has health consequences, but contact between people should be maintained.
- **REMOVE:** open-air squats, it is not safe and it is a place where a lot of violence is expressed.
- **CREATE:** more social links should be created, as well as more explanations about the institutions. More digital courses should be created and peer support should be encouraged. It would be interesting to be accompanied on relationship and sexual health issues.

*OFFI (Office Français de l'Immigration et de l'Intégration): French Office of Immigration and Integration)



“
Screen time should be
reduced but we
must keep in touch!
”

Synthesis of the migrant youth focus group

The cards

We asked the same questions of the professionals as in the morning but with a different focus: what do young migrants need?

The moment of arrival of a young migrant is a pivotal moment, both for them and for the professionals. It is a moment that can be surprising.

Despite the social notes that are sent with the referrals, there is a lack of information to ensure the best possible reception of the persons.

“
They carry their whole
life and the essential
at the same time,
how do they do it?
”

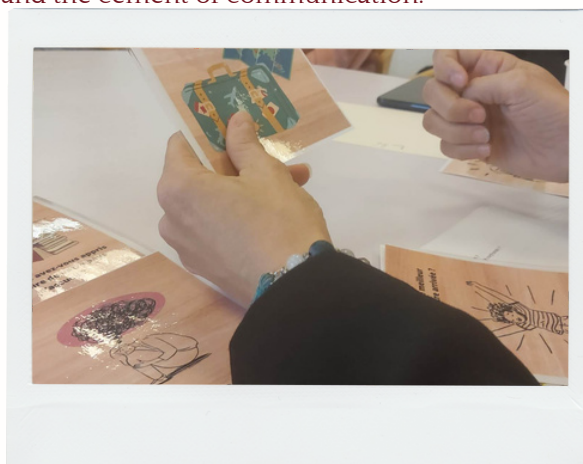
"Restoring dignity" is the priority of the social teams, so much so that sometimes they may be surprised by the modesty of the needs expressed.

Professionals believe that the first difficulties faced by young newcomers are lack of accommodation and financial worries. Indeed, even if they receive ADA, they have to reduce their daily budget. In addition, communication is an obstacle because of the language barrier.

When they arrive on the territory, they do not know where to turn and where to start. It is difficult to ask for help, and there is a great deal of mistrust towards the police due to the sometimes traumatic experiences of the migration journey. Finally, in addition to the differences in cultural codes, they have to face disillusionment: the gap between the ideal sold to them in their country and the reality of their arrival is great, especially for those who have paid the journey.

By leaving their country, they hope to find peace, freedom and rights. But in reality, the reasons for their departure are intimate, there are as many reasons for exile as there are people in exile. Some people do not really know why they left, especially in the case of people who were forced to leave (prostitution networks, pickpockets, trafficking, etc.).

It is necessary to work with them on their files before the French courses bear fruit. But access to a translator is a substantial budget that not all organisations can afford. It is by building trust and taking time that communication is created without even speaking the same language, with a hybrid language between mother tongues, French, English and gestures. Human relations are a real benefit to learning and the cement of communication.

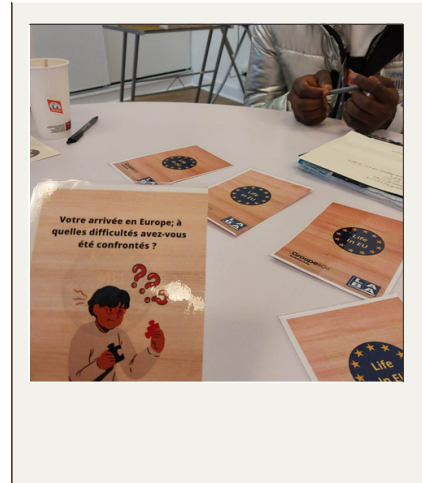


Synthesis of the migrant youth focus group

The cards

The main obstacle to learning French is finding volunteers. Moreover, for newcomers, mental resources are difficult to find. Some of them are in real mental distress and tell the support workers that, try as they might, when working at home, their memory fails them.

The pedagogy used in class must also be adapted to the non-native speaker public and its specificities: priority must be given to oral expression and immediate contextualisation in order to be relevant and to succeed in mobilising the pupils.



In order to encourage learning, professionals try to favour an ethnic mix in housing to avoid residents speaking only their mother tongue in their daily lives.

Finally, it is also important to be aware that the uncertainty of the future plays an important role in the residents' investment in learning the language of the host country.

From the point of view of the interviewees, the learning of the history of the country for young people is done in a forced way either during a naturalisation procedure, or when they have children at school who ask them questions.

On a day-to-day basis, the professionals were able to identify a number of issues to be addressed during support.

Work should be done on employment and making appointments (especially medical appointments) in order to simplify daily life. However, in the subjects that the residents brought up, we must also count on the intimate domain. In this sense, the teams were asked about romantic, intimate and family relationships.

“
The problem is that the administration has imagined its typical user who already knows how to use the tool...
”

For their integration, the smartphone is central and omnipresent. However, it is not necessarily well used. It is used passively: they consult content without knowing how to respond to it and without having the codes that govern digital technology.

There is a gap between reading an email, understanding it and knowing how to sort out documents or make a file to carry out an administrative procedure.

Today, everything is dematerialised, so professionals need to work together to encourage the public's autonomy: dedicating the digital world, creating an email address, using Word and so many other things...

The afternoon ended with a restitution and an exchange around the data collected in the morning on the star of change (see above). The professionals tried to find out how the young migrants had perceived and classified the images.

Points of convergence & points of divergence

Conclusion

After cross-referencing the data, we can observe the attention that professionals pay attention to the public they support. Indeed, they are aware of most of the needs of young newcomers.

However, the professionals did not imagine that young people would be interested in the history of the host country, whereas their curiosity is such that they go looking for answers to these questions in documentaries, in the library or in podcasts.

Thus, even the French institutional organisation arouses their curiosity.

In addition, the teams in the reception structures assumed that the operation of the OFII card for asylum seekers was not necessarily relevant. Surprisingly, the people concerned did not complain about this, although they would like the amount of compensation to be increased.

The difficulties of accommodation, understanding, and disillusionment that migrants face are heard by all.

Moreover, learning the language of the host country and the socio-cultural codes must be done on a daily basis and must be the result of a real encounter, a participative, playful and non-descriptive pedagogy.

In their search for security, freedom and rights, young people are faced with questions that they did not expect to encounter before their departure. They need to understand how the administrative system works, how to find a job, not forgetting all the questions relating to relationships and intimacy.

All this cannot be envisaged without adopting a total inclusion of the public in the territory.

However, while the organizations are aware of this, they have informed us of a lack of means to set up workshops. It would be necessary to have a canva of tools from which to draw in order to anticipate the needs of the migrant allophone public, particularly around the serious game which allows for a combination of learning, role-playing and fun.

More regular inter-structure exchanges of practices would be beneficial to all in order to evolve together and improve support for young newcomers.



Appendix

&

Bibliography

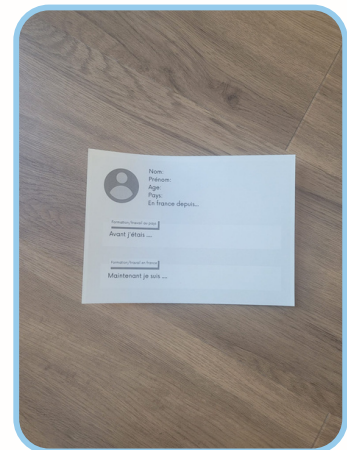
Appendix & bibliography

The tools



Programme of the day posted in the entrance and in the room.

Presentation card: in pairs, the young people must question themselves and fill in the card in order to be able to present their pair to the group.

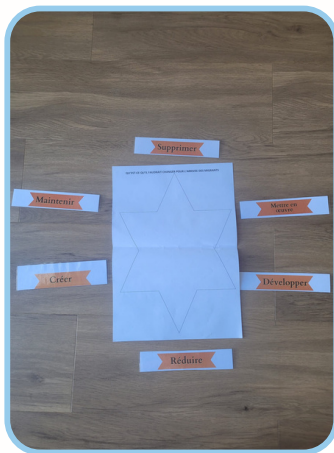


Debate card game with questions for young people.

Appendix & bibliography

The tools

Debate facilitating card game with questions for professionals.



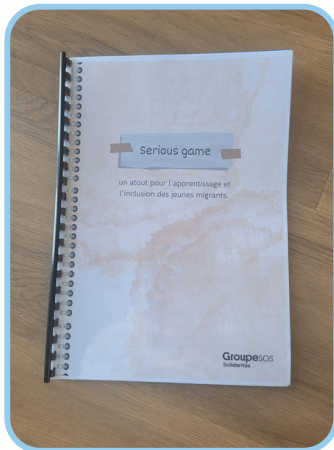
"The star of change". It was used as a support for the photo-language.

Photo-language addressing several themes so that everyone can speak out on what should be changed, increased, stopped, reinforced...



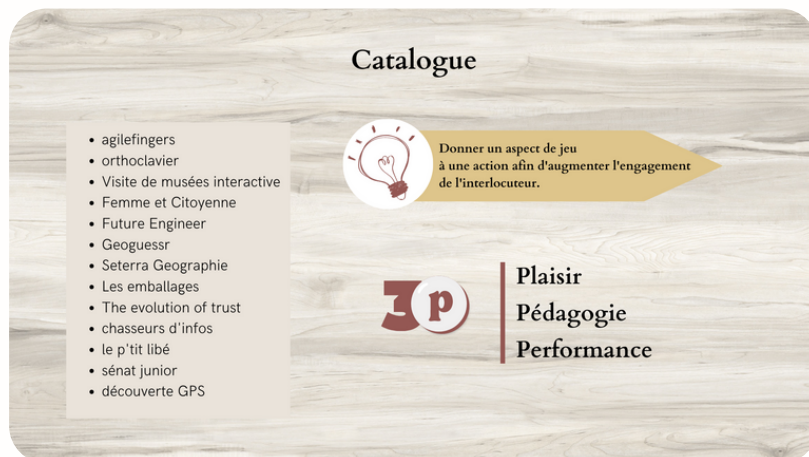
Appendix & bibliography

The tools



Booklet available for consultation on site with the digital tools presented in the powerpoint (below).

Powerpoint presenting digital tools that meet the needs of young newcomers:



Appendix & bibliography

The tools

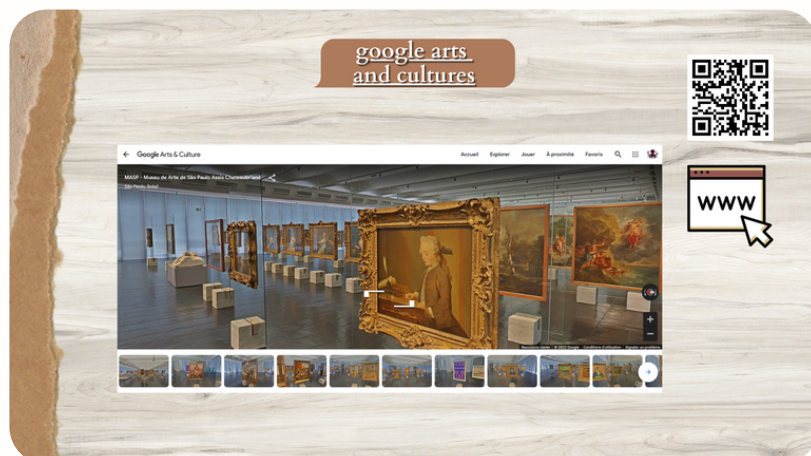
A site that allows you to practise typing according to your level of proficiency. Very fun: children and adults alike.



Keyboard training software to be used online but downloadable. Customisation option to include your own word lists if you download the software.



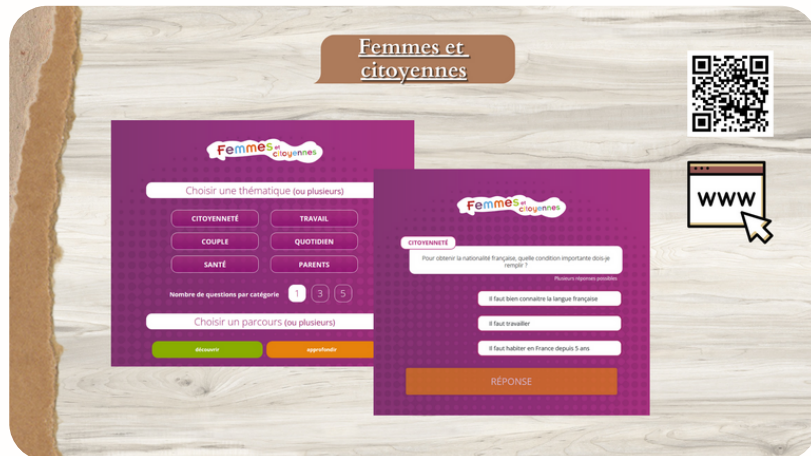
Site allowing to visit museums or historical sites online with the "street view". Allows you to move and orient yourself in space with the mouse.



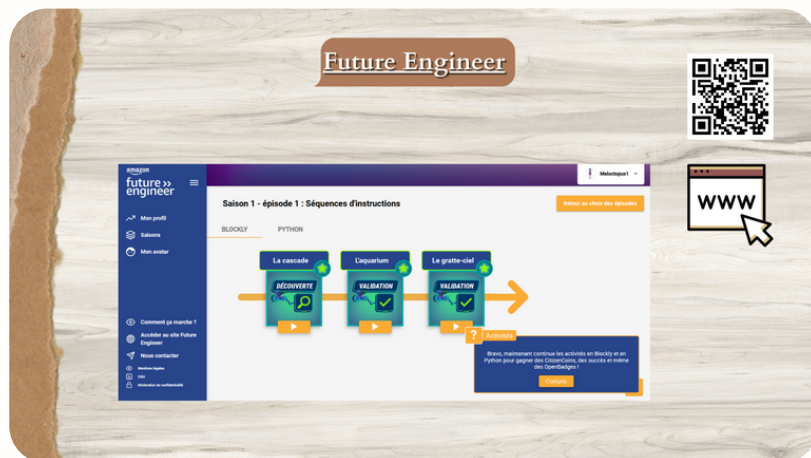
Appendix & bibliography

The tools

Online quiz site to ask questions about women's citizenship to create entry points for debate.



Online site from Amazon to learn the computer language "python" with games.



Online game to work on spatial and geographical references at a global level.



Appendix & bibliography

The tools

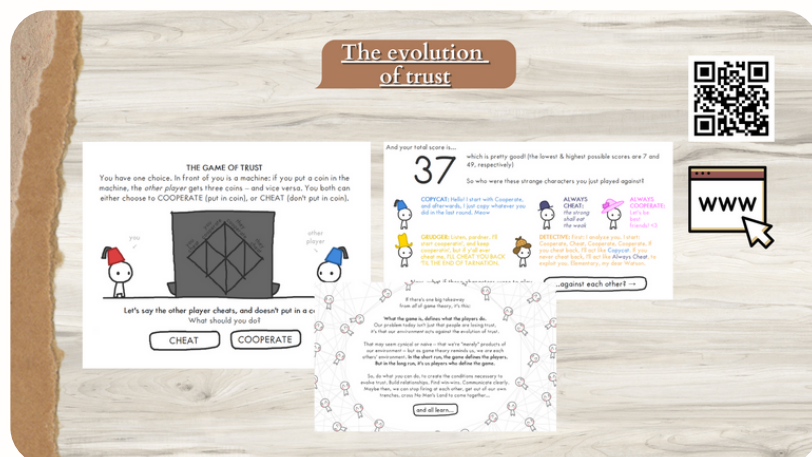
Online game to work on spatial and geographical references. Possibility of having questionnaires on rivers, capitals, flags etc.



Online game to learn about waste separation and its environmental impact.



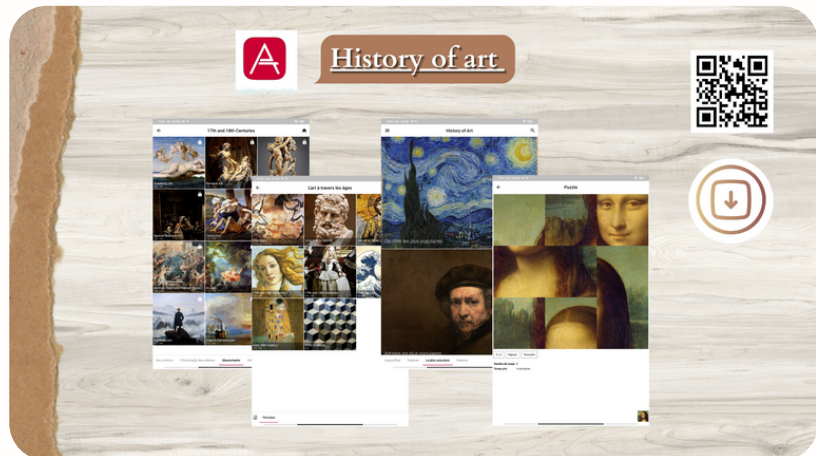
Online game about the impact of our choices on ourselves and others.



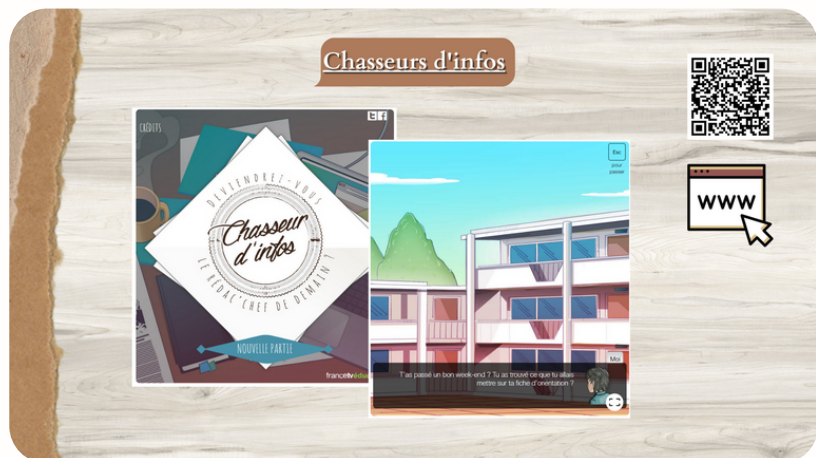
Appendix & bibliography

The tools

Application explaining the artistic trends and the history of the paintings.



Online game about fakenews where the player has to understand what makes a piece of information reliable or not.



Database of online games about the political organisation and laws in France. The games are sorted by age accessibility.



Transferability of the method

What we can do to help our European partners facilitate these focus groups is formalised in the focus group methodology below:

- Choose a small group of no more than 6 people to allow everyone to express themselves for the time they need.
- Co-facilitate with resource facilitators who will be there to re-explain, rephrase and support the participants' expression.
- Set up a benevolent framework: posture of the facilitator and resource facilitators, slow, clear oral expression using simple words.
- Use FALC (French for reading and understanding) for written instructions.
- Use mainly images, photolanguage for better understanding and to enrich the exchanges by the diversity of interpretations of each person at the sight of each image.
- Ask open, short questions without negation.
- Diversify the methods of facilitation: in pairs to talk about oneself, in groups to give feedback to others, etc.
- Allow flexibility in the instructions and understanding of the instructions: some people respond to the instructions in different ways and this provides a different and interesting perspective.
- Encourage and congratulate oral participation, especially when it is difficult and for the person: focus on the importance of the idea rather than on the form of expression (mistakes in French, pronunciation, etc.).
- Stimulate exchanges between participants and sometimes include the resource facilitators, which also feeds the group dynamic and relaxes the atmosphere.
- Make an on-the-spot evaluation of the discussion group: duration, understanding, interest and areas for improvement.
- Provide feedback to participants after the event on the results and deliverables.
- Encourage networking between participants in order to maintain links between them through peer support and to help each other in their integration in the country.
- To create a friendly environment (breakfast, pastries, room decoration) and a convivial and informal moment (meal, snack, walk, visit)

Form for the participants

-Before leaving your country, what did you expect from your arrival and life in a new country?

-What surprised you the most? What surprised you the most?

-What is your best memory of your arrival?

-What is your worst memory of arriving?

-How did you learn the language? (people, applications, structures)

-Did you use any technological/digital tools for your integration?

-What are the typical situations you want to be prepared for? In which language (written, spoken, read, etc.)?

-How did you discover aspects of the culture?

-What difficulties did you face when you arrived in Europe?

-How did you communicate? (photos, telephone, translation, signs?)

-What difficulties did you encounter with French?

Acknowledgments

Project partners:



Focus group participants:

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Digital advisors;
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