



**Cultural learning experiences and experiential learning  
paradigms for social and labor integration of  
disadvantaged young migrants**

*Elaborated by: SÜDWIND*



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## Introduction for group discussions

### Criteria:

**2 groups:** 1 of young migrants / 1 of professionals

**Duration:** average 2 hours

**Date:** between 22 and 24 March 2023

### **Criteria groups:**

**Group 1 /** Age for young migrants: 19 -27 years old

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

**Number of persons:** minimum 7 and 12 persons

**Focus on the needs:** 4 to 5 questions/discussions

**Format:** In-person discussion with 1 and 2 moderators

### Mandatory documents for proof:

#### List of participants / consent forms:

*\*Young Migrants: on drive*

*\*Professionals: on drive*

#### Agenda / Summary of Life in EU project - questions planned:

*\*Young migrants: on drive*

*\*Professionals: on drive*

#### Photos to be uploaded:

*\*Young migrants: on drive*

*\*Professionals: on drive*





# 1. Group Discussion: Young migrants

## 1.1 Purpose of the group discussion

Südwind organized a focus group session with young migrants at the Headquarter of the organisation in Vienna. The aim was to find out from firsthand information that will help to focused the training material dedicated to that group. Participants were therefore animated to express their own perspective on their live in Austria. They were encouraged to emphasize their need towards their inclusion in to the labour market. This Focus group therefore provided an opportunity to gather the necessary information according to which a comprehensive online tool will be created in the framework of the project Life in EU.

## 1.2 Context

**Place:** SÜDWIND Office – Laudongasse 40, Vienna 1080 **Date:** 24th March 2023

**Number of participants:** 7

**Profiles of the participants:** 6 boys and a girl with a sufficient knowledge of German that allowed the discussion to be conducted in German. Their countries of origin: Côte d'Ivoire, Cameroun, Syria, Mexico and Sudan. 3 workers and 3 Job seekers 1 Student. Aged 19 to 27.

**Tools used:** The discussion took place in-person. Participants signed a list that also attests their consent to participate in the Focus Group. Beamer and flipchart, moderation cards.

## 1.3 Topics

The topics discussed were the following:

- First contact with Austria: expectations achievements and disappointments.
- Needs in the field of everyday live /need in the field of labour market

**Needs that have been highlighted:**

From the discussion it came out that those youngsters had great expectations in themes of upscaling their life and the life of their family. It was impressive to observe that the wellbeing was set almost at the same level of their own. While setting their journey to Austria, they did not figure the difficulties of integration. Some mentioned that the had the feeling that they already knew the European way of life, probably through television.

However, the first contact was kind of disappointing, all think starting with the difficulty of the language. Also, the flats were smaller than the ones on television. Though they were eager to start working, they realised that they are regulations that prohibit work. That it something that was new and shocking for most of the participant.

People from their homeland communities have been the biggest support in their orientation's struggle.





following needs were highlighted:

- Accreditation of qualifications: young immigrants have qualifications and skills they acquired in their home country but may not be recognized in their new country. Removing these barriers will make it easier to access the labour market and apply skills and knowledge.
- Health care: young migrants may have specific medical needs related to migration, such as vaccinations or treatment of injuries sustained during travel. They may also be suffering from stress and trauma related to their migration experience and should have access to mental health services to help them cope. Enabling young immigrants to access legal status helps protect them in the workplace. Employment:
- Language and Communication: Young immigrants need support in learning the language and understanding the cultural norms of their new homeland. Most of the time they are offered language courses that are too technical and not based on real everyday life. After the classes, they often return into their community where the practice broken language. They will be much interested in tandem learning, in interaction with natives. By so doing, they would be happy to “offer” a language they know.
- Career Development and Promotion: Young immigrants need opportunities for professional development and advancement, including vocational training programs, apprenticeships and mentoring. Language barriers make it difficult for young immigrants to apply for jobs. Once they have found one, it is challenging for them to navigate the labour market more effectively. Language support services within the firms can help you improve your communication skills and overcome these barriers.
- Discrimination and Exploitation: Strong anti-discrimination policies can help protect them from this discrimination and ensure equal access to employment opportunities. Young immigrants experience discrimination and exploitation in the labour market because of their immigration status that may restrain their possibility to claim some workers’ rights.
- Access to information: young immigrants need information about employment opportunities, training programs and labour laws in their new country. They are not familiar with the job market legislations, so providing information and advice in a language they understand is helpful. Most of the time those services are available but these youngsters do not have information about that availability, can be important.
- Dependency: Exactly at their age, they would like to live their independency. But they feel dependent for every single issue. That makes them feel less valuable than other teenagers. That is also why they need to access labour market as soon as possible and find their place in the receiving country.

## 1.4 Conclusions

Acquiring the language, finding the way to validate their previous learnings and capacity, training for a smooth inclusion into the Labour market seem to be the biggest challenges for young migrant. Those suffering a prohibition to access the labour market because of their legal status





are very affected by that regulation. The labour market also needs to be adapted to the new comers. Eg. It would be helpful to have translation's hotlines in the companies.





## 2. Group discussion 2: Professionals

### 2.1 Purpose of the group discussion

The purpose of the discussion group with professionals working with young refugees is to create a comprehensive picture of the training needs of citizens.

### 2.2 Context

**Place:** C3-Centrum für Internationale Entwicklung - Sensengasse 3, 1090 Wien

**Date:** 22/3/2023

**Number of persons:** 12

**Profiles of institutions/projects:** The following professionals participated in the discussion group:

- Professional of Educational NGOs involved in youth projects sponsored by the Austrian Development Agency. (11)
- Austrian Development Agency staff (1)

**Tools used (Technical, material etc):**

***Following the invitation of the Austrian Development Agency (ADA), Südwind animated a workshop to cover hit the target of the Life in EU Focus group discussion with professionals.***

The professionals' discussion group was conducted in a face-to-face session. It was a dialogue event initiated by the ADA Team Development Communication and Education in Austria. The title of the focus group on the official invitation was: Youth participation - successes between aspiration and reality. Experiences and challenges in the field of project work with young people, examples of successful youth participation. The event provided an opportunity for knowledge transfer, dialogue and exchange between ADA, civil society partners and experts.

### 2.3 Topics

- Empowering vulnerable young people/migrants
- Enhancing the participation of young vulnerable people/migrants

***Issues that have been highlighted:***

It is particularly challenging for young migrants to fully practice their participation's right in the achievement of the SDGs because of the precarity of their situations. Professional need extended trainings to support that population. In fact, trainers who work with young migrants have specific needs that should be addressed to ensure they are equipped to support their "students" effectively:

To effectively support young migrants' learning and development, trainers must have a thorough understanding of their cultural backgrounds and experiences.







**Language ability:** In order to communicate and deliver training effectively, trainers must be supported by translator if necessary.

Trainers must possess a variety of pedagogical approaches in order to adapt to the needs and learning preferences of young immigrants, who may have varying levels of education and come from various cultural backgrounds.

**Understanding of trauma and mental illness:** Trainers should be aware of any potential trauma and mental illness problems that young migrants may have encountered because of their migration journey. They ought to be able to offer the proper assistance and make recommendations for mental health services when necessary.

**Legal and policy knowledge:** Trainers should be familiar with the legal and policy concerns surrounding the immigration status of young migrants in order to be able to advise and support their students. They should have access to materials for learning a foreign language, educational resources, and legal and policy information.

**Opportunities for professional development:** To stay current on the most recent findings, patterns, and best practices pertaining to working with young migrants, trainers should have access to ongoing opportunities for professional development.

**Training and certification:** In order to give their clients high-quality services, trainers and coaches must complete training programs and earn certifications. To advance their skills and knowledge, they might require access to professional development opportunities, mentoring, and training programs.

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## 3. Self-assessment

### 3.1 What were the strengths of your group discussion?

The focus group of professionals consisted of experienced of non-formal and informal education. The group discussion was place in a high-level event with participants from all over Austria. Because the focus group discussion with professional, participants have had the opportunity to participants in conferences where a bigger picture of the national situation on youth participation has been presented. Regarding the discussion with young migrants, participants were very self-confident and could share their point clearly, despite their low level of German language knowledge. Unfortunately, girls were under represented. However, the female moderator was a first generation and experience migrants educator.

### 3.2 What were the improvement for your group discussion?

Both groups appreciated the sharing.

### 3.3 How easy was it to prepare the group discussion?

As for the professionals, the opportunity given by the Austrian Development Agency has been highly welcome as it has permitted to embed the discussion in a network that is recognised by the national educational and development institutions, though we needed to delay the activity fit that national event.

Regarding the group of young refugees, it was necessary to organized some benefit for the group though without financial support from the project. This has been a launch shared at the activity venue. It would have encouraging for them to have their transportation fees supported by the project.

### 3.4 How will you use the results in your organization?

Through the meetings, Südwind could extend its network both of professional and of migrants that are valuable referents when it comes to collecting information and experience on the real life of migrants in EU.

### 3.5 Other comments

Participants in the group discussion are expecting the results and output of the project.

