European Competence Gap Detection Report

European-level Report on Questionnaires and Interviews

PROJECT: Teens2Queens

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1. Introduction

This report analyses the interviews' and the questionnaires' results inside the Teens2Queens project. The project aims to examine the development of key lifelong learning (LLL) competences among young migrant women, focusing specifically on three essential areas: personal, social, and learning-to-learn skills (Competence No. 5), citizenship (Competence No. 6), and entrepreneurship (Competence No. 7). These competences are particularly important for enabling active participation in social, cultural, and economic life.

Through an online survey translated into the partner countries' languages and additionally into four other languages (Arabic, Farsi, Ukrainian, and Somali) to reach a wider group of migrant girls, the project engaged over 200 participants and conducted 42 qualitative interviews, collecting both quantitative and narrative data to better understand the knowledge, attitudes, and skills already acquired by young migrant women.

The main objectives of the project include identifying gaps in LLL competences, understanding the extent to which formal education addresses these competences, and determining where youth and social work interventions are needed to compensate for any deficiencies. The interviews and the questionnaires are designed to validate, adapt, or refine pre-formulated hypotheses and to generate new insights, while the combination of qualitative and quantitative data will support the development of the Teens2Queens Competences Gap-Bridging Programme.

2. Methodology

2.1 Data collection tools

The project utilized online questionnaires to collect quantitative data from a larger group of participants. The questionnaire was structured into several sections:

1. Demographic information
2. Personal, Social, and Learning-to-Learn competences
3. Citizenship competences
4. Entrepreneurship competences

At the end, two open-ended questions allowed respondents to provide a final reflection on their experiences and perspectives. Most questions were designed on a Likert scale from 1 to 5, enabling participants to rate their level of knowledge, confidence, or engagement in each competence area. This combination of structured scales and open-ended questions allowed the research team to gather both measurable data and qualitative insights, complementing the findings from the semi-structured interviews.

In addition to the questionnaire, the project employed semi-structured interviews as the primary qualitative method. This approach combines a pre-determined set of open-ended questions, which encourage discussion, with the flexibility for the interviewer to explore specific topics or responses in more depth. Unlike structured questionnaires, which may limit answers and produce uniform responses, semi-structured interviews allow participants to raise issues and provide insights that researchers might not have anticipated.

This method is particularly useful when there is some prior knowledge about a topic, but limited understanding of the exact context, background, or motivations of the participants. At the same time, semi-structured interviews require careful preparation and discipline, as the open-ended nature of the conversation can easily deviate from the intended focus, and recording and analysing the results can be time-consuming.

2.2 Participants

The study focused exclusively on young migrant women aged 15 to 25, either first- or second-generation, who have been living in Europe for some time and possess basic proficiency in the local language. Participants were either completing or had recently completed compulsory education and were in the transitional phase to adulthood, making important decisions about their personal, social, and professional lives. They were selected through the networks and contacts of the project partners, ensuring access to young women who matched the study's criteria.

The study specifically targeted young women with a relatively low level of education, a disadvantaged social environment, and a cultural background significantly different from that of the country in which they currently reside. In total, 42 qualitative interviews were conducted, and responses were collected from 209 participants through the online questionnaires, providing a comprehensive combination of qualitative and quantitative insights into the experiences, knowledge, and competences of young migrant women.

3. Data analysis

The data analysis was structured in two separate sections, reflecting the distinct characteristics of the collected data. Interviews provided rich, descriptive insights, capturing participants' experiences, attitudes and perspectives. Questionnaires, by contrast, offered quantitative information that was analysed using percentages and visualized through graphs to highlight trends and patterns across the larger sample. After analysing each dataset individually, the findings were compared and integrated, emphasizing points of convergence while also noting key differences. This combined approach allowed for a comprehensive understanding of young

migrant women's competences, balancing the nuanced, narrative depth of the interviews with the broader, measurable insights from the questionnaires.

4. Ethical consideration

All research activities adhered to the *European Code of Conduct for Research Integrity (2017)* and the *EU General Data Protection Regulation (GDPR – Regulation EU 2016/679).* Participation was voluntary, and data collection followed strict ethical standards. For interviews involving minors, parents or legal guardians were informed, and all participants provided signed consent forms. Wherever possible, interviews were conducted by experienced youth workers, who could provide additional support and ensure a respectful and sensitive approach. Questionnaires were entirely anonymous.

Sensitive information, such as migration status, or family situation, was treated confidentially, and personal identifiers were removed from all datasets. Special ethical care was taken when working with potentially vulnerable young women, ensuring that interviews were conducted in safe and respectful environments, and that participants had the right to withdraw at any time.

5. Objectives of the EU final report

The main aim of the Teens2Queens final report on interviews is to compare and integrate the results from all partner countries, bringing together both qualitative and quantitative findings to gain a comprehensive understanding of young migrant women's experiences, knowledge, and skill levels. The report seeks to identify common patterns as well as notable differences across countries, providing a nuanced picture of the acquisition of the three key competences: Personal, Social and Learning-to-Learn, Citizenship, and Entrepreneurship. Most importantly, the insights gathered through this analysis are intended to inform the design of the Teens2Queens Competences Gap-Bridging Programme, which will support young migrant girls in developing the skills needed to strengthen these core competences and enhance their active participation in social, cultural, and economic life.

6. Interview Analysis

The findings in this report are shaped by a carefully defined sample and a qualitative methodology designed to capture the lived experiences of young migrant women. The interviews involved 15–20-year-old first- or second-generation migrant girls who have lived in Europe long enough to acquire basic language skills and to complete compulsory schooling.

To explore their perspectives in depth, we used semi-structured interviews, which combine open guiding questions with the flexibility to follow emerging themes. This method is particularly

suitable when prior knowledge exists but deeper insight is needed into motivations, challenges and decision-making processes. While rich in detail, semi-structured interviews require careful preparation and disciplined facilitation to ensure coherence and comparability across countries.

This section presents the analysis of the narratives collected through this approach, offering a cross-country understanding of the strengths, needs and barriers experienced by young migrant women in Europe.

6.1 Profile of participants

This European report synthesises insights from 42 young migrant women interviewed across Austria, France, Italy, and Sweden. Despite different national contexts, their experiences show strong convergences in values, challenges, and learning needs. The findings highlight both the potential and the systemic barriers shaping their integration, civic participation and personal development.

Across the four countries, participants …
… come from over 20 countries, including Afghanistan, Lebanon, Syria, Somalia, Morocco, Bolivia, Peru, Congo, Eritrea, Russia, Ukraine, and South Korea
… are mostly 15–25 years old
… have lived in their host countries primarily more than three years
… possess high education levels ranging from lower secondary to upper secondary, with many of them holding or pursuing university studies

6.2 Cross-Cutting Insights

6.2.1 Shared strengths

Across Austria, France, Italy, and Sweden, young migrant women display a consistently rich set of personal and interpersonal strengths. Empathy, care, and a strong sense of responsibility emerge as defining traits in almost every interview. Many of them take on significant family roles—supporting siblings, helping parents navigate the new country, or managing household duties—which not only builds maturity but also shapes their ability to understand and respond to the needs of others. These qualities translate into strong relational competences, enabling them to connect across cultural differences and adapt to new social environments.

Their multilingual abilities represent another major asset. Most girls speak at least two languages, often three or four, and show strong motivation to learn the language of the host country despite the challenges it brings. This linguistic flexibility reflects both cognitive strength and determination, and becomes a tool for navigating school, work, and daily life.

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A recurring theme across the reports is their capacity for resilience—the ability to adjust to unfamiliar systems, cope with trauma or instability, and continue building their lives despite obstacles such as discrimination, academic challenges, and cultural adjustment. This resilience appears in practical behaviours: finding alternative ways to learn, seeking help from trusted individuals, managing emotions through personal routines, and developing creative strategies to overcome barriers.

A recurring theme across the reports is the young women's remarkable capacity for resilience—the ability to adapt to unfamiliar systems, cope with instability, and continue pursuing their goals despite obstacles such as discrimination, academic challenges, and cultural adjustment. This resilience is reflected not only in their determination but also in practical strategies: they develop creative ways to overcome barriers, learn independently through trial and error, and seek support from trusted individuals. For example, some navigated public transport on their own until they mastered maps and ticket validation, while others managed the emotional challenges of relocating abroad by establishing personal routines, setting small achievable goals, and holding onto long-term purposes and personal values. These behaviours illustrate how adaptability, persistence, and social support combine to sustain motivation and enable them to thrive in new and sometimes challenging environments.

Finally, the young women show a deep appreciation for diversity and intercultural collaboration. Having lived between cultures, they approach others with openness, curiosity, and respect. They value environments where differences are recognised and celebrated, and feel at ease working in multicultural teams or forming friendships with people from different backgrounds.

Importantly, these strengths are not the result of structured educational programmes. They are cultivated informally—through family responsibilities, migration experiences, community networks, and personal determination. This indicates that while schools often fail to nurture these competences, the young women themselves bring invaluable human capital into their communities.

6.2.2 Structural Barriers Across Countries

Although the experiences of young migrant women across Austria, France, Italy, and Sweden take place in different national contexts, the structural barriers they face are remarkably similar. These barriers are not isolated incidents but recurring patterns that shape their everyday lives, influence their learning experiences, and affect their sense of belonging.

A first and consistent obstacle concerns the limited role of schools in developing essential life competences. Across all four countries, participants describe classrooms where academic content is prioritised over personal development, emotional support, practical skills, and civic understanding. Schools rarely teach how to manage stress, organise learning, navigate public

institutions, or understand personal rights—competences that are especially crucial for migrant girls adapting to new environments. Several young women describe teachers as distant, overburdened, or unaware of the specific challenges that migrant students face. In this context, one interviewee explained that French universities felt hard to navigate without additional guidance, especially for students who had to learn the language while studying. This lack of institutional sensitivity contributes to feelings of isolation and reduced motivation.

A second major barrier is the persistence of discrimination, expressed in both subtle and overt forms. Participants report experiences ranging from stereotyping based on language or clothing, to exclusion in group work, to being judged on their accent or background, and in some cases, direct bullying. Other participants mentioned cultural misunderstandings due to differences in behaviour and social norms, which they interpreted as a cultural shock rather than direct hostility. What is particularly striking is that such experiences often occur in institutional spaces—schools, youth centres, or classrooms—where support should be strongest. Several participants note that teachers either do not recognise discriminatory behaviour or choose not to intervene.

Another cross-country challenge lies in the complexity of navigating public services and institutional systems. Many young migrant women feel uncertain when faced with administrative procedures, official documents, or public appointments. Language barriers make this even more difficult, leading to a heavy dependence on family members, educators, or peers for support. For some, this dependency becomes a source of frustration; for others, it creates a barrier to independence and adulthood. The result is a widening gap between their actual capabilities and the opportunities available to them.

Perhaps the most pervasive barrier is the central role of language proficiency. In all four contexts, the ability to communicate confidently in the host-country language determines every aspect of integration: academic success, social participation, access to services, and employment opportunities. Weak proficiency generates insecurity, self-censorship, avoidance of public interactions, and diminished participation in school or community life. Even when girls succeed academically, they may still feel judged or underestimated because of their accent or grammar.

Taken together, these structural barriers show that young migrant women are navigating systems that are not designed with their experiences in mind. Their challenges are not the result of individual deficits but of systemic gaps in educational, social and institutional support. Despite this, they continue to demonstrate resilience and determination, although often at a personal cost.

6.3 Personal, Social, and Learning-to-Learn Competence

Across Austria, France, Italy, and Sweden, young migrant women demonstrate a complex interplay of personal strengths, emotional vulnerabilities, and evolving learning strategies. Their reflections paint a vivid picture of how they navigate unfamiliar environments, adapt to new expectations, and make sense of their own identity in the process.

This section highlights the competence areas where they feel most empowered, the areas where they struggle, and the informal mechanisms through which they learn to cope, grow and self-regulate.

6.3.1 Strengths Emerging Across Countries

One of the most consistent findings is the presence of strong relational and emotional competences. Many young women describe themselves as empathetic, attentive to others' needs, and capable of mediating tensions within their families or friendship groups. These competences—often developed through caregiving roles or early responsibilities—enable them to build meaningful connections and understand social dynamics.

Creativity also emerges as a shared strength. Skills in drawing, languages, cooking, or sports offer them expressive outlets and help sustain motivation and well-being. These creative abilities are not superficial hobbies; they often function as coping strategies, sources of identity, or bridges to new social contexts.

Equally significant is their motivation to learn, even when navigating unfamiliar educational systems. Whether through digital tools, self-study routines, or peer support, they show initiative in finding ways to understand, adapt, and progress. Their ability to draw on multiple languages and cultural references strengthens their capacity to learn independently.

6.3.2 Common Challenges and Areas for Growth

Despite these strengths, young migrant women consistently highlight several personal and social challenges that reduce their confidence or hinder their learning. A key issue is low self-esteem, particularly in situations that require public speaking or expressing opinions in the host-country language. Many fear making mistakes or being judged for their accent, which limits participation in class discussions, group projects, or social interactions. This emotional insecurity often coexists with competence: they know what they want to say, but do not feel confident enough to say it.

Stress and emotional management also emerge as areas of struggle. Experiences of migration, cultural adjustment, discrimination, or family pressure contribute to heightened anxiety, which can affect motivation and concentration. Few have been taught effective strategies to cope with

stress in structured educational contexts; instead, they rely on informal supports that are sometimes insufficient.

From a learning perspective, many girls lack formal study methods, planning tools, or long-term academic strategies. They often describe doing their best but not knowing *how* to study efficiently or organise tasks. As a result, motivation fluctuates, especially when faced with unfamiliar subjects or high expectations. This gap is rarely addressed by teachers, who assume these skills are already mastered.

Interpersonally, while many enjoy collaborative work, negative past experiences—such as exclusion or bullying—impact the willingness to engage in group settings. Some prefer working alone because they feel more in control; others embrace teamwork only when the environment feels safe and respectful. These preferences are not weaknesses but reflections of their lived social experiences.

6.3.3 Coping and Learning Strategies

Coping strategies across all countries share common themes. Most rely on social support networks—friends, trusted teachers, family members, or youth workers—to navigate challenges. Others use digital tools (videos, online tutorials, translation apps, ChatGPT etc.) to compensate for gaps in academic explanations or institutional guidance. A smaller group relies on personal routines—list-making, schedules, or self-reflection—to maintain balance.

These strategies reveal that young migrant women actively construct their own informal systems of learning and emotional regulation. Their resourcefulness shows adaptability, but it also underscores a systemic gap: personal resilience compensates for institutional shortcomings.

6.4 Citizenship Competence

Citizenship competence represents one of the areas where the gap between young migrant women's potential and their actual access to knowledge and participation is most visible. Across Austria, France, Italy, and Sweden, the interviews reveal a shared pattern: these girls are curious, willing to contribute, and deeply aware of social issues affecting their communities, yet they lack the tools, information, and institutional support needed to act confidently as citizens.

6.4.1 Awareness of Rights

Across all four countries, young migrant women possess a basic awareness of essential rights— such as the right to education, safety, healthcare, or freedom of expression. This awareness often comes not from structured civic education but from lived experience, from gradual settling in the country and dealing with challenges (such as housing, healthcare, education), conversations with family, or encounters with school policies.

What is lacking, however, is a deeper understanding of how rights function in practice:
- how to defend themselves when rights are violated
- how to access legal or institutional support
- what rights migrants specifically hold depending on residency status
- who is responsible for ensuring rights are upheld

This gap is particularly striking because many girls describe situations involving discrimination or exclusion, yet they are unsure which rights apply or how to respond. Their knowledge remains theoretical rather than actionable, limiting their ability to participate fully and confidently in civic life.

6.4.2 Understanding Democracy

The young women's understanding of democratic processes varies across countries, yet a common pattern emerges: democracy is largely perceived as distant, abstract, and only weakly connected to everyday life. In Austria and Sweden, some participants recall school lessons on political institutions, but these are often described as theoretical and disconnected from practical experience. In Italy, civic education is formally included in the curriculum, though it is frequently delivered in a descriptive manner that offers limited opportunities for active participation. In France, while a few participants encountered topics related to the European Union during university studies, many reported having little structured knowledge of national political systems or public administration.

As a result, political awareness is often developed outside formal education. Many participants rely on informal sources such as:
- social media platforms (notably TikTok and Instagram)
-influencers who translate political issues into accessible language
-family discussions
-occasional school visits to public institutions

This leads to significant disparities: some young women demonstrate a solid understanding of political rights and democratic participation, while others remain largely unaware of how voting systems, political parties, or institutions function. Overall, citizenship education appears fragmented and uneven, lacking continuity, depth, and accessibility—particularly for migrant youth navigating unfamiliar political and institutional contexts.

6.4.3 Access to Public Services

All reports highlight that navigating public institutions (schools, hospitals, administrative offices, employment services etc.) remains a major challenge. The obstacles are both linguistic and structural:
- forms and procedures are complex

- terminology is difficult
- staff sometimes lack the training to support migrant youth
- girls fear making mistakes
- parents often rely on the daughters to mediate the system, adding pressure

As a result, many young migrant women avoid interacting directly with institutions. This limits autonomy and delays empowerment.

6.4.4 Community Participation

Despite limited institutional knowledge, the girls express a strong desire to belong, contribute, and be recognised in their communities. Many would like to:
- volunteer in local or environmental initiatives
- participate in women's rights or youth empowerment projects
- organise cultural exchange events
- engage in actions addressing discrimination or social issues

However, the opportunities offered to them are inconsistent. In Austria, participation is low due to limited outreach and fear of exclusion. In Italy, participation varies widely depending on the support of educators. In Sweden, participation appears slightly higher thanks to stronger community networks, but still not systematic. In France, community engagement was uneven: some young women were involved in volunteering and student or cultural groups, while others felt less connected but interested in international networks, often identifying with several small communities rather than one stable group.

For these participants, citizenship is less about formal membership or group identity and more about being respected, trusted, and able to live normally without being perceived as "different" because of their origin.

6.4.5 Voice, Expression and Information Literacy

A recurring theme across countries is the tension between wanting to speak and not feeling confident enough to do so. Many girls would like to take part in debates, express opinions publicly, or defend themselves against discrimination, but fear judgment, misunderstanding, or linguistic limitations.

When it comes to information literacy, the picture is equally mixed. Some young women attempt to verify information using multiple sources, while others rely on social media algorithms or AI without fully understanding their biases. The ability to distinguish trustworthy information from misinformation is inconsistent and often self-taught.

These patterns suggest a critical developmental need: structured opportunities to learn debate, dialogue, public speaking, media analysis, and critical thinking—competences that are foundational to active citizenship.

6.5 Entrepreneurship Competence

Entrepreneurship competence—understood not merely as starting a business but as the ability to turn ideas into action, plan effectively, collaborate, and manage resources—is one of the areas where young migrant women across Austria, France, Italy, and Sweden show the greatest potential but also the greatest unmet needs. Their interviews reveal an emerging entrepreneurial mindset marked by creativity, initiative, and willingness to contribute, yet constrained by limited opportunities, lack of structured training, and low confidence in their own abilities.

6.5.1 Identifying Needs and Taking Initiative

Across all countries, young migrant women express a clear ability to recognise needs—both personal and within their communities. They notice problems related to discrimination, isolation, safety, lack of language support, or gender inequality. Many have strong ideas about how their schools, neighbourhoods, or societies could improve.

However, this awareness rarely translates into concrete action. The main gap is not a lack of ideas, but a lack of structured experiences that teach them:
- how to transform a need into a realistic project
- how to mobilise resources
- how to collaborate with institutions
- how to measure and communicate results

In most cases, the initiatives they describe remain informal or personal—such as helping a struggling friend, supporting a family member, or addressing problems within a small social circle.

6.5.2 Collaboration and Leadership

Young migrant women generally appreciate collaborative work when group settings are perceived as supportive, respectful, and safe, as they value diverse perspectives, shared problem-solving, emotional support, and collective creativity.

However, previous experiences of exclusion or discrimination often generate caution, making some hesitant in groups where they fear being judged for their accent or background, ignored, or undervalued. As a result, collaboration skills are present but remain fragile and highly dependent on the social environment.

At the same time, leadership potential emerges in several accounts, particularly among those who assumed responsibilities within family contexts or informal school activities. Some interviewees described organising small-scale projects—such as events, classes, surveys, or academic tasks—by dividing roles, setting timelines, and coordinating logistics, even in challenging conditions.

Nevertheless, across all four contexts, opportunities for formal leadership training remain largely absent, leaving this potential underdeveloped.

6.5.3 Planning and Organisation

One of the most significant cross-country findings is the limited experience with structured planning. Most girls can complete tasks assigned to them, but they struggle to:
- break complex goals into smaller steps
- anticipate obstacles
- manage time effectively
- track progress
- evaluate outcomes

Even basic project-planning vocabulary (timeline, objectives, milestones, budgeting) is unfamiliar to many. This makes it difficult for them to fully engage in activities that require organisation, such as school projects, community involvement, or civic participation.

6.5.4 Financial Literacy

Financial literacy is consistently the weakest and least supported area across all four countries. Most participants express insecurity or lack of knowledge about:
- budgeting and saving
- managing personal expenses
- understanding taxes, banking, or contracts
- evaluating costs in a project or everyday context

At the same time, financial competence is one of the areas they are most eager to learn, especially among those aspiring to be economically independent or interested in entrepreneurship.

6.6 Conclusions and Strategic Insights

The combined analysis of the Austrian, French, Italian, and Swedish interview reports reveals a coherent European picture: young migrant women possess substantial personal resources and motivation, yet face structural, educational, and social barriers that limit their capacity to participate fully and confidently in their host societies. Their experiences underscore a tension

between individual potential and systemic constraints, shaping their opportunities for self-development, civic engagement, and economic empowerment.

6.6.1 Persistent Barriers

The structural barriers identified across countries share striking similarities. Language proficiency (German, Italian, French or Swedish) acts as both a key enabler and a gatekeeper. Limited proficiency correlates with low confidence, reduced participation in class, avoidance of institutional interactions, and greater vulnerability to discrimination.

Language barriers also amplify other challenges: difficulty navigating public services, understanding rights, and performing well academically.

Discrimination—explicit or subtle—remains a pervasive reality. Many young women recount experiences of exclusion, stereotyping, or classroom inequities. These experiences shape their self-perception, limit willingness to engage in group activities, and reinforce a sense of being "othered," even when they have lived in the host country for many years.

Educational systems across the four countries lack systematic approaches to teaching key competences such as emotional regulation, financial literacy, planning, critical thinking, or civic participation. As a result, much of the learning these young women achieve occurs in informal settings. The burden of integration is thus placed on the individual and their resilience, rather than on supportive and inclusive institutional structures.

Although participants exhibit curiosity and an emerging awareness of rights and democratic processes, their understanding remains fragmented. Civic knowledge is rarely taught in ways that feel relevant or practical. Many rely on social media for information, which exposes them to misinformation and limits nuanced understanding.

Difficulties in accessing public services reflect a lack of accessible institutional guidance. Administrative procedures—residency, education pathways, healthcare, social services—are experienced as opaque and intimidating. This prevents young women from achieving autonomy and places disproportionate responsibility on peers, educators, or family members.

Across all countries, young migrant women voice strong aspirations regarding economic independence, leadership, and community contribution. They show creativity, initiative, and a desire to develop professional pathways. Yet their entrepreneurial capacity remains underdeveloped because:
- project-based learning opportunities are scarce
- financial literacy is almost absent from education
- leadership and teamwork training is not systematically offered
- confidence is undermined by linguistic and interpersonal barriers

This misalignment between motivation and support structures represents a major European-level challenge—and simultaneously an opportunity for targeted intervention.

7. Online Questionnaire Analysis

7.1 Introduction

The online questionnaire, developed within the Teens2Queens project, was designed to complement the qualitative interviews by providing a broader, quantitative understanding of the experiences of young migrant women. In line with the project's objectives, the tool aims to monitor the acquisition of three selected Lifelong Learning (LLL) competences: Competence *N°5: Personal, Social and Learning to Learn; Competence N°6: Citizenship; Competence N°7: Entrepreneurship*.

The questionnaire seeks to offer an overview of the knowledge, mindsets, and attitudes of young migrant women regarding these competences and to assess the extent to which they have already developed them. This information is essential for adapting integration programmes to their specific needs and ensuring more effective and inclusive support pathways. To maximise accessibility, the questionnaire—originally available in the five main languages of the partner countries (EN, AT, FR, SE, IT)—was also translated into Arabic, Somali, Ukrainian, and Farsi. This expansion was intended to reach a wider group of young women, including those who may face linguistic barriers.

Available from September to December 2025, the questionnaire collected 209 valid responses without aiming to compare countries directly. Instead, the analysis focuses on shared patterns, common strengths, and recurring challenges across all respondents. The answers were distributed as:
- 39 answers ITALIAN
- 2 answers ARABIC
- 63 answers ENGLISH
- 50 answers FRENCH
- 28 answers GERMAN
- 1 answer SOMALI
- 19 answers SWEDISH
- 7 answers UKRAINIAN

The following section presents these collective insights, providing a data-driven perspective on how young migrant women perceive opportunities for integration and on the practical gaps that still need to be addressed.

7.2 First section – About you (Demographic information)

The first section of the online questionnaire, About You, gathered basic socio-demographic information about participants, including their country of residence and origin, age, education level and length of stay in the host country.

7.2.1 Age profile of participants

The age distribution of the 209 young girls who has participated at the online surveys of Teens2Queens, shows significant variation across languages and country groups, reflecting the diverse profiles of respondents reached through the multilingual dissemination strategy.

Overall, most participants were between 16 and 25 years old, confirming that the project successfully engaged its target demographic of adolescent and young adult migrant women.
- English questionnaire respondents showed a mixed distribution, with notable shares in the 15 or less, 16–19, and 20+ categories.
- Arabic and Somali respondents were exclusively in the 20–25 age group
- French participants were overwhelmingly (94%) 16–25 years old, with a small proportion above 25.
- Austria and Sweden showed a clear division between 16–19 and 20+ age groups, with Austria skewing slightly younger and Sweden slightly older.
- Italian respondents were more evenly distributed, with a large share (51.3%) aged 20 or more but also representation in younger groups.
- Ukrainian participants showed the widest spread, with girls in all three categories: 15 or less, 16–19, and 20+.

These variations highlight the importance of age-sensitive and culturally responsive approaches when designing integration pathways and monitoring competence development.
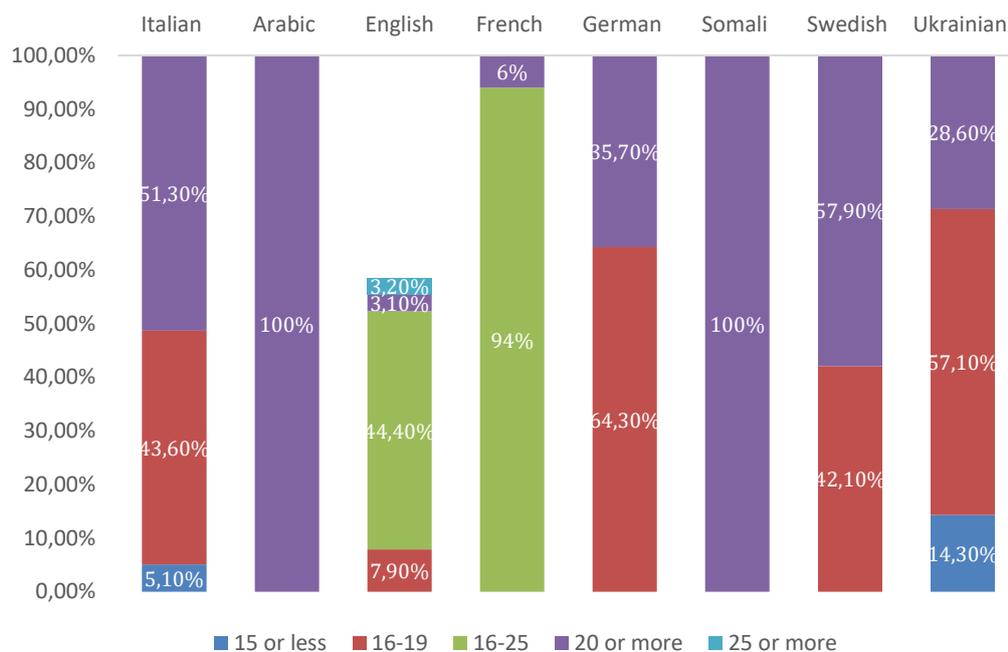
Figure 1: Age distribution by languages (percentages) (n=209)

7.2.2 Country of current residence and years

The 209 respondents reside predominantly in France, Sweden, and Austria, with smaller proportions living in Italy and in other countries.
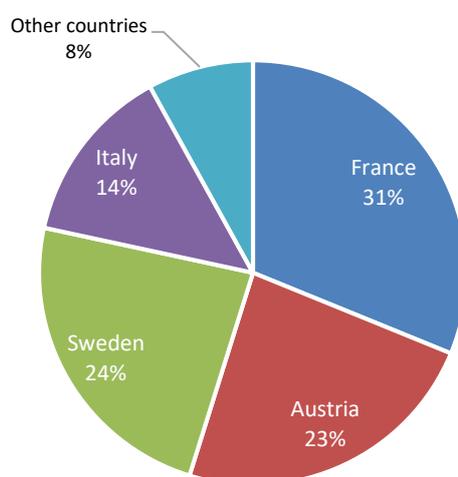

Figure 2: Current country of residence (n=209)

The analysis indicates that the majority of participants have a long-term connection to their current country of residence. More than half of all respondents (56.5%) reported living in the

country for over three years, highlighting a predominantly stable and established population. An additional 35.4% stated that they have resided in the country for one to three years, suggesting a substantial group that is still in the process of integration but not recent arrivals. Only 8.1% have lived in the country for less than one year, representing a relatively small segment of newcomers. Overall, the data suggests that most respondents possess significant experience with their host country, which may influence their level of familiarity with local systems, services, and social environments.
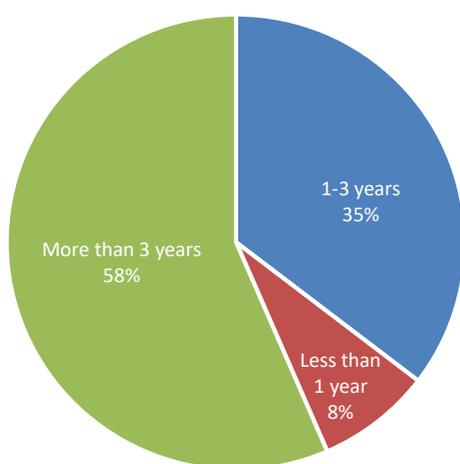

Figure 3: Years living in current country of residence (n=209)

7.2.3 Country of origin

The distribution of respondents' countries of origin demonstrates a strong concentration in a limited number of countries, accompanied by a wide dispersion across many others. Rwanda represents by far the largest group, followed by China and Ukraine. A second tier of countries— including Morocco, Colombia, Peru, Somalia, Sweden, Romania, and Tunisia—also contributes a notable share of respondents. Additional countries such as Brazil, Turkey, Afghanistan, Albania, and Bosnia and Herzegovina appear with moderate frequency.

At the same time, a substantial number of respondents come from a broad range of countries represented only once or a few times, reflecting significant international diversity within the sample. Grouping these less frequent origins under 'Other countries' helps clarify the distribution while still acknowledging the full breadth of backgrounds represented. Overall, the pattern indicates a mix of concentrated representation from specific regions alongside a highly diverse set of minority origins.

High-frequency countries account for the largest shares of respondents:

- Rwanda: 22
- China: 14
- Ukraine: 17
- Morocco: 8
- Colombia: 7
- Peru: 7
- Somalia: 7
- Sweden: 7
- Romania: 6
- Tunisia: 6

Medium-frequency countries appear with moderate representation:

- Brazil: 5
- Turkey: 5
- Afghanistan: 4
- Albania: 4
- Bosnia & Herzegovina: 4
- Germany: 3
- Italy: 3
- Lebanon: 3
- Moldova: 3
- Senegal: 3
- Serbia: 3

Low-frequency countries are those that are represented with one or two respondents each: Portugal, Ghana, Pakistan, DR Congo, Congo, Central African Republic, Russia, Algeria, Spain, Georgia, Nigeria, Bangladesh, Uganda, Ethiopia, Hungary, Iraq, Sweden/Gambia, Romania/Germany, Wales, Slovakia, New Caledonia, Mongolia, Finland, India, Tahiti, Venezuela, Côte d'Ivoire, Vietnam, Latvia, Bulgaria, Canada (Québec), Belgium, Japan, North Macedonia, Palestine, Kazakhstan, Iran, Dominican Republic, Argentina, Eritrea, Kurdistan.
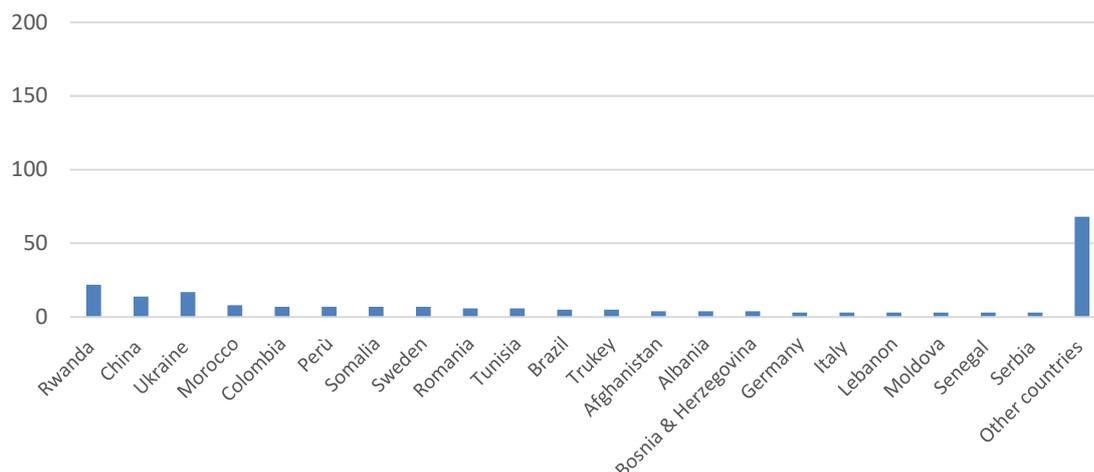
Figure 4: Country of origin (n=209)

7.2.4 Level of education of participants

The analysis of the participants' education levels reveals a sample with a generally high level of formal education. When data from all language groups are weighted by their respective number of respondents, the largest share of participants falls into the 'University or higher' category, followed by those who completed higher-secondary education. These two groups together account for the overwhelming majority of respondents, indicating that most participants possess medium-to-high educational qualifications.

A smaller proportion of the sample reported lower-secondary or primary education, while only a very limited number selected the 'Other' category. Differences across language groups are notable: respondents in the French and English questionnaires show particularly high levels of tertiary education, while the German and Italian groups present a more mixed educational profile. Despite these variations, the aggregated data clearly point to a population with strong educational capital, which may influence both their engagement with the questionnaire and their ability to access or understand information in the host country.
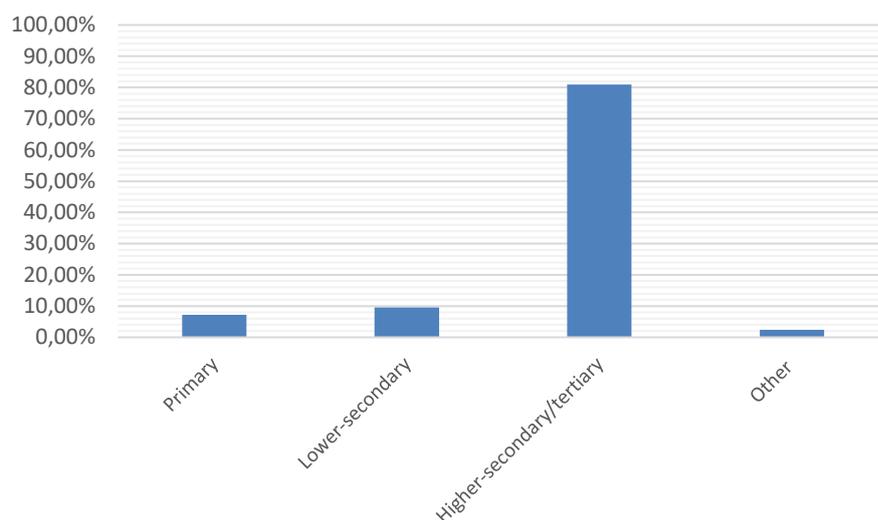
Figure 5: Highest level of education (completed or ongoing) (n=209)

7.3 Second Section – Personal, Social and Learning to Learn competences

7.3.1 Self-awareness of personal skills

The results for the first group of questions in this section indicate that the majority of young migrant women display strong self-awareness, motivation, and openness toward cultural learning. Across almost all items, the highest proportions of responses fall in categories 3 and 4, showing generally high confidence in these competences. Respondents demonstrate a solid understanding of their personal strengths (Item 2.1, 82.3% in categories 3–4) and a very strong connection to their culture of origin (Item 2.2, 69.38% in category 4 alone). Their awareness of the culture of the country where they currently live is also high, though slightly more diverse (Item 2.3, with 38.8% in category 3 and 42.1% in category 4).

Motivation and emotional regulation present a more balanced distribution. While most participants report being able to stay motivated during difficulties (Item 2.4, 73.2% in categories 3–4), handling stress and frustration appears more challenging (Item 2.5, only 22.5% in category 4 and 31.1% in category 2), suggesting greater variability in emotional resilience.

Interpersonal competences show strong results: the ability to work well in a team and respect others' beliefs (Item 2.6) is one of the highest-rated areas, with 57.9% selecting category 4. Learning-to-learn competences (Item 2.7) also score well, with 81.3% in categories 3–4, reflecting autonomy and the ability to plan learning pathways.

Finally, openness to new ideas and cultures stands out as the strongest competence overall (Item 2.8), with 75.6% selecting category 4. This indicates a remarkable readiness among young migrant women to engage with diverse cultural perspectives—an important resource for integration and personal development.
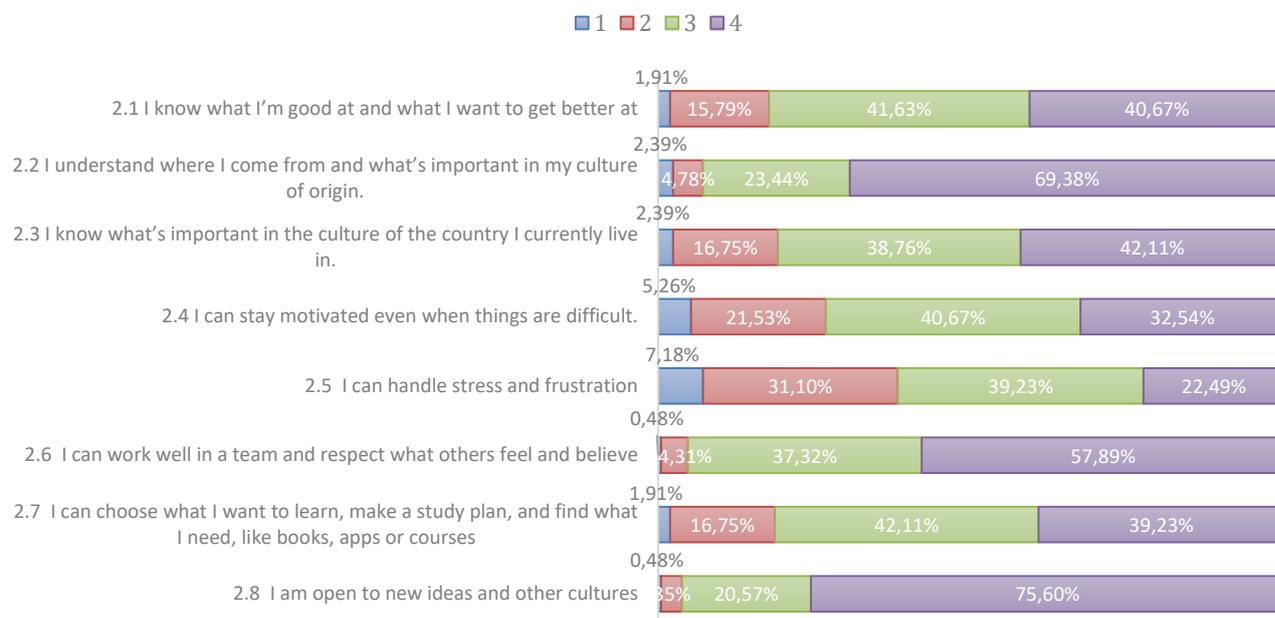

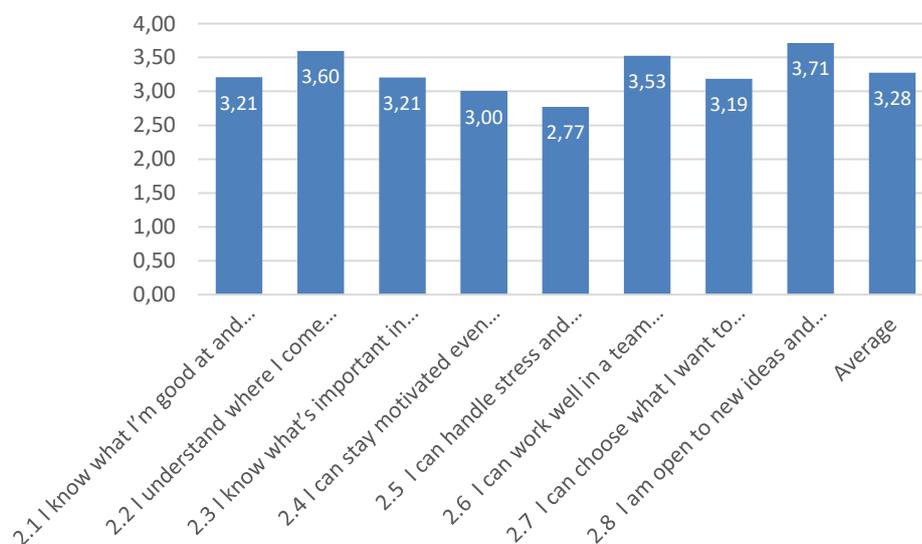*Figure 6: Self-awareness of personal skills – percentages (n=209)*

Figure 7: Self-awareness of personal skills – average (n=209)

7.3.2 Personal skills - Role of school/integration course

The distribution of answers to question 2.9 shows a mixed and quite revealing picture of how young migrant women have practised these competences in formal settings. On the one hand, a majority reports some substantial exposure: 45% say they practised these skills "quite a lot" and 13% "fully", so almost six out of ten respondents experienced education or integration courses where personal, social and learning-to-learn competences were actively developed. This suggests that, in many contexts, schools and integration programmes are not limited to language or basic content, but also address self-awareness, teamwork, intercultural openness and learning strategies in a meaningful way.

On the other hand, the remaining 42% indicate very limited practice: 15% "not at all" and 27% only "a little". This is a substantial share and points to a lack of systematic provision. For a significant number of girls, these key competences seem to have been acquired outside formal education (e.g. in families, communities, peer groups or personal experience) rather than through structured pedagogical activities. The fact that "fully" is the smallest of the positive categories also suggests that, even where these skills are addressed, they are rarely embedded as a coherent, continuous part of the curriculum; instead, they may appear as isolated activities or short projects.

Taken together, these results highlight a strong potential but uneven implementation: many young migrant women have had good opportunities to practise these competences in school or integration courses, but a large minority has not. For policy and practice, this points to the need to make the teaching of personal, social and learning-to-learn competences more consistent across institutions and countries, ensuring that all migrant girls—not only those in better-resourced or more innovative programmes—can systematically develop and consolidate these skills.
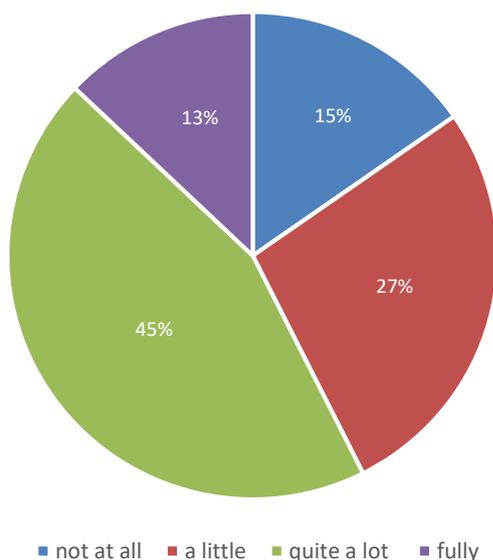
Figure 8: To what extent did you practice these skills at school or in integration courses (n=209)

7.3.3 Personal skills - Adaptive and proactive behaviour

The responses to question 2.10 offer valuable insight into how young migrant women typically react when faced with unexpected changes or disruptions. The data reveal a clear trend toward adaptive and proactive behaviour: an overwhelming 66% of respondents report that they try to understand the situation and adjust. This indicates a strong capacity for flexibility, problem-solving, and emotional regulation—competences that are essential not only for integration processes but also for learning, workplace adaptation, and daily life in a new country.

A smaller but still relevant portion (21%) say they ask someone for help. This highlights an important social resource: many girls feel comfortable seeking support when needed. For migrant youth who are navigating unfamiliar systems, this ability to reach out can be crucial. It suggests that social networks—friends, family members, teachers, mentors—play a meaningful role in how they handle unexpected challenges.

At the same time, 7% report that they ignore the situation and continue as planned. This might reflect either a coping mechanism (avoiding stress) or difficulties in adjusting to change. While not necessarily negative, it indicates a tendency to stick to routines even when adaptation might be more effective.

Only 6% say they get frustrated and stop, suggesting that very few respondents feel overwhelmed to the point of disengagement when facing sudden changes. This is a positive indicator of emotional resilience.

Overall, these results paint a picture of a group that is largely adaptable, resourceful, and capable of navigating uncertainty—competences that are particularly important for young migrant women who often face rapidly changing circumstances in daily life, education, and social environments.
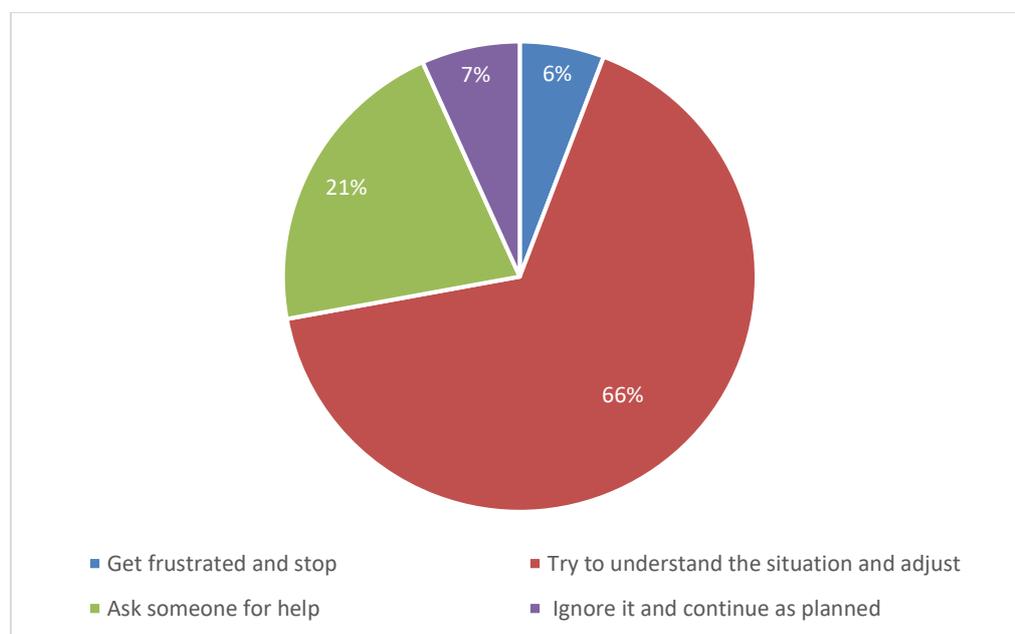

Figure 9: If something unexpected happens (like plans suddenly change), what do you usually do? (n=209)

7.4 Third Section – Citizenship competences

This section of the questionnaire aims to assess young migrant women's level of civic awareness, social engagement, and practical competence in navigating everyday life in their host country.

7.4.1 Self-awareness of citizenship competences

The first items of the surveys reveal important insights into young migrant women's civic awareness, practical autonomy, critical literacy, cultural openness, and self-confidence Together, these questions provide a comprehensive picture of how prepared young migrant women feel to participate actively and independently in society, make informed decisions, and contribute to their communities.

Overall, the distribution of responses shows a generally positive trend, with most participants placing themselves in the higher categories (3 or 4), though with significant variability across competences.

Civic knowledge (Items 3.1–3.2) appears moderate: while only a small minority feel completely unaware (around 11–12% selecting category 1), the majority place themselves at levels 2 or 3. Fully confident respondents (category 4) represent only about one-quarter. This suggests that although many young migrant women possess some understanding of political institutions and EU democratic processes, this knowledge remains incomplete for a large share, revealing room for strengthened civic education and accessible information.

In contrast, practical autonomy in dealing with public services (Item 3.3) is significantly higher. Nearly 48% selected the highest level (4), and another 32% selected level 3, indicating strong functional knowledge of key administrative procedures.

Social engagement through volunteering (Item 3.4) shows a very different pattern: 33.97% responded with level 1, the highest proportion of low scores across all items. While 28.7% have volunteered extensively, the group is polarized—many participants have either had no opportunities or face barriers to engagement, suggesting structural or contextual obstacles rather than lack of willingness.

Critical digital literacy (Item 3.5) emerges as a clear strength: 81.3% rated themselves in categories 3 or 4, showing a strong ability to distinguish facts from opinions in online information—a crucial skill in contemporary media environments.

Openness to cultural learning (Item 3.6) stands out as the most developed competence of all. Over 70% selected category 4, and none selected category 1. This indicates a deeply rooted willingness to engage with cultural diversity, an important asset both for integration and personal development.

Finally, confidence in expressing ideas publicly (Item 3.7) shows a moderately positive trend: while 31.6% selected category 3 and 37.3% category 4, a significant quarter placed themselves at level 2. This suggests that a sizeable portion may still benefit from supportive environments that encourage voice, participation and self-expression.
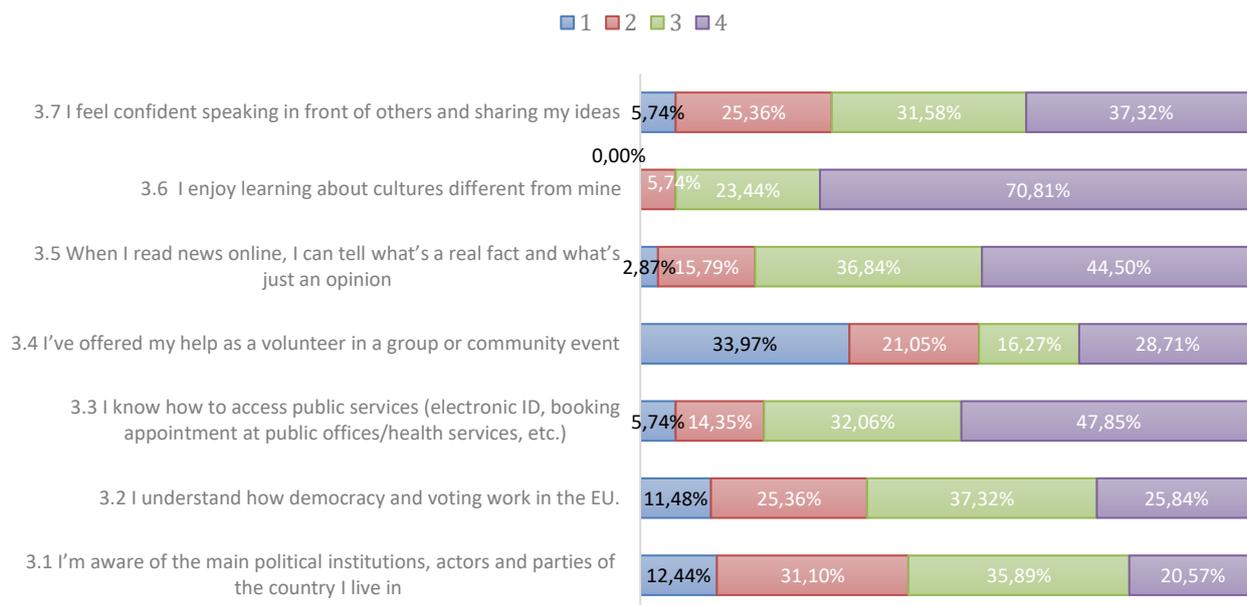
■ 1 ■ 2 ■ 3 ■ 4

	1	2	3	4
3.7 I feel confident speaking in front of others and sharing my ideas	5,74%	25,36%	31,58%	37,32%
3.6 I enjoy learning about cultures different from mine	0,00% / 5,74%	23,44%		70,81%
3.5 When I read news online, I can tell what's a real fact and what's just an opinion	2,87%	15,79%	36,84%	44,50%
3.4 I've offered my help as a volunteer in a group or community event	33,97%	21,05%	16,27%	28,71%
3.3 I know how to access public services (electronic ID, booking appointment at public offices/health services, etc.)	5,74%	14,35%	32,06%	47,85%
3.2 I understand how democracy and voting work in the EU.	11,48%	25,36%	37,32%	25,84%
3.1 I'm aware of the main political institutions, actors and parties of the country I live in	12,44%	31,10%	35,89%	20,57%

Figure 10: Citizenship competences – percentages (n=209)
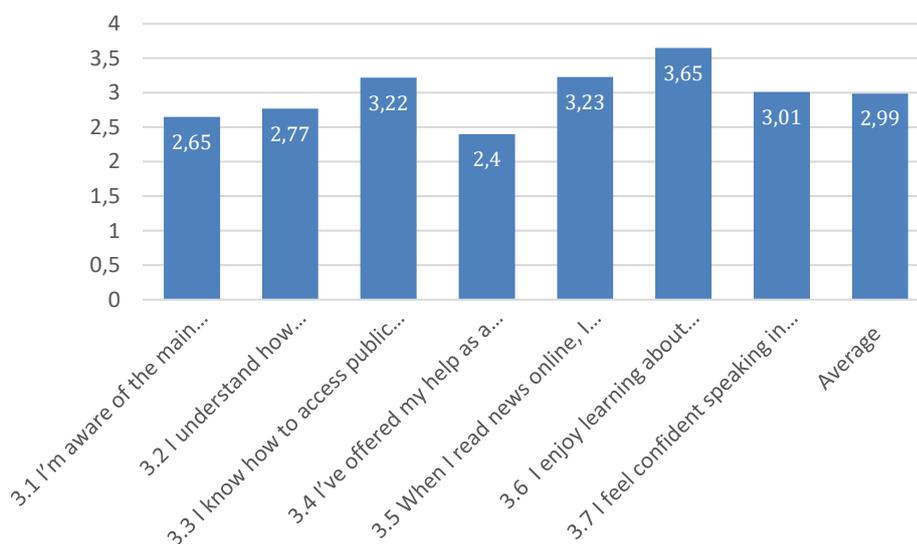

Figure 11: Citizenship competences – average (n=209)

7.4.2 Citizenship competences – Role of school/integration course

The results for question 3.8 show that young migrant women have had uneven opportunities to practise civic, social, and learning-related competences in formal educational settings or integration courses. While 46.9% of respondents report having practised these skills "quite a lot" or "fully", the majority—more than half—indicate limited exposure: 38.3% practised them only "a little", and 14.7% not at all. This distribution suggests that although some schools and integration programmes offer meaningful opportunities to develop these competences, many do not. For a significant portion of participants, the acquisition of these skills appears to occur outside formal education, relying instead on personal experience, community interactions, or informal learning. The relatively low percentage of "fully" (12.9%) further indicates that even when these skills are addressed in educational contexts, they are seldom integrated systematically or comprehensively. Overall, these findings highlight the need for more structured, consistent, and accessible opportunities for migrant girls to practise these competences within formal learning environments.
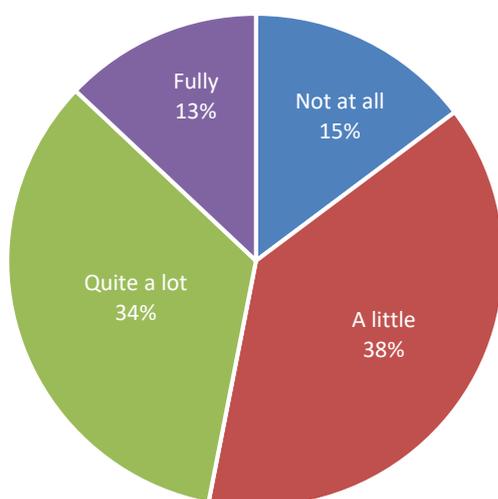

Figure 12: To what extent did you practise these skills at school or in integration courses (n=209)

7.4.3 Citizenship competences – Digital literacy and critical thinking

The results for question 3.9 reveal important aspects of young migrant women's digital literacy and critical thinking. When encountering content on social media that appears fake, the majority (45%) respond by checking the information, demonstrating strong awareness of misinformation

risks and a proactive approach to verification. Another 19.2% turn to others for clarification, suggesting that social networks—friends, family, mentors—serve as an important resource for navigating uncertain online content. At the same time, 34.9% choose to ignore dubious information, a behaviour that may prevent the spread of misinformation but also indicates uncertainty about how to evaluate content. Only 5% report sharing information that seems fake, a very low figure that highlights responsible behaviour and limited contribution to misinformation circulation. Overall, these results show that young migrant women display a generally mature and cautious approach to social-media content, though a significant proportion could benefit from further support in confidently identifying and responding to potentially misleading information.
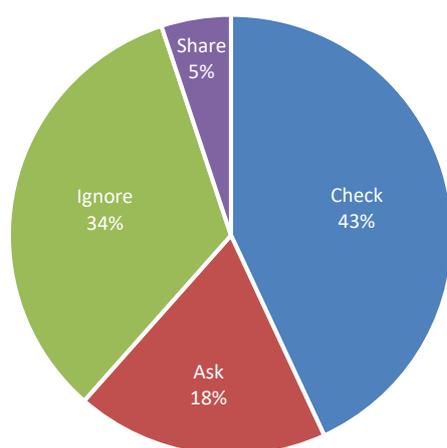

Figure 13: If you hear something on social media that seems fake, what do you do? (n=209)

7.5 Fourth Section – Entrepreneurship competences

7.5.1 Self-awareness of entrepreneurship competences

The Section 4 aims at evaluating if young migrant women possess entrepreneurial and problem-solving competences. The results indicate that most respondents feel capable of identifying needs in their communities and looking for solutions (Item 4.1, 70.3% in categories 3–4), showing a promising level of social awareness and initiative. Collaborative problem-solving is even stronger: 85.2% state they can share their ideas clearly to solve problems with others (Item 4.2), reflecting strong communication skills and a capacity for teamwork.

Planning and task management also emerge as well-developed competences. A combined 72.7% report being good at planning the steps needed to achieve a goal (Item 4.3), and similar proportions feel confident assessing progress and improving a project (Item 4.6, 83.3% in categories 3–4). These findings underline a capacity for structured thinking and reflective learning.

Leadership appears more variable. While a significant share (64.6%) have sometimes taken charge of a group activity (Item 4.4), this item also has the highest percentage of low scores, suggesting that leadership opportunities may not be equally available to all young migrant women, or that some feel less confident assuming this role.

Financial management skills (Item 4.5) are notably strong, with 77.5% indicating they can manage costs responsibly. This is an important insight, as personal financial competence is closely linked to autonomy, stability, and successful integration.
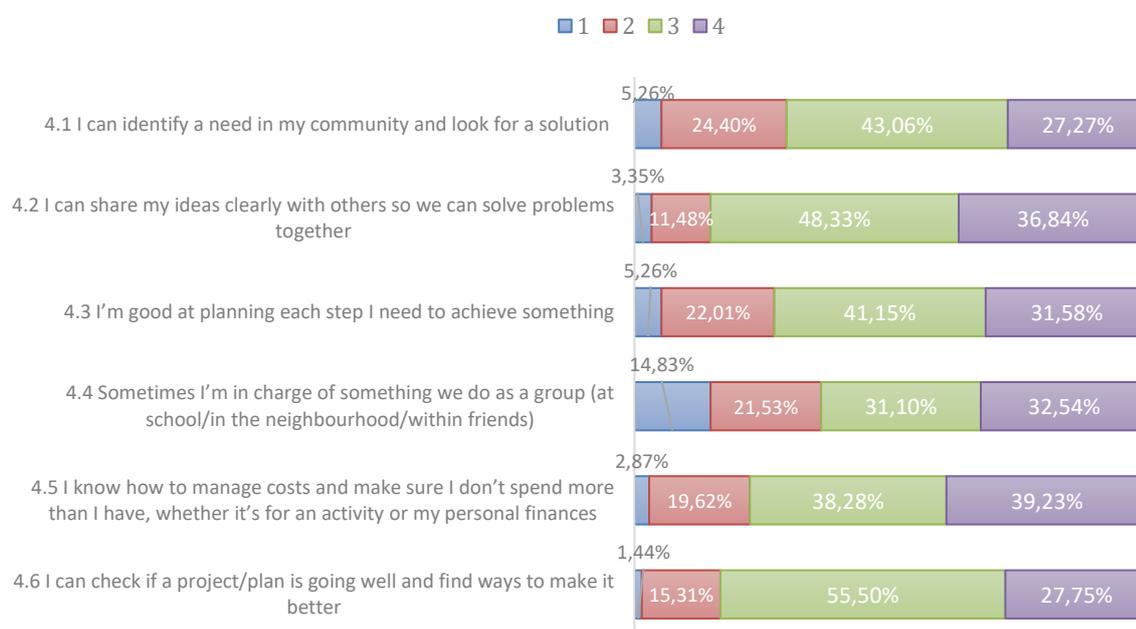

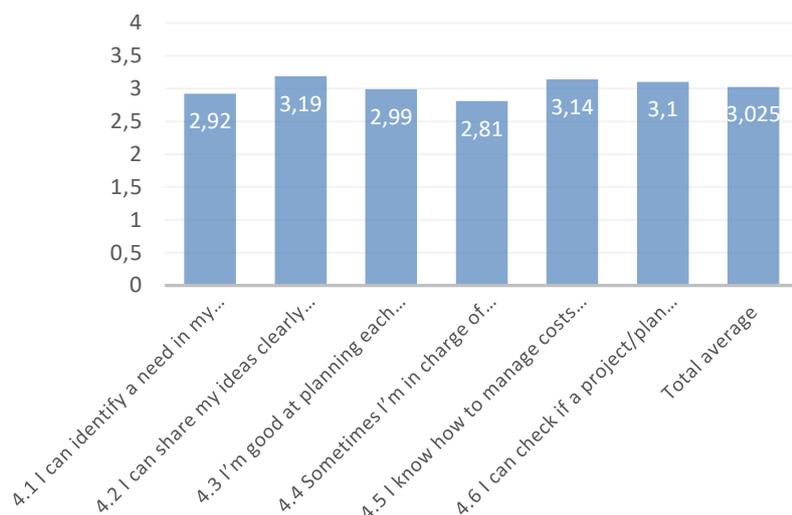*Figure 14: Self-awareness of entrepreneurship competences – percentages (n=209)*

Figure 15: Self-awareness of entrepreneurship competences – average (n=209)

7.5.2 Entrepreneurship competences - Role of school/integration course

The results of question 4.7 highlight a significant gap in the formal development of entrepreneurial and project-management competences within schools and integration courses. While 34% of respondents indicate that they practised these skills "quite a lot" and 12% "fully", the largest single share—30%—report having no practice at all, and another 24% experienced them only "a little". This means that more than half of the young migrant women received minimal or no structured support in developing these abilities during their formal learning experiences. Given that the competences measured in Section 4 relate to problem-solving, teamwork, planning, leadership, and financial management, this limited exposure suggests a missed opportunity within educational and integration systems. Despite the strong potential demonstrated in their self-assessments, these young women often rely on informal or personal experiences to develop these skills rather than benefiting from systematic training. Strengthening these areas within formal programmes could therefore play a critical role in enhancing their autonomy, employability, and capacity to engage actively in community life.
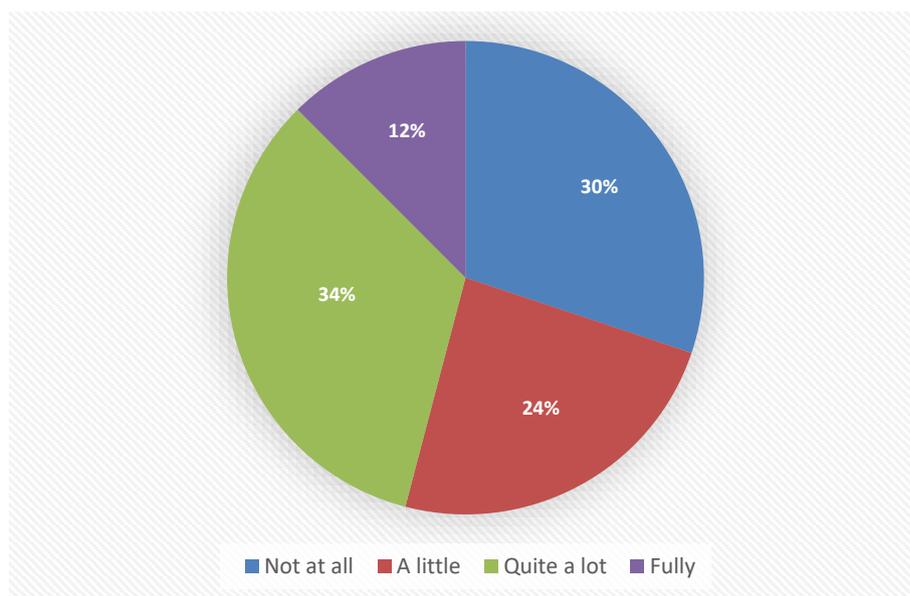
Figure 16: To what extent did you practise these skills at school or in integration courses (n=209)

7.5.3 Entrepreneurship competences - Role of school/integration course

The responses to question 4.8 provide insight into how young migrant women approach the early stages of problem-solving and community engagement. When they have an idea to improve their school or neighbourhood, the majority of 45% report that their first step is to talk with friends. This highlights the importance of peer networks as a source of support, validation, and collaborative thinking. Another 27% choose to find help, indicating that a significant share actively seeks guidance from teachers, community members, or other trusted figures. Meanwhile, 22% begin by elaborating a plan, demonstrating a structured and independent approach to organising ideas and identifying concrete steps. Only 6% say they would do it alone from the start, suggesting that most young migrant women do not perceive community improvement as an individual process but rather as a collective effort. Overall, these results show a strong inclination toward collaboration and shared problem-solving, reinforcing the idea that peer and community support play a central role in their capacity to take initiative and drive positive change.
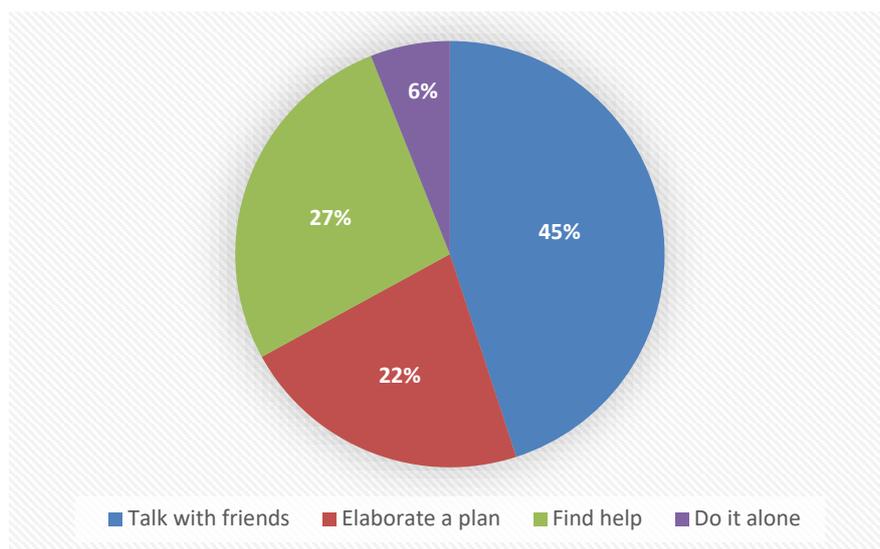
Figure 17: You have an idea to improve your school or neighbourhood. What is the first thing you do? (n=209)

7.6 Fifth Section – Final reflection

Section 5 explores the final reflections provided by the young migrant women, focusing on their own perspectives about what skills or types of training would help them feel more confident, integrated, and empowered within their communities. Unlike the previous sections, which relied on structured multiple-choice items, this open-ended question invites participants to express their needs in their own words. The purpose of this section is to capture their priorities directly, highlight the areas where they perceive gaps in support, and identify the competences they believe are essential for improving their daily lives, sense of belonging, and future opportunities. This qualitative insight complements the quantitative data from earlier sections, offering a deeper understanding of what young migrant women themselves consider crucial for their personal development and social inclusion.

The open-ended reflections in Section 5 reveal a remarkably consistent set of needs among young migrant women, centred on language mastery, communication and public-speaking confidence, and better understanding of administrative and institutional systems in their host countries. Across all contexts, participants emphasise that stronger language skills—spoken fluency, pronunciation, writing, and accent reduction—are the foundation for integration, empowerment and full participation in community life. Many also highlight the need for competences that enhance self-confidence, such as leadership training, stress and emotion management, teamwork skills, and opportunities for structured public speaking. Equally significant is the demand for practical knowledge: how to navigate local administrations, labour

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rights, public services, workplace expectations and financial management. These reflections show that integration is not only a cultural or social process, but also a deeply practical one.

Another strong theme concerns belonging and social connectedness. Many respondents call for more opportunities to meet others, participate in associations, engage in community activities, or benefit from mentoring and peer support. Several comments underline that integration is not the responsibility of migrants alone; host societies also need training in inclusion, intercultural awareness, and mutual respect. Other participants emphasise the need for training that aligns with their personal goals—artistic, professional, digital or entrepreneurial—demonstrating a desire not only to integrate, but to grow, contribute and thrive. A smaller group state that they already feel integrated, suggesting that needs vary depending on language proficiency, length of stay and prior social networks.

Three exemplary quotes:

1. On language as the foundation for integration: "Language practice. My lack of trust in the language of the resident country. If I can feel and pronounce better I can be fully integrated."

2. On the shared responsibility of integration: "If people in the country I currently live in can also participate at integration courses… Even the citizens need to adjust to immigrants in one way or another."

3. On the need for confidence, communication and practical support: "Training in communication, teamwork and conflict resolution would help me feel more self-confident and participate more actively in the community."

8. Conclusion

Based on the integrated analysis of interviews and questionnaire data, a clear gap emerges between the competences already developed by young migrant women and the structured opportunities provided by educational and institutional systems to recognise and further strengthen them. The findings highlight a migrant population characterised by strong resilience, adaptability, relational skills, and intercultural openness—competences that are largely developed through informal learning contexts linked to migration experiences, family responsibilities, and the autonomous management of everyday challenges. At the same time, these competences remain insufficiently acknowledged within formal education, where learning pathways continue to prioritise academic content and language acquisition, while offering limited and uneven support in areas such as self-confidence, learning-to-learn strategies, emotional regulation, and awareness of rights.

A second conclusion concerns the systemic nature of the barriers identified. Language proficiency, complexity of public services, experiences of discrimination, and limited access to practical civic and entrepreneurial education recur consistently across countries and data sources. Both interviews and questionnaires confirm that these challenges cannot be attributed to individual faults, but rather to structural gaps in educational, social, and institutional frameworks that are not designed around the realities of migrant youth. As a result, many key competences—particularly those related to active citizenship, leadership, and entrepreneurship—are developed informally and inconsistently, relying heavily on personal initiative and peer support. This places a disproportionate burden on young migrant women, who are required to compensate for institutional shortcomings through individual resilience.

Finally, the results point to a strong and explicit demand for targeted, practical, and continuous support pathways. Participants consistently express the need for programmes that go beyond language learning and address concrete life skills, including navigating public institutions, understanding rights and responsibilities, participating in democratic and community life, managing financial resources, and transforming ideas into structured projects. In this context, the Teens2Queens project has the potential to respond effectively to the needs identified, provided it builds on existing strengths while systematically addressing confidence, autonomy, and agency. Investing in these competences is not only essential for the inclusion and empowerment of young migrant women, but also represents a strategic contribution to social cohesion and sustainable development at EU level.

European Competence Gap Detection Report

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