

Integration of Migrant Women in the EU and Norway: Policies and Measures

Common Template for EMN study 2021

Final version, 23 July 2021

1 BACKGROUND AND RATIONALE FOR THE STUDY

This study focuses on the integration of migrant women in the main sectorial areas covered by the EU Action plan on Integration and Inclusion 2021-2027¹ including education and training, employment and skills, health and housing as the base for societal integration. While the term ‘integration’ is contested² and other terms such as ‘inclusion’ are increasingly preferred in policy, in this study the term ‘integration’ is used deliberately to refer to integration and inclusion policies and measures addressing migrant women.

In the EU, women account for almost half of the migrants from third countries (10.6 million or 49% of the migrant stock on 1 January 2020).³

Women, like men, migrate to Europe for a variety of reasons.⁴ Women may arrive as family migrants, labour migrants, students, asylum applicants or belonging to another group of migrants. This is reflected in the diversity of legal statuses and rights among migrant women. Migrant women’s integration challenges differ depending on their resident status or reason for migration.^{5 6}

¹ European Commission, 'EU Action plan on Integration and Inclusion 2021-2027', COM(2020) 758 final, <https://ec.europa.eu/migrant-integration/?action=media.download&uuid=CDFE0088-C151-66D5-846F7C422DE2A423>, last accessed on 9 July 2021.

² Schinkel, W. 'Against 'immigrant integration: For an end to neocolonial knowledge production', 2018, *CMS*, 6(31).

³ Eurostat, 'Population on 1 January by age group, sex and citizenship', 2021, https://ec.europa.eu/eurostat/web/products-datasets/-/migr_pop1ctz, last accessed on 21 July 2021 (without EL, HR, MT and PL).

⁴ European Commission, 'Integration of migrant women – A key challenge with limited policy resources', 2018, <https://ec.europa.eu/migrant-integration/feature/integration-of-migrant-women>, last accessed on 9 July 2021.

⁵ European Economic and Social Committee, 'Opinion on Inclusion of migrant women in the labour market', 2015, p.5, <https://ec.europa.eu/migrant-integration/librarydoc/inclusion-of-migrant-women-in-the-labour-market?lang=en>, last accessed on 9 July 2021; FRA, 'Second European Union Minorities and Discrimination Survey – Migrant women – selected findings', 2019, p. 9–11, https://fra.europa.eu/sites/default/files/fra_uploads/fra-2019-eu-midis-ii-migrant-women_en.pdf, last accessed on 9 July 2021.

⁶ European Institute for Gender Equality (EIGE), 'Gender and Migration', 2020, p. 4, <https://eige.europa.eu/publications/gender-and-migration>, last accessed on 9 July 2020.

Recent studies show that migrant women face a so-called “double disadvantage”, due to the intersection of being a woman and being a migrant.⁷ For example, migrant women in the EU generally have a higher unemployment rate than both non-migrant women and migrant men. For those women with young children, the employment rate is significantly lower for migrant than non-migrant women.⁸ Moreover, refugee women are worse off when it comes to education or employment compared to other migrant women, pointing to a “triple disadvantage”.⁹

In addition, migrant women have been disproportionately impacted by the COVID-19 pandemic, e.g. through job loss, additional care and housework, domestic work or increased exposure when providing front-line services.¹⁰

On the other hand, there are also unique integration opportunities. Migrant women are – for example – equally likely to be as highly educated as non-migrant women and are more likely to be highly educated than migrant men.¹¹

The above elements show the importance of a gendered approach in migrant integration policies and measures.¹² However, a 2017 study by the European Union Agency for Fundamental Rights (FRA) found little evidence of a gendered approach in national action plans and integration strategies.¹³ The European Court of Auditors in its 2018 report identified a lack of policies for addressing the specific integration challenges of migrant women.¹⁴ Furthermore, a recent study published by the European Network of Migrant Women in 2020 identified shortcomings in addressing the needs of migrant women in Asylum, Migration and Integration Fund (AMIF) projects implemented through direct management, noting that: ‘Although gender mainstreaming is briefly referred to in the majority of the calls, there seems to be a lack of clarity what this term implies in practical terms. **The specific vulnerabilities and needs of women and girls are also largely overlooked**’.¹⁵

In its 2016 Action Plan on the Integration of Third-Country Nationals, the European Commission made a commitment to engage in a dialogue with Member States to ensure that concerns related to the gender dimension and the situation of migrant women are taken into account in planned policies and funding initiatives.¹⁶ The assessment of the action plan, however, noted that it only recognised to a limited extent

⁷ European Commission – Joint Research Centre, ‘Gaps in the EU Labour Market Participation Rates: an intersectional assessment of the role of gender and migrant status’, 2020, <https://publications.jrc.ec.europa.eu/repository/handle/JRC121425>, last accessed on 9 July 2021.

⁸ OECD, ‘How to strengthen the integration of migrant women?’, 2020, Migration Policy Debate No. 25, pp. 4 and 6, <https://www.oecd.org/migration/mig/migration-policy-debates-25.pdf>, last accessed on 9 July 2021.

⁹ OECD, ‘Triple Disadvantage? A first overview of the integration of refugee women’, 2018, pp. 16 and 19, https://www.oecd-ilibrary.org/employment/triple-disadvantage_3f3a9612-en;jsessionid=QdS1wA6MXnTSSOMYsBcF9LQj.ip-10-240-5-190, last accessed on 9 July 2021.

¹⁰ IOM, ‘COVID-19 and women migrant workers: Impacts and Implications’, 2020, <https://publications.iom.int/books/covid-19-and-women-migrant-workers-impacts-and-implications>, last accessed on 9 July 2021.

¹¹ OECD, ‘How to strengthen the integration of migrant women?’, 2020, Migration Policy Debate No. 25, p. 4, <https://www.oecd.org/migration/mig/migration-policy-debates-25.pdf>, last accessed on 9 July 2021.

¹² OECD, ‘How to strengthen the integration of migrant women?’, 2020, Migration Policy Debate No. 25, p. 6, <https://www.oecd.org/migration/mig/migration-policy-debates-25.pdf>, last accessed on 9 July 2021.

¹³ The EU Agency for Fundamental Rights (FRA) ‘Together in the EU – Promoting the participation of migrants and their descendants’, 2017, p. 7, https://fra.europa.eu/sites/default/files/fra_uploads/fra-2017-together-in-the-eu_en.pdf, last accessed on 9 July 2021.

¹⁴ European Court of Auditors, ‘The integration of migrants from outside the EU, Briefing Paper’, 2018, p. 23, https://www.eca.europa.eu/Lists/ECADocuments/Briefing_paper_Integration_migrants/Briefing_paper_Integration_migrants_EN.pdf, last accessed on 9 July 2021.

¹⁵ European Network of Migrant Women, ‘Follow the €€€ for Women and Girls’, 2020, <http://www.migrantwomennetwork.org/wp-content/uploads/Follow-the-Money-for-Women-2020-AMIF.pdf>, last accessed on 9 July 2021.

¹⁶ European Commission, ‘Action Plan on the integration of third-country nationals’, 2016, https://ec.europa.eu/home-affairs/sites/default/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf, last accessed on 9 July 2021.

the specific needs of certain categories and the possible intersections between the migrant status and other segments of discrimination including gender.¹⁷

In its Action Plan on Integration and Inclusion 2021–2027, presented in November 2020, the European Commission proposed targeted integration support that takes into account individual characteristics that may present specific challenges such as gender through gender-specific processes that complement the mainstreamed approach.¹⁸ At the same time, the importance of a gender-sensitive response to different policy areas has been emphasised by the EU Gender Equality Strategy 2020–2025,¹⁹ which emphasised also the dual approach of targeted measures to achieve gender equality, combined with strengthened gender mainstreaming. Therefore, the 2021 EMN study on the ‘Integration of Migrant Women in the EU: Policies and Measures’ conducts a stock-taking exercise on where EMN Member States currently stand in terms of **gender-sensitive** integration policies and measures targeting migrant women.

2 STUDY AIMS AND OBJECTIVES

The aim of the 2021 EMN study on the ‘Integration of Migrant Women in the EU: Policies and Measures’ is to understand if and to what extent Member States and Norway consider the distinct situation of migrant women in their integration policies and measures. The aim is to provide information that will support policymakers developing integration policies and measures that better support migrant women in their integration process, taking their respective backgrounds into account. An overview will be provided of research and statistics available at the national level on the integration opportunities and challenges of migrant women.

The study’s main objectives are:

- To map current national **integration policies** in the EU Member States and Norway that specifically target women;
- To provide examples of **good practices and lessons learnt** from EU Member States and Norway on integration measures for migrant women at the national but also regional or local level;
- To provide an overview of special **policies or measures** that have been developed to counteract negative consequences of **COVID-19** for migrant women’s integration.

The study targets policymakers interested in addressing the specific situation of migrant women in their integration policy as well as researchers, who may use the findings as a starting point for more in-depth research of the integration of migrant women, such as at the local and regional level. Also, the study is of interest to the general public, raising awareness on gender-specific integration issues.

3 SCOPE OF THE STUDY

This study defines a *migrant woman* as a third-country national female **migrant** (i.e. a regularly residing female migrant aged 18 and above) for the purpose of policy analysis; and as a female **third-country national** for the purpose of data analysis. However, the study also analyses those policies and measures that are **not** exclusively **targeting third-country nationals**, but which include them as part of a wider target group (e.g. women in general; or migrant women in general which may also include EU citizens with migrant background). EU Member States and Norway are encouraged to **include** information on such **policies and measures**, focusing on their relevance for the study’s target group.

¹⁷ European Commission, ‘Assessment Of The 2016 Commission Action Plan on the Integration of Third-Country Nationals’, SWD(2020) 290 final, https://ec.europa.eu/home-affairs/sites/default/files/pdf/20201124_swd-2020-758-commission-staff-working-document.pdf, last accessed on 9 July 2021.

¹⁸ European Commission, ‘EU Action plan on Integration and Inclusion 2021–2027’, COM(2020) 758 final, pp. 6–7, <https://ec.europa.eu/migrant-integration/?action=media.download&uuid=CDFE0088-C151-66D5-846F7C422DE2A423>, last accessed on 9 July 2021.

¹⁹ European Commission, ‘A Union of Equality: Gender Equality Strategy 2020–2025’, COM(2020) 152 final, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0152&from=EN>, last accessed on 9 July 2021.

The policies and measures outlined in this study will be structured along specific categories of migrant women (for example low-/highly-skilled labour migrants, students, family migrants, asylum seekers) as far as possible.

Integration policies refer to targeted integration strategies and action plans but also broader policy instruments relevant to the integration of migrant women such as sector specific governmental programmes (health, education, employment, housing, etc.). *Measures* include systematic initiatives (multi-year / long term), projects (ad-hoc) and legislative (structural) measures that are used to implement the integration policies (including those funded by governments but implemented by NGOs on behalf of the governments).

Even though local communities are the places where integration happens and therefore regional and local authorities have their own integration policies and measures, the focus of this study is the national level for the simple reason that researching regional and local level policies and measures would require considerably more time and resources than available for an EMN study. However, questions on good practices have been incorporated to this study to allow for the provision of examples from the regional and local level.

Integration policies and measures will be categorised along the focus areas of labour market, entrepreneurship, education and vocational training, language training, housing, health and civic integration, and will open the door for Member States to report on any other areas that are significant.

The reporting period for this study ranges from 2016 to 2021, depending on the area of analysis (i.e. data, policies, measures):

- **Data:** 2016–2020, to capture trends over the past 5 years.
- **Policies:** 2021 and upcoming policy developments (i.e. the policies currently in place as well as planned developments).
- **Measures:** 2016–2021 in order to allow the inclusion of measures that might have already been evaluated.

4 EU LEGAL AND POLICY CONTEXT

Although migrant integration policies are a national competence of EU Member States, European institutions have the mandate to ‘provide incentives and support for the action of Member States with a view to promoting the integration of third-country nationals’ since the signature of the [Treaty of Lisbon in 2007](#). The EU has periodically set priorities and goals to drive EU policies, legislative proposals and funding opportunities on integration since the 1999 [Treaty of Amsterdam](#), that led to the 2004 [Common Basic Principles for Immigrant Integration Policy](#). These have guided and continue to guide most EU actions in the area of integration. The [Common Agenda for Integration](#), presented by the Commission in 2005 and in effect until 2010, provided the framework for the implementation of the EU integration policy and contained a series of supportive EU mechanisms and instruments to promote integration and facilitate exchanges between integration actors. In 2009 the [European Website on Integration](#) was launched to provide a platform for good practices and news on integration in the EU. In July 2011, the [European Agenda for the Integration of Third-Country Nationals](#) was adopted. It covered the period 2011–2015, focused on increasing the economic, social, cultural and political participation of migrants and on fighting discrimination, with an emphasis on local actions. This was followed by the 2016 [Action Plan on the Integration of Third-Country Nationals](#). This was a goal-setting document published by the European Commission, providing a comprehensive framework to support Member States’ efforts in developing and strengthening their integration policies and describing concrete measures the Commission was to implement in this regard. In 2017, the [Skills Profile Tool](#) was launched to map skills of third-country nationals to be used by national authorities when planning integration. Building on the 2016 Action Plan, the European Commission revealed its new [Action Plan on Integration and Inclusion](#) (2021–2027) in November 2020, proposing concrete actions, giving guidance, and delineating funding for initiatives meant to bring inclusion for all.

Other relevant policy instruments include:

- The [EU Anti-racism Action Plan 2020–2025](#), which was published by the European Commission on 18 September 2020 to step up action against racism in the European Union. As the action plan points out, racism can be combined with discrimination and hatred on other grounds, including gender.
- The [Pact on Migration and Asylum](#), that was proposed by the European Commission on 23 September 2020. With the Pact, the Commission is proposing a fresh start on migration, bringing together policy in the areas of migration, asylum, integration and border management. In the area of integration, the Pact supports effective integration policies with a focus on local communities and early access to integration services for children and vulnerable groups.
- The [EU Gender Equality Strategy 2020–2025, which](#) sets the key objective of achieving gender balance in decision-making and in politics for example. The Strategy pursues a dual approach of gender mainstreaming combined with targeted actions - intersectionality is a horizontal principle for its implementation.
- The forthcoming [Recommendation on Migrant and Refugee Women and Girls](#) which is currently being drafted by the Drafting Committee on Migrant Women (GEC-MIG), a subordinate body to the Gender Equality Commission (GEC) of the Council of Europe.

5 PRIMARY QUESTIONS TO BE ADDRESSED BY THE STUDY

The study seeks to address four primary questions:

- What does the available data /research tell us about the **migration channels**, the **level of integration** of migrant women in the EU Member States and Norway, and their **integration challenges** and **opportunities**?
- To what extent are migrant women specifically addressed in national integration policies (e.g. strategies, action plans and government programmes)?
- To what extent are there targeted integration measures available in the EU Member States and Norway, specifically addressing migrant women at the national but also regional or local level, and what has been identified as a good practice in this area?
- Have special integration policies or measures been developed to counteract the **negative consequences of COVID-19 for migrant women's integration**, and if yes, what do these policies or measures look like?

6 RELEVANT SOURCES AND LITERATURE

EMN Studies, Informs and Ad-Hoc Queries

- EMN Study (2019): [Labour market integration of third-country nationals in EU Member States](#).
- EMN study (2015): [The Integration of Beneficiaries of International/Humanitarian Protection into the Labour Market: Policies and Good Practices](#).
- EMN & OECD Inform (2020): [Inform # 1 – EU and OECD member states responses to managing residence permits and migrant unemployment during the COVID-19 pandemic](#).
- EMN Ad Hoc Query (2020.74): [Measures regarding civic integration - Part 2](#).
- EMN Ad Hoc Query (2020.73): [Integration measures regarding language courses - Part 1](#).
- EMN Ad Hoc Query (2019.67): [Lines of intervention for the effective integration of persons entitled to international protection](#).

- EMN Ad Hoc Query (2019.15): [Early language support](#).
- EMN Ad Hoc Query (2018.1331): [Support measures to facilitate the labour market entry of family members](#).
- EMN Ad-Hoc Query (2017.1168): [Integration measures regarding language courses and civic integration – Part 2](#).
- EMN Ad-Hoc Query (2017.1167): [Integration measures regarding language courses and civic integration – Part 1](#).
- EMN Ad-Hoc Query (2016.1097): [Content of integration programmes for applicants for/beneficiaries of international protection](#).
- EMN Ad-Hoc Query (2015.683): [Monitoring report on integration](#).
- EMN Ad-Hoc Query (2013. 497): [Immigrant Integration Plans](#).

Other relevant sources

- European Commission (2021): [European Website on Integration – Integration Practices](#).
- European Commission (2020): [A Union of Equality: Gender Equality Strategy 2020-2025](#), COM(2020) 152 final.
- European Commission (2020): [Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Action plan on Integration and Inclusion 2021-2027](#), COM(2020) 758 final.
- European Commission (2018): [Integration of migrant women – A key challenge with limited policy resources](#).
- European Commission – Joint Research Centre (2020): [Gaps in the EU Labour Market Participation Rates: an intersectional assessment of the role of gender and migrant status](#).
- European Court of Auditors (2018): [The integration of migrants from outside the EU](#), Briefing Paper.
- European Economic and Social Committee (2015): [Opinion on Inclusion of migrant women in the labour market](#).
- European Institute for Gender Equality (2020): [Gender and Migration](#).
- European Institute for Gender Equality: [Migration](#).
- European Network of Migrant Women: www.migrantwomennetwork.org.
- European Network of Migrant Women (2020): [Follow the €€€ for Women and Girls](#).
- European Union Agency for Fundamental Rights (2019): [Second European Union Minorities and Discrimination Survey – Migrant women – selected findings](#).
- Eurostat (2021): [Migrant integration statistics](#). 2020 edition.
- International Organization for Migration (2020): [COVID-19 and women migrant workers: Impacts and Implications](#).
- Organisation for Economic Co-operation and Development (2020): [How to strengthen the integration of migrant women?](#) Migration Policy Debate No. 25.
- Organisation for Economic Co-operation and Development (2018): [Triple Disadvantage? A first overview of the integration of refugee women](#).

7 AVAILABLE STATISTICS

Eurostat, First permits by reason, age, sex and citizenship, [[migr_resfas](#)].

Eurostat, First permits issued for other reasons by reason, length of validity and citizenship, [[migr_resoth](#)].

Eurostat, Population on 1 January by age group, sex and citizenship, [[migr_pop1ctz](#)].

Eurostat, Unemployment rates by sex, age and citizenship (%), [[lfsa_urgan](#)].

Eurostat, Activity rates by sex, age and citizenship (%), [[lfsq_argan](#)].

Eurostat, Self-employment by sex, age and citizenship (1,000). [[lfsa_esgan](#)].

Eurostat, Population by educational attainment level, sex, age and citizenship (%), [[edat_lfs_9911](#)].

Eurostat, Overcrowding rate by age, sex and broad group of citizenship, [[ilc_lwho15](#)].

Eurostat, Self-reported unmet needs for medical examination by sex, age, main reason declared and groups of country of citizenship, [[hth_silc_30](#)].

8 DEFINITIONS

The following key terms are used in the Common Template. The definitions are taken from the EMN Glossary Version 6.0²⁰ unless specified otherwise in footnotes.

Dual approach to gender equality: complementarity between gender mainstreaming and specific gender equality policies and measures, including positive measures.²¹

Gender: The socially constructed attributes, roles, activities, responsibilities and needs predominantly connected to being male or female in given societies or communities at a given time.

Gender mainstreaming: Systematic consideration of the differences between the conditions, situations and needs of women and men in all policies and actions.²²

Gender-sensitive: Policies and programmes that take into account the particularities pertaining to the lives of both women and men, while aiming to eliminate inequalities and promote gender equality, including an equal distribution of resources, therefore addressing and taking into account the gender dimension.²³

Integration: In the *EU context*, a dynamic, two-way process of mutual accommodation by all immigrants and residents of EU Member States.

Integration indicators: Benchmarks used to measure the integration of migrants in specific policy areas, such as employment, education, social inclusion and active citizenship.

Intersectionality: Analytical tool for studying, understanding and responding to the ways in which sex and gender intersect with other personal characteristics/identities, and how these intersections contribute to unique experiences of discrimination.²⁴

Migrant: In the EU/EFTA context, a person who [...] (i) establishes their usual residence in the territory of an EU/EFTA Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another EU/EFTA Member State or a third country.

Third-country national: Any person who is not a citizen of the European Union within the meaning of Art. 20(1) of TFEU and who is not a person enjoying the European Union right to free movement, as defined in Art. 2(5) of the Regulation (EU) 2016/399 (Schengen Borders Code).

9 ADVISORY GROUP

An 'Advisory Group' (AG) has been established within the context of this study for the purpose of (i) developing the (common) specifications for the study, (ii) providing support to EMN NCPs during the development of the national contributions to the study, as well as (iii) providing support to draft the study. The members of the AG for the study include:

- COM
- ICF/ EMN Service Provider

²⁰ EMN Glossary, https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/glossary_en, last accessed on 9 July 2021.

²¹ EIGE, 'Glossary & Thesaurus – dual approach to gender equality', <https://eige.europa.eu/thesaurus/terms/1092>, last accessed on 9 July 2021.

²² EIGE, 'Glossary & Thesaurus – gender mainstreaming', <https://eige.europa.eu/thesaurus/terms/1185>, last accessed on 9 July 2021.

²³ EIGE, 'Glossary & Thesaurus – gender sensitive', <https://eige.europa.eu/thesaurus/terms/1211>, last accessed on 9 July 2021.

²⁴ EIGE, 'Glossary & Thesaurus – intersectionality', <https://eige.europa.eu/thesaurus/terms/1263>, last accessed on 9 July 2021.

- AT NCP (lead)
- CY NCP
- DE NCP
- ES NCP
- FI NCP
- FR NCP
- HU NCP
- IE NCP
- LT NCP
- LU NCP
- SE NCP

A core AG, consisting of max 6 NCPs, COM and the Service Provider has been established to follow the development of the common template very closely and provide dedicated input and support.

- COM
- ICF/ EMN Service Provider
- AT NCP
- DE NCP
- ES NCP

Other relevant partners:

The following third parties are contributing to this study:

- European Union Agency for Fundamental Rights (FRA)
- European Commission's Joint Research Centre (JRC)
- European Integration Network (EIN)

10 METHODOLOGICAL CONSIDERATIONS

As with all EMN studies, the national reports should be primarily based on secondary sources. These may be supplemented by expert interviews. The identification of an integration measure as a “good practice” will utilise the European Website on Integration guidance that a good practice is defined as a measure that is “effective, efficient, sustainable and/or transferable, and that reliably lead[s] to a desired result”.²⁵ Furthermore, for the purpose of this study, an integration measure can additionally be considered “good” if it applies the concepts of gender-sensitivity or intersectionality. The selection of the measure should be made by an expert working in the field (e.g. policy maker; service provider; civil society organisation; migrant organisations) or based on studies or evaluations.²⁶

11 TEMPLATE FOR NATIONAL CONTRIBUTIONS

Common Template of EMN Study 2021

Integration of Migrant Women in the EU and Norway: Policies and Measures

²⁵ European Commission, 'European Website on Integration – What are 'good practices'?', 2014, <https://ec.europa.eu/migrant-integration/index.cfm?action=furl.go&go=/what-are-good-practices>, last accessed on 9 July 2021.

²⁶ A good starting point for researching „good practices“ could be the [collection of good practices by the European Commission](#) as well as the Commission's article on [Integration of migrant women – A key challenge with limited policy resources](#).

National Contribution from *Member State*²⁷

Disclaimer: The following information is provided primarily for the purpose of contributing to this EMN study. The EMN NCP has provided information that is, to the best of its knowledge, up-to-date, objective and reliable within the context and confines of this study. The information may thus not provide a complete description and may not represent the entirety of the official policy of the EMN NCPs' Member State.

Top-line factsheet [max. 1 page]

*The top-line factsheet will serve as an overview of the **national report** introducing the study and drawing out key facts and figures from across all sections, with a particular emphasis on elements that will be of relevance to (national) policy-makers. Please add any innovative or visual presentations that can carry through into the study as possible infographics and visual elements.*

Please provide a concise summary of the main findings of Sections 1-6:

In a research study among migrant mothers in Malta, findings showed how language, school, work, care work, and social networks can contribute, facilitate or prevent the feeling of belonging and integration, which appears to be strongly affected by the intersecting factors of gender, socio-economic class, ethnicity, citizenship and legal status. A point highlighting how gendered integration may take place emerged: integration seems to happen outside of home, in being employed, having daily interactions in the public sphere, even if only with grocers and neighbours. This might explain why some research participants declared that integration was easier for their male employed partner.

Employment is a very important step towards sustainable integration. Through the AMIF 11.01 project, eligible migrants (asylum seekers and those granted international protection, including also women) are eligible to enroll onto the Job Brokerage Scheme, have access to guidance services, and can enroll into tailor-made basic English and Maltese language training. To facilitate the attendance of migrant women with children, Jobsplus is liaising with an NGO so as to offer childminding services in parallel to these courses. This would further encourage and enable migrant women's participation.

Migrants, including also women, are eligible for guidance services and have access to training courses, schemes, traineeships and grants offered by Jobsplus, MT's Public Employment Services. These services are a stepping stone to employment and eventual independence and integration into Maltese Society.

Furthermore, Jobsplus is currently seeking to develop relationships with employers willing to offer opportunities to migrant women working from home. This would greatly solve any transport and child-minding issues that could currently be an obstacle for them to enter the labour market.

According to data gathered for this study, the female TCN population is considerably younger than the rest of the female population. In 2020, 83% of the third country national women in the population were of working age (15-64), the share within the same age group was 63% for Maltese women and 80% for EU women. For the 65+ age group only 1% of the TCN women form part of this age group, compared to 24% and 11% of Maltese and EU national women, respectively.

The above indicates that the integration of migrant girls living in Malta is of utmost importance and this can be achieved through education. It is through education that the Migrant Learners Unit (MLU) also reaches the families and the mothers.

The MLU have highlighted the main opportunities and challenges they face in their work.

- a) Certification and recognition of prior learning tracts especially from non EU countries
- b) Continuation of education which depends on recognition of previous learning in country of origin

²⁷ Replace highlighted text with your **Member State** name here.

- c) Further education opportunities in Malta especially when the person has no or limited Maltese language knowledge
- d) The role of the woman in the family and how this is perceived by society at large and the community the woman comes from
- e) The role of the parent in school – challenges abound with some communities revolving approaching the mother or the father first. Furthermore the role of the parent in connection with school work is rather unclear for different communities.
- f) Issues of FGM, child marriage and children who are kept out of school may also be found.
- g) Single parents who may have a further disadvantage.

The Migrant Learners' Unit handles the registration of third country nationals for stateschooling in Malta. The MLU follows policy debates and more importantly executes policies and initiatives to counter Racism and Xenophobia as well as policies that encourage tolerance and non-discrimination. The MLU's community liaison team in fact builds healthy and meaningful linkages with **migrant families** with due regard to the delicate needs, specificities and sensitivities inherent in a multicultural setting. Through its work, the MLU, is in direct contact with migrant girls and women at various levels.

The MLU's work on registration for schooling revolves around contact with the family. At times the Community Liaison Team (CLW) which in itself is made up of 75% women, approach the mother applicant to solve any challenges in the application process usually due to language difficulty. At times the CLW note other challenges that the mother may have and supports the mother to access other services being offered both at the Ministry for Education and Sport, as well as across other ministries and entities. Moreover, such support is usually requested for childcare services, after school clubs, access to health services and also access to IT hardware and software. Therefore the MLU's work is extended not only to that which is specifically dedicated to its remit but it acts also as a contact point for migrant women to ask and receive information.

To conclude, although Malta does have not a national policy for the Integration of Migrant women, measures have been undertaken to help ensure that gender is mainstreamed in many entities as described in the responses to study below.

Section 1: Integration of migrant women – data and debates

The study will start by providing some background information on the immigration channels of migrant women in the EU Member States and Norway as well as key integration indicators in order to understand the current situation and which integration opportunities and challenges are affecting migrant women in the EU Member States and Norway.

Q1 Please analyse the data on first residence titles issued by reason in 2016–2020 in your country as extracted from Eurostat and included in the statistical Annex (see Annex 1.1) and describe the main forms of immigration used by third-country migrant women compared to third-country migrant men. What are the top 3 countries of citizenship in the period of 2016-2020? Did any significant changes occur in 2020 that might be related to COVID-19?

Please describe.

Data on first residence permits issued by reason is presently not submitted as broken down by sex by the National Office of Statistics (NSO) in Malta. This submission was voluntary in the past and became mandatory for the reference year 2021 following an amendment of the regulation governing collection of this data. Malta requested, and was granted, a three year derogation for the submission of the new mandatory sex breakdowns. The NSO will start requesting this data from Identity Malta for submission for the first reference year after the derogation expires. NSO therefore does not have data available to provide comparison of residence permits data by sex.

Below one can find the top 3 countries of citizenship that were issued first residence permits in 2016 – 2020. These include first permits issued for all reasons; family, education, work and other reasons. One must highlight that 2020 saw the introduction of COVID-19 related travel restrictions which may have impacted the issuance of residence permits to third country nationals in this reference year.

Top Nationalities of First Permits Issued 2016 - 2020

Citizenship	2016	2017	2018	2019	2020	
China	300	506	621	1,218	861	
India	305	957	2,299	2,984	2,223	
Libya	984	554	438	294	210	
Phillippines	711	1,181	1,650	1,783	822	
Serbia		1,072	2,035	2,209	1,840	371
Turkey		333	760	573	1,132	904
Total		8,995	12,497	17,176	21,165	11,107

Q2 Please analyse the data on population in 2016–2020 as extracted from Eurostat and included in the statistical Annex (see Annex 1.2) and describe the share of third-country national migrant women among the total population compared to third-country national migrant men. Please include any evidence for changes related to COVID-19 if available. –

Please describe.

The NSO produces estimates of the population based on the Usual Residence Definition with annual updates of births, deaths and migration flows added on to the last Census of Population and Housing. Estimates of third-country nationals are based on a number of administrative sources primarily covering issuance of residence permits and asylum applications. One must note that as of 1st January 2021, the United Kingdom is included in the country group of third-country nationals.

Based on estimates produced by the NSO, from 2016 to 2020 there has been a significant increase in the third country nationals residing in Malta. The total number of TCNs increased from 23,177 in 2016 to 50,419 in 2020. In 2016, TCNs amounted to 5.1% of the total population, while in 2020 TCNs amounted to 9.8% of the total population. Women accounted for 42-44% of the TCN migrant population between 2016 – 2019. This decreased to 39% in 2020. The distribution of males and females amongst the TCN population is reflective of the distribution of males and females in the foreign population. Within the Maltese population the share is equal throughout 2016 – 2020.

The female TCN population is considerably younger than rest of the female population. In 2020, 83% of the third country national women in the population were of working age (15-64), the share within the same age group was 63% for Maltese women and 80% for EU women. For the 65 + age group only 1% of the TCN women form part of this age group, compared to 24% and 11% of Maltese and EU national women, respectively. Distributions within the 0-14 age group are relatively similar across the three citizenship groups. Similar trends of age distribution are seen amongst men.

One must note that the data published on the Eurostat website is as at 1st January 2020, therefore estimates are prior to the onset of the COVID-19 pandemic in Malta and any possible impact on demographic trends related to the pandemic cannot be assessed from this data.

Q3 Please analyse the data on labour market, entrepreneurship, education, housing and health indicators in 2016–2020 as extracted from Eurostat and included in the statistical Annex (see Annex 1.3) and describe the main findings with specific focus on third-country national migrant women compared to third-country national migrant men and non-migrant women. Did any significant changes occur in 2020 that might be related to COVID-19? -

Please describe.

Q4 What are the key opportunities and challenges for migrant women’s integration as identified in national statistical sources (e.g. integration monitors, census, administrative data) or available research (e.g. surveys among migrant women)?

For each challenge please:

- a) describe for whom it is a challenge,*
- b) indicate why it is mentioned as a challenge, and*
- c) indicate the source / evidence for the challenge.*

Annex 1.3 by NSO, identifies [lfsa_urgan], [lfsq_argan], [lfsa_esgan]. [edat_lfs_9911] – all data pertaining to TCNs is under represented due to small sample counts and as a result one cannot draw any conclusions on this subgroup of the population. The only reliable information is available in edat_lfs_9911 and this is true for all ISCED 1 digit level except for ISCED 0,1,5 and 8. On Eurostat’s website the figures for the subgroup are not being flagged because flagging depends on the estimate level and since foreigners have larger weights, their estimates tend to be high.

In a research study conducted by Anna Sangare, in 2018 among migrant mothers in Malta²⁸, findings showed how language, school, work and care work, and social networks can contribute, facilitate or prevent the feeling of belonging and integration, which appears to be strongly affected by the intersecting factors of gender, socio-economic class, ethnicity, citizenship and legal status. Such research project highlighted difficulties faced by migrant women such as - Lacking legal status, or waiting for a status determination, access to work and professional opportunities, fragmented social networks, language barriers and the nature and availability of care.

²⁸ Sangare, A. (2019) "I'm integrated, but not in a Maltese way" *Motherhood, Migration and Belonging in Malta*. (Masters' thesis, unpublished) University of Malta.

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Overall, the research highlighted the significance of socio-economic class, legal status and citizenship as social categories heavily determining migrant women's experiences of migration, sense of belonging and integration. These intersect with each other and with other social identities (race, sexuality, ethnicity and ability) to influence the migration experience.

Q5 Are more disaggregated data or research available at national level (compared to what is available through Eurostat), e.g. by resident status/reason for migration, by number of children in households or by first/second generation of migrants?

Please briefly describe the main findings.

The NSO submits all data requirements outlined by relevant EU regulations related to demographic estimation of migration, as well as asylum and managed migration. Some additional data tables are also published in the annual news release for World Refugee Day, accessible here:

https://nso.gov.mt/en/News_Releases/View_by_Unit/Unit_C5/Population_and_Migration_Statistics/Pages/World-Refugee-Day.aspx

With respect to sample surveys conducted within private households, the IESS has introduced a question on "reason for migration" as a new variable within the Labour Force Survey (LFS). This will be transmitted to Eurostat every other year starting from 2021. Since this is a sample survey, breaking down outputs from this new field to extract information by country of citizenship, might be under represented since the count of TCNs captured by the survey is likely to be low. Additional data extractions, such as number of children in households is not routinely published. Extracting such data from the EU-SILC and LFS datasets specifically for TCNs, would most likely lead to unreliable results due to small counts.

Q6 What are the main public and policy debates regarding migrant women's integration (opportunities and challenges)?

Please describe.

Employment is a very important step towards sustainable integration. The main challenges when it comes to migrants including women include language barriers and discrimination. At times there are also issues with childcaring which is brought about due to lack of awareness on the Free Childcare Scheme offered to parents/guardians who are in employment or furthering their studies.

The Migrant Learners' Unit from the Ministry for Education delineated the Main debates regarding opportunities and challenges are:

- a) Certification and recognition of prior learning tracts especially from non EU countries
- b) Continuation of education which depends on recognition of previous learning in country of origin
- c) Further education opportunities in Malta especially when person has no or limited Maltese language knowledge

- d) The role of the woman in the family and how this is perceived by society at large and the community the woman comes from
- e) The role of the parent in school – challenges abound with some communities revolving approaching the mother or the father first. Furthermore the role of the parent in connection with school work is still quite hazy for different communities.
- f) Issues of FGM, child marriage and children who are kept out of school may also be found.
- g) Single parents who may have a further disadvantage.

The Migrant Learners' Unit handles the registration of third country nationals for state schooling in Malta. The MLU follows policy debates and more importantly executes policies and initiatives to counter Racism and Xenophobia as well as policies that encourage tolerance and non-discrimination. The MLU's community liaison team in fact builds healthy and meaningful linkages with **migrant families** with due regard to the delicate needs, specificities and sensitivities inherent in a multicultural setting. Through its work the MLU, is in direct contact with migrant girls and women at various levels.

The MLU's work on registration for schooling revolves around contact with the family. At times the Community Liaison Team which in itself is made up of 75% women, approaches the mother applicant to solve any challenges in the application process usually due to language difficulty. At times the CLW note other challenges that the mother may have and supports the mother to access other services being offered both at the Ministry for Education and Sport level as well as across other Ministries and entities. Such support is usually requested for childcare services, after school clubs, access to health services and also access to IT hardware and software. Therefore the MLU's work is extended not only to that which is specifically dedicated to its remit but it acts also as a contact point for migrant women to ask and receive information to be able to:

- a) access other services. This service in itself necessitated the training of the Community Liaison Team and the coordination with other service providers (such as Health) to be able to keep up to date with services provided and support given.
- b) At schooling stage the remit of the MLU is multifold. First of all the children who are identified for induction (language learning programme) are usually screened through a brief assessment. This is another contact point with the family and the mother who may be taking care of the child until schooling begins. Although this is a language screening assessment at times, other needs are identified and so other processes are brought into effect in order for the child to start school as quickly as possible and benefit from it. Such a service also includes the required transport service provision should the child be attending school which is further away from the established quota.
- c) During schooling, both parents and schools refer to the services of the MLU. Such services include the services of interpretation which helps both the school and the migrant women to understand each other, focus and express on each expectations and ambitions and work together without language barriers. This in itself helps migrant families and especially women to be understood, valued and included. It results in further opportunities for participation in school led and community led activities. It also results in further dissemination of the school's activities and equips the migrant women and participants to become points of reference for other migrants who are impacted by such activities. Such opportunities of nearness enable also the school to become more inclusive communities in practice. The MLU has worked on ensuring opportunities for such experiences to be shared amongst the schools in the college and across colleges. Thus the actions begin from a felt need – sometimes identified by the

migrant mother – elaborated with the migrant mother/family and school staff and shared with a wider community.

- d) At times challenges crop up which turn into opportunities for reflection and action. Such was the time of the COVID 19 pandemic. The school lockdowns presented a challenge like none before. Disengagement with schooling, insecurity, lack of IT hardware, lack of knowledge of elearning skills all impacted the way the learners operated during the first weeks of the lockdown. The impact was greater on the migrant communities. The MLU took the opportunity to train all its staff to be able to reach out to each and every family, first of all those families with the children in induction. All were contacted. Most were helped to log into the platforms being used for teaching and learning. The CLWs work at that stage helped not only to ensure that the children engaged with schooling but also helped to build links with the families. In building these links and following the families from time to time, this support helped to limit the loss of schooling especially for the girls in migrant families from some communities. It also helped to sustain the family especially the mother to bring to the fore challenges being faced by all the family and try to work towards finding links which help to resolve issues. Such challenges included loss of jobs or opportunities to work, issues of wellbeing, health issues- amongst others.
- e) In general, work which is focused on the role of the woman and girls in education in the context of migration revolves around the roles and expectations which the migrant girl/woman and the family have. Such expectations are impacted by the reason for migration which may not be something that the migrant mother had a say in and certainly not that of the migrant girl. It is also impacted by the expectations which the migrant girl/woman has for her education, career and family situation. It is certainly impacted by the prior educational experience of the person or the family. It is these three points which recurrently surface as intersectionalities in the understanding of actions which are noted in schools and education. It is these intersectionalities which need to be unraveled, uttered and made clear in order for all stakeholders to understand each other and work together in the new context of education in Malta. And it is the intersectionality of a new identity being formed by the migrant girl, woman, mother who is experiencing the education system in Malta, bringing with her a range of experience which may be diverse to those being enacted here. It is the new identity being formed in living in Malta, as mothers observing the new identity formation of their children and being impacted by this observation too. Therefore the MLU has noticed how important it is for its actions to be sensitive and tailor made to each case in order to safeguard against any generalization which may only scratch the surface and not uncover vulnerabilities, differences and valuable experiences which need to be revealed for any service to be truly effective.

The Ministry for Health reported that Migrant women are often interested to attend health education sessions although there is the language barrier. However, Linguistic problems which are overcome with the assistance of cultural mediators in Primary HealthCare, but limited in other health entities

Sarah Albanazzo, who was awarded a number of EU and national-funded projects, has noted that there are job opportunities for migrant women in Malta. However, one of the barriers they face is the standard level of their education/qualifications which is not recognised in Malta, particularly in the medical sector (i.e. nursing). Thus, this is a gap that needs to be addressed. Other factors to bear in

mind are the language barrier, their current situation/responsibility within the family (i.e. mothers of young children) and their cultural background – i.e. honour of the family – where a woman's place is at home raising children and it would depend on the husband/partner to allow her to work. Moreover, this is not just a matter of gender inequality but rather understanding how migrant men are raised within cultures to be the bread-winners of their families, failure of which often can result in low self-esteem or shame amongst peers as well as suicidal ideation.

Dr Racheal Scicluna, Housing Policy and Strategy Development Consultant at the Ministry for Social Accommodation and Visiting Lecturer at the Faculty of the Built Environment, University of Malta Said that the The Ministry for Social Accommodation and its counterpart the Housing Authority are largely sensitive towards minorities, especially women and female-led households, in having equal access to social and affordable housing in Malta and Gozo. The latest research study (Marmara and Brown 2020), which explored why applicants resort to applying for social housing demonstrated that 75% of such applicants are women. The reasons mainly pertained to a mixture between caring duties of children, older family members, and family members with disabilities, to lack of flexible employment and affordable housing in the private sector. The aspect of 'care' is further supported by the outcomes reported in the latest Gender Index Report (2021). Inasmuch as migration may not be seemingly a direct contributor to the current housing policy debates, it will become apparent from the below illustrations that migration and demographic shifts were important triggers.

The recent policy changes that occurred since 2017 within the housing sector, especially the private rented sector (PRS), were mainly brought about by rapid social, demographic and economic transformations. Housing was at the core of such transformations, and it was greatly impacted in both positive and negative ways. The above mentioned social shifts created new housing needs which back then, Malta had not experienced, which is the rise of a new niche market - the private rented sector and shared accommodation. This new market is complex. It attracted different groups of migrants, including local citizens too who for reason related to separation, low-income and gender related issues, fell out of the property ladder.

In fact, new migratory flows have diversified family life in Malta leading to a growing number of intercultural marriages (Abela 2016, PSSA 2019). Such domestic transitions are impacting the housing market in general, both from the aspect of social accommodation and the private rented sector (PRS). Thus, Malta is dealing with the management of the growing number of migrants coming to its shores through various short-, medium- and long-term measures.

The entanglement of different forces of migration, demographic changes and a progressive economy lead to multiple co-existing migratory patterns which are leading to gentrification. Due to Malta's economic restructuring which occurred in the years following EU accession, the island experienced a strong economic boom (EC 2007). As a result of the growth of the services sector along with tourism, Malta managed to escape the financial euro debt crises (Moody's 2017). This changed Malta's economic reputation on an international level, which saw a large inflow of migrants from diverse socio-economic backgrounds mainly from south and east Europe, and beyond. This inflow of migrants was what changed the role of the PRS in the housing market. It opened up a new niche for estate agents and landlords who saw an opportunity to make quick capital gains. Malta is, therefore, experienced nuanced migratory patterns that put pressure on the housing market in general:

1. Low socio-economic EU migrants mainly from Southern Italy and Eastern Europe seeking employment in hospitality and construction industry;
2. Medium- to high- economic EU migrants seeking to work in the gaming, aviation and financial sectors.

This led to widening economic and social inequalities, rapid urbanization, threats to the climate and the environment. In order to address such social and economic transformations, the Ministry for Social Accommodation launched a White Paper which eventually led to various new policy measures with the intention to address current housing realities and needs.

The Ministry for Social Accommodation undertook a largescale research study of the sector which resulted in the development of a human-rights based law to regulate the private rented sector, that is, The Private Residential Leases Act (2020). Additionally, the White Paper titled, 'Renting as Alternative Accommodation' which preceded the Act called for important Ministerial Recommendations such as the establishment of a new Private Rent Department within the Housing Authority, the Pre-1995 Rent Act and the development of a National Housing System. To date, most of the Recommendations outlined in the White Paper have been implemented. This was an important step in also empowering the Housing Authority to have a holistic understanding of housing needs and to provide relevant housing provision.

The above policy context is important since gender and migration were two important aspects that emerged in the MSA's longitudinal research (see for example, Marmara and Brown, 2020 on 'gender'; Renting as Housing Alternative, PSSA 2019 on housing and migration; and National Housing System, *forthcoming* on 'conviviality'). In short, the Ministry for Social Accommodation is very much aware of the fact that migrant women are disadvantaged in complex and intersectional ways, hence, we have sought to take a person-centred and systems-based approach to housing in order to address needs, aspirations and desires without leaving anyone behind.

Dr Kurt Xerri, Lecturer in Civil Law at the University of Malta and an adviser to the Housing Authority said that although not specific to women, migrants are known to experience discriminatory treatment in access to the private rented sector. The 2020 reform of the private rented sector in Malta has attempted to introduce new standards by, for instance, requiring the mandatory registration of all private rented agreements. The process of registration attempted to curb the black market and allow unhindered access to state benefits and assistance. Although the high number of registrations indicates that the reform has been successful, the awareness of the new rules among migrant communities is to be investigated further.

Malta's Public Employment Service, (Jobsplus) reported that Employment is a very important step towards sustainable integration. The main challenges when it comes to migrants including women include language barriers and discrimination. At times there are also issues with childcaring which is brought about due to lack of awareness on the Free Childcare Scheme offered to parents/guardians who are in employment or furthering their studies.

An Associate Professor in Social Work and Rector's delegate for Student Wellness, Dr Maureen Cole said that one of the key strategies of the Strategic Plan of the University of Malta for 2020-2025 is Strategy III: Societal Factors and Impact where the focus is on creating an inclusive University for a more inclusive society. This involves a commitment to providing assistance to under-represented students such as migrant women students. Although not specifically focused upon they are certainly one of the under-represented groups. The University is committed to improve support systems that enhance the learning experience and ensure the completion of studies of such students.

Another important commitment of the university is to promoting diversity. The Committee for Race and Ethnic Affairs was established to create awareness, ensure access and integration, safeguard students and members of staff and advise the Rectorate. The university is committed to:

- promote the benefits of diversity, including race and ethnicity;
- ensure that there are adequate inter-faith facilities;
- develop a programme of events to encourage attitudinal change;

- support a buddy system for international students and staff.

The University monitors and evaluates the implications of migration in the educational sector. The University's system of Recognition of Prior Learning will enable more students with refugee status or who are seeking asylum in Malta to apply for and be admitted to courses. The system of Recognition of Prior Learning is particularly important for Migrant Women.

The University is committed to the advancement of gender and LGBTQ rights. To achieve this, regular gender audits will be conducted. These audits will consider the situation of women at the university and will also focus on that of women coming from particular backgrounds such as Migrant Women.

To ensure an inclusive campus that enhances the wellbeing of all, the University offers extensive Health and Wellbeing Services. These provide counselling and mental health support to students and staff who are facing challenges. Migrant women face particular challenges and are assured of sensitive and targeted services. The University has also improved its policy for dealing with complaints of Sexual Harassment. This helps to provide a more robust support to Migrant Women, who might be subjected to sexual harassment.

A service that was instituted during the COVID-19 pandemic is the Student Solidarity Fund which following assessment by the University social worker recommends particular students for financial support. Although not specifically intended for Migrant Women, this service can be of great support to Migrant Women who are students and who are facing financial challenges.

Section 2: National integration policies in the Member State

This part of the study describes the Member State's organisational approach towards integration policy and analyses how migrant women are addressed in national integration policies.

Q7 Please describe your country's overall organisational approach with regard to integration policy: who are the competent authorities for integration policy? Is integration policy a national, regional, local or shared competency and which responsibilities come with that competency?

Please describe.

Q8 Is the integration of migrant women a policy priority in your country?

Please elaborate according to whom/what source.

Q9 Is gender mainstreamed in national integration policies? Is this approach also complemented by gender specific policies (dual approach to gender equality)? -

Please describe.

The International Protection Agency of Malta (IPA) reported that Asylum applicants requesting a case worker or interpreter of the same sex are accommodated as far as possible, depending on the availability of the relevant officer. Moreover, following the consent of clients identified at risk of FGM, they are referred by IPA to the Welfare of Asylum Seekers for a medical assessment. Moreover, the Agency also refers persons at

risk of Human Trafficking to the pertinent local authorities including the Immigration Police and the Vice Squad for further investigation.

Q10 Are migrant women specifically addressed in national integration policies (e.g. strategies, action plans, government programmes)? –

Please tick the appropriate box in the table below and – according to your answer – continue with the indicated questions.

Table 1: Policies addressing migrant women

Yes		No ²⁹	n/a (no national integration policy available)
Third-country nationals	Migrants in general (that might also include EU citizens with migrant background and third-country nationals)		
<i>Please continue with Q11</i>		<i>Please continue with Q10a</i>	<i>Please continue with Q10b & Q11</i>

a) If migrant women are not specifically addressed in national integration policies, what is the reason or underlying approach (e.g. mainstreaming approach)? –*Please describe.*

If no national integration policy is available in your country, are migrant women specifically addressed in national policies across different sectors relevant to integration?

The Welfare of Asylum Seekers (AWAS) emphasizes that gender is mainstreamed in the national integration and reception policies and procedures. All AWAS procedures reflect an assessment of the different implications for people of different genders in all levels and areas. Examples include: Length of stay in Reception Centres, Accomodation and other provisions, access to services and access to professional help. Moreover more welfare and Care is provided to women, particularly in more vulnerable situations like

²⁹ If women are not specifically mentioned but if the policy implies women. (e.g. as parents), that should be reported as “yes”. But if the policy is not specific to women but addresses everyone (men, women, boys, girls) this should not be reported and the answer should be “no”.

pregnant women and single mothers. Specific information is given targeting these particular areas; Domestic Violence, Female Genital Mutilation, Sexual Health and Reproduction Health

One of the key strategies of the Strategic Plan of the University of Malta for 2020-2025 is Strategy III: Societal Factors and Impact where the focus is on creating an inclusive University for a more inclusive society. This involves a commitment to providing assistance to under-represented students such as migrant women students. Although not specifically focused upon they are certainly one of the under-represented groups. The University is committed to improve support systems that enhance the learning experience and ensure the completion of studies of such students.

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The University monitors and evaluates the implications of migration in the educational sector. The University's system of Recognition of Prior Learning will enable more students with refugee status or who are seeking asylum in Malta to apply for and be admitted to courses. The system of Recognition of Prior Learning is particularly important for Migrant Women.

The University is committed to the advancement of gender and LGBTQ rights. To achieve this, regular gender audits will be conducted. These audits will consider the situation of women at the university and will also focus on that of women coming from particular backgrounds such as Migrant Women.

To ensure an inclusive campus that enhances the wellbeing of all, the University offers extensive Health and Wellbeing Services. These provide counselling and mental health support to students and staff who are facing challenges. Migrant women face particular challenges and are assured of sensitive and targeted services. The University has also improved its policy for dealing with complaints of Sexual Harassment. This helps to provide a more robust support to Migrant Women, who might be subjected to sexual harassment.

A service that was instituted during the COVID-19 pandemic is the Student Solidarity Fund which following assessment by the University social worker recommends particular students for financial support. Although not specifically intended for Migrant Women, this service can be of great support to Migrant Women who are students and who are facing financial challenges.

b) *Please briefly describe. Please note that a detailed description is asked for in Q11.*

Q11 How are migrant women addressed with regard to the following sectors: labour market, entrepreneurship, education and vocational training, language training, housing, health, civic integration, other?

Please fill out the tables for each focus area by answering the questions included in the tables for each policy (i.e. integration policy or – if not available – sector specific policy). Please add columns, as necessary. Please include information such as the competent authority, the aim of the policy, and the target group.

There is no specific scheme targeting migrant communities, however, the Private Rent Housing Benefit Scheme ensures accessibility to the private rented sector to all tenants, by subsidising monthly rents.

The University of Malta has been entrusted with the development and delivery of the **Diploma in Education for Cultural Mediation**. The one-year full-time Diploma course started in October 2021 and is being delivered by the Department of Inclusion and Access to Learning within the Faculty of Education. The course is open for Local, EU nationals and TCNs. A good percentage of students currently following the course are female TCNs.

Dr Phyllisienne Vassallo Gauci, Lecturer at the

Department of Inclusion and Access to Learning

Faculty of Education - University of Malta, and coordinator of the Diploma in Education for Cultural Mediation, commented that

Cultural mediation facilitates the establishment of good communication and mutual understanding between different cultures. It also promotes and enhances access to local services provided in a number of specific areas of intervention such as reception, health, education and employment. It is important for successful cultural mediation to be exercised by trained and experienced professionals who are able to promote and not hinder its scope. The **Diploma in Education for Cultural Mediation** course delivered at the University of Malta trains professionals in facilitating the relations between migrants and citizens in the host country, aiming at the mutual exchange of knowledge and the establishment of positive relations between individuals of different cultural backgrounds and ethnic origins. The course aims at promoting awareness and to sensitize all parties involved in otherness issues.

The **Diploma in Education for Cultural Mediation** is sponsored by the Ministry for Equality Research and Innovation. The course is co-financed by EU Funds under the Asylum, Migration and Integration Fund 2014-2020, and National Funds.

Table 2: Labour market integration -

Labour market	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
<p>How are migrant women addressed with regard to labour market integration?</p>	<p>Through the AMIF 11.01 project, eligible migrants (asylum seekers and those granted international protection, including also women) are eligible to enroll onto the Job Brokerage Scheme, have access to guidance services, and can enroll into tailor-made basic English and Maltese language training. To facilitate the attendance of migrant women with children, Jobsplus is liaising with one particular NGO so as to offer childminding services in parallel to these courses. This would further encourage and enable migrant women's participation.</p> <p>Migrant women are also eligible for the pre-employment training, basic ICT and professional services offered under the ESF VASTE Programme.</p> <p>Migrants residing legitimately in Malta can also apply for other training and schemes offered by the PES.</p> <p>Furthermore, Jobsplus is currently seeking to develop</p>	

Labour market	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
	<p>relationships with employers willing to offer opportunities to migrant women working from their home. This would greatly solve any transport and child-minding issues that could currently be an obstacle for them to enter the labour market.</p> <p>Primary HealthCare has recruited a female cultural mediator</p>	
<p>Are migrant women specifically targeted or are they addressed as part of a wider group?</p>	<p><input type="checkbox"/> Specifically third-country national migrant women targeted</p> <p><input checked="" type="checkbox"/> Third-country national migrant women addressed as part of a wider group of migrants (including also EU citizens with migrant background)</p> <p><input type="checkbox"/> Migrant women addressed as part of a wider group of women</p>	<p>The AMIF 11.01 project addresses specifically migrants that are asylum seekers or beneficiaries of international protection. This also includes a sub-group of migrant women. However they are not targeted specifically</p>
<p>Are specific categories of migrant women targeted (for example low-/highly-skilled labour migrants, students, family migrants, asylum seekers, etc.)?</p>	<p><input type="checkbox"/> Yes</p> <p><i>If Yes, please indicate the category(ies) and describe how their specific backgrounds and needs are addressed?</i></p> <p><input checked="" type="checkbox"/> No</p>	<p>No differentiation</p>
<p>At what stage of the integration process does the policy start (e.g. recently arrived or no differentiation)?</p>	<p><i>Please describe</i></p>	<p>Yes as long as they satisfy the requirements for the post: That they are able to speak English</p>

Table 3: Entrepreneurship

Entrepreneurship	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
How are migrant women addressed with regard to entrepreneurship?	<i>Please describe</i>	
Are migrant women specifically targeted or are they addressed as part of a wider group?	<input type="checkbox"/> Specifically third-country national migrant women targeted <input type="checkbox"/> Third-country national migrant women addressed as part of a wider group of migrants (including also EU citizens with migrant background) <input type="checkbox"/> Migrant women addressed as part of a wider group of women	
Are specific categories of migrant women targeted (for example low-/highly-skilled labour migrants, students, family migrants, asylum seekers, etc.)?	<input type="checkbox"/> Yes <i>If Yes, please indicate the category(ies) and describe how their specific backgrounds and needs are addressed?</i> <input type="checkbox"/> No	
At what stage of the integration process does the policy start (e.g. recently arrived or no differentiation)?	<i>Please describe</i>	

Table 4: Education and vocational training –

EDUCATION AND VOCATIONAL TRAINING	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
How are migrant women addressed with regard to education and vocational training?	<p>Migrant women from EU and EEA countries together with Swiss nationals are automatically exempted from school and tuition fees. Migrant women from the UK residing in Malta under the terms of the Brexit agreement are also exempted. Other third country nationals are exempted according to the residence permit as issued by ID Agency Malta.</p> <p>Furthermore, Malta’s education system has always adopted a gender neutral approach.</p> <p>Malta believes that breaking down cultural barriers and building a society on integration, based on the values of inclusion in diversity, assists us in considering the other person as equally valuable, thus encouraging an ongoing learning process from one another. Cultural identities can collectively be shared by virtue of the framework</p>	

of the Universal Declaration of Human Rights, and the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education.

At compulsory education level:

Services in schools include Education Psychosocial teams consisting of counsellors, youth workers, social workers, psychologists, social support workers and psychotherapists, career advisors, and prefects of discipline are present in local schools; and work in constant collaboration with administrative staff of the schools, Safe School Programme incorporating Child Safety Services, Anti-Bullying Service and Anti-Substance Abuse Service and other professionals to address any existing issues from inception. Nurture Classes (in primary schools) and Learning Support Zones (in middle / secondary schools) support students with social, emotional and behaviour issues with appropriate programmes to develop their emotional literacy skills, and equip them with the appropriate resilient skills they require for life. Schools are also supported by Heads of Department (Inclusion) who act as the inclusive education leaders at school and college level.

Personal Social and Career Development (PSCD) was created in order to develop young people's personalities and mindsets which is done both through student councils that function within schools as well as through PSCD lessons that focus on gender issues, racism, migration, religious diversity, disability and sexual orientation (in an age-appropriate way) both in primary as well as secondary schooling. During PSCD, students learn to work in a group and understand the functions of the various roles one can take.

The Migrant Learners Unit (MLU) within the Ministry for Education has embarked on various initiatives to encourage tolerance and non-discrimination including:

Community Liaison Workers (CLWs)

The MLU's community liaison team builds healthy and meaningful linkages with migrant families and schools, with due regard to the needs, specificities and sensitivities of a multicultural setting.

The MLU likewise maintains deep links with educational institutions run by minorities, NGOs and government agencies working in the field.

The MLU has a website and a Facebook page which is active and continuously updated, but the personalised support given through face to face or virtual meetings is also of cardinal importance.

The Making Friends Bringing Friends Club

The Making Friends Bringing Friends Club is held in different localities around Malta and Gozo. Its main aim is to provide the space needed for students with a migrant background and the local community to create and maintain friendships which will enhance their experience in schools and the community.

Living Together in Malta

	<p>The Living Together in Malta project aims at developing knowledge and resources to aid intercultural and interfaith communication in Malta.</p> <p><i>Friendship Cards</i></p> <p>Friendship Cards are an educational tool thought to improve the lives of whoever makes use of them. The cards have been developed by the <i>Relationships are Forever Foundation</i>, with the intention of helping children and youth develop their abilities to build strong relationships with their families, friends and others that they will come across during the course of their lives.</p> <p><i>Training of Teachers and School Staff</i></p> <p>The training of teachers and school staff on migrant learners' sensitivities; on achieving effective migrant learning; and on appropriate forms of pedagogy for migrant learners represent an ongoing process offered by MLU's cohort of expertise.</p> <p>At further and higher education level, the University of Malta, Malta College for Arts, Science and Technology (MCAST) and Institute of Tourism Studies (ITS) migrant women are offered student-service and well-being support as requested.</p> <p>Malta's lifelong learning programmes welcome migrants, should they apply. In 2021, the Directorate for Research, Lifelong Learning and Employability (DRLLE) within the Ministry for Education conducted an outreach campaign with migrant organisations, including the Migrant Women Association (Malta). The Ministry for Education is to commence a collaboration agreement with the Human Rights Directorate within the Ministry for the National Heritage, the Arts and Local Government, whereby it will be organising basic Maltese and English programmes for migrants selected by the Human Rights Directorate.</p> <p><i>Turning the Tables Conference ,HRD,</i> https://humanrights.gov.mt/en/Pages/Intercultural%20and%20Anti-Racism%20Unit/Turning-The-Tables-Conference-1-%E2%80%93-EDUCATION.aspx</p>	
<p>Are migrant women specifically targeted or are they addressed as part of a wider group?</p>	<p><input type="checkbox"/> Specifically third-country national migrant women targeted</p> <p><input type="checkbox"/> Third-country national migrant women addressed as part of a wider group of migrants (including also EU citizens with migrant background)</p> <p><input checked="" type="checkbox"/> Migrant women addressed as part of a wider group of women</p>	
<p>Are specific categories of migrant women targeted (for example low-</p>	<p><input type="checkbox"/> Yes</p> <p><i>If Yes, please indicate the category(ies) and describe how their specific backgrounds and needs are addressed?</i></p>	

/highly-skilled labour migrants, students, family migrants, asylum seekers, etc.)?	Migrant women from third countries are exempted from fees according to the residence permit as issued by IDA agency. <input checked="" type="checkbox"/> No	
At what stage of the integration process does the policy start (e.g. recently arrived or no differentiation)?	<i>Please describe</i> The policy starts upon submission of application by migrant women in education.	

Table 5: Language Training

LANGUAGE TRAINING	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
How are migrant women addressed with regard to language training?	<p><i>Please describe</i></p> <p>Migrant women voluntarily attend the training programme 'Cultural Mediators in Health Care' organised by the Migrant Health Liaison Office, PHC</p> <p>Yes in I BELONG – individually tailored, rather than gender</p> <p>https://humanrights.gov.mt/en/Pages/Intercultural%20and%20Anti-Racism%20Unit/I-Belong-Courses.aspx</p> <p>The Unit seeks to assist all persons of migrant background residing in Malta on their individual path to integration. As part of the Migrant Integration Strategy & Action Plan (Vision 2020), the 'I_Belong' Programme aims to provide a holistic approach to integration. The first step in this direction would be through the knowledge of the country's official languages and cultural awareness. Together with MCAST and University of Malta, the Intercultural and Anti-Racism Unit offers Maltese and English language and Cultural Orientation courses at two stages. The language courses focus on daily use to facilitate a person's integration into society. The cultural orientation covers the social, cultural, economic, and historical aspects of Malta and the constitution, law and democratic values. All courses are free of charge.</p> <p>Jobsplus keeps contact with a number of different NGOs and Agencies. Most referrals to the language training happen from there.</p>	

LANGUAGE TRAINING	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
<p>Are migrant women specifically targeted or are they addressed as part of a wider group?</p>	<p><input type="checkbox"/> Specifically third-country national migrant women targeted</p> <p><input checked="" type="checkbox"/> Third-country national migrant women addressed as part of a wider group of migrants (including also EU citizens with migrant background)</p> <p><input checked="" type="checkbox"/> Migrant women addressed as part of a wider group of women</p> <p>The only requirement is that they are able to speak, understand and write in English</p>	<p>Certain NGOs have homes which cater specifically for women. In such cases courses can be organised specifically for a cohort of women. However, general outreach is not targeted.</p>
<p>Are specific categories of migrant women targeted (for example low-/highly-skilled labour migrants, students, family migrants, asylum seekers, etc.)?</p>	<p><input type="checkbox"/> Yes</p> <p><i>If Yes, please indicate the category(ies) and describe how their specific backgrounds and needs are addressed?</i></p> <p><input checked="" type="checkbox"/> No</p>	
<p>At what stage of the integration process does the policy start (e.g. recently arrived or no differentiation) ?</p>	<p><i>Please describe</i></p> <p>No differentiation</p>	

Table 6: Housing -

HOUSING	Name of integration policy or sector specific policy	Please add columns as necessary
How are migrant women addressed with regard to housing?		
Are migrant women specifically targeted or are they addressed as part of a wider group?	<input checked="" type="checkbox"/> Specifically third-country national migrant women targeted <input checked="" type="checkbox"/> Third-country national migrant women addressed as part of a wider group of migrants (including also EU citizens with migrant background) <input type="checkbox"/> Migrant women addressed as part of a wider group of women	
Are specific categories of migrant women targeted (for example low-/highly-skilled labour migrants, students, family migrants, asylum seekers, etc.)?	<input checked="" type="checkbox"/> Yes <i>If Yes, please indicate the category(ies) and describe how their specific backgrounds and needs are addressed?</i> <input type="checkbox"/> No	Female asylum seekers with children are generally accommodated in family centres.
At what stage of the integration process does the policy start (e.g. recently arrived or no differentiation)?	<i>Please describe</i>	

Table 7: Health –

HEALTH	Name of integration policy or sector specific policy	Please add columns as necessary
How are migrant women addressed with regard to health (including mental health)?	<p><i>MWAM Self-Care Project #AloneTogether</i></p> <p><i>Funded by the US Embassy Grants Programme:- 24th August 2020 -31 December 2020</i></p> <p>The global pandemic which started in early 2020, left many people unemployed and isolated, perhaps none more so than migrants living on the margins of Maltese society. Studies have shown that instances of domestic abuse have risen during periods of confinement. Along with female asylum seekers and refugees, mental health has suffered immensely as a result of a lack of social interaction and opportunities for employment.</p>	

HEALTH	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
	<p>Taking all this into consideration, Migrant Women Association Malta developed and implemented a Mental Health Hygiene project. Using the expertise of MWAM's Intercultural Trainer and a Psychologist Trainer, the organization identified the mental health priorities of the target group and delivered the training through online channels in order to prioritize the health and safety of all participants.</p> <p>The project consisted of six training sessions with different groups of female asylum seekers and refugees based in Hal Far Hangar Open Centre (HOC) and Hal-Far Open Centre [HFO].</p> <p>The sessions combined a teaching element on mental wellbeing, mental illness, and mental hygiene and also included an interactive element wherein participants were encouraged to share their own experiences of caring for their mental wellbeing.</p> <p>The project created a safe space for the participants from different cultural backgrounds to share how mental health is approached within their respective cultures, and discuss self-care tips and practices. MWAM Self-Care #AloneTogether project has opened the door for more honest discussion around mental health among the migrant community in Malta while giving MWAM deeper insights into the mental health needs as well as physical needs of the women and families living in the open centres.</p> <p>Due to the positive feedback from the target group and the numerous success stories of the participants, MWAM has decided to carry on the Alone Together self-care project by further developing the training sessions and to continue providing psychosocial support to asylum seekers and female refugees and their families in Malta.</p>	

HEALTH	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
	https://migrantwomenmalta.org/mwam-self-care-project-alonetogether/ <i>Please describe</i>	
Are migrant women specifically targeted or are they addressed as part of a wider group?	<input type="checkbox"/> Specifically third-country national migrant women targeted <input type="checkbox"/> Third-country national migrant women addressed as part of a wider group of migrants (including also EU citizens with migrant background) <input checked="" type="checkbox"/> Migrant women addressed as part of a wider group of women	
Are specific categories of migrant women targeted (for example low-/highly-skilled labour migrants, students, family migrants, asylum seekers, etc.)?	<input checked="" type="checkbox"/> Yes <i>If Yes, please indicate the category(ies) and describe how their specific backgrounds and needs are addressed?</i> <input type="checkbox"/> No	<p>Those with female genital mutilation (FGM) or coming from FGM-practising countries are occasionally given information health care sessions by the Migrant Health Liaison Office. Midwives also take note of those women who give birth and who were found to have undergone some form of FGM but these women are not usually followed up.</p>
At what stage of the integration process does the policy start (e.g. recently arrived or no differentiation)?	<i>Please describe</i> See above (Q6) on local social context. Currently, Third Country Nationals (TCNs) become eligible for the Housing Benefit Scheme only when they obtain long term resident status. Refugees only are eligible for social housing provided they have lived in Malta for 12 months from the last 18 months.	

Table 8: Civic integration³⁰ -

CIVIC INTEGRATION	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
How are migrant women addressed with regard to civic integration?	<i>Please describe</i>	
Are migrant women specifically targeted or are they addressed as part of a wider group?	<input type="checkbox"/> Specifically third-country national migrant women targeted <input type="checkbox"/> Third-country national migrant women addressed as part of a wider group of migrants (including also EU citizens with migrant background) <input type="checkbox"/> Migrant women addressed as part of a wider group of women	
Are specific categories of migrant women targeted (for example low-/highly-skilled labour migrants, students, family migrants, asylum seekers, etc.)?	<input type="checkbox"/> Yes <i>If Yes, please indicate the category(ies) and describe how their specific backgrounds and needs are addressed?</i> <input type="checkbox"/> No	
At what stage of the integration process does the policy start (e.g. recently arrived or no differentiation)?	<i>Please describe</i>	

Table 9: Other³¹ -

OTHER	Name of integration policy or sector specific policy	<i>Please add columns as necessary</i>
How are migrant women addressed with regard to other areas?	<i>Please describe</i>	
Are migrant women specifically targeted or are they addressed as part of a wider group?	<input type="checkbox"/> Specifically third-country national migrant women targeted <input type="checkbox"/> Third-country national migrant women addressed as part of a wider group of migrants (including also EU citizens with migrant background)	

³⁰ For example validation of skills, civic courses, political participation or other.

³¹ For example anti-discrimination measures, measures against racism, hate speech and violence against women, measures to enhance exchanges with the majority population, measures focusing on specific groups e.g. parents/families, or other.

	<input type="checkbox"/> Migrant women addressed as part of a wider group of women	
Are specific categories of migrant women targeted (for example low-/highly-skilled labour migrants, students, family migrants, asylum seekers, etc.)?	<input type="checkbox"/> Yes <i>If Yes, please indicate the category(ies) and describe how their specific backgrounds and needs are addressed?</i> <input type="checkbox"/> No	
At what stage of the integration process does the policy start (e.g. recently arrived or no differentiation)?	<i>Please describe</i>	

Section 3: Integration measures in the Member State

This part of the study looks at available funding and provides examples of integration measures targeting migrant women that have been identified as a good practice.

Q12 Is national funding available in your Member State for measures to support the integration of migrant women? Do structural funds / EU programmes fund integration measures targeting or addressing migrant women and if yes, to what extent (as a share of total funding)?

Please provide your answer here.

Q13 What integration measures (systematic initiatives, projects or legislative measures) are available in the Member State that specifically address migrant women and have been identified as “good practice”? Please provide, if possible, up to three examples from the period 2016-2020 and note why the example was selected.

None that specifically target migrant women in Housing.

For methodological guidance on identifying “good practices” please refer to Section 10 (Methodological considerations) of the Common Template.

Note: A mapping of all reported integration measures will be provided in an annex. The study will include an analysis of the reported measures, including examples.

Please fill out Table 10 below describing the first good practice measure, and copy Table 10 to fill out to describe up to three further measures from the period 2016-2020.

Table 10

Measure 1	
a) Overview	
Name	<i>Please insert name of the measure here.</i>
Type	<input type="checkbox"/> Systematic initiatives (multi-year / long term) <input type="checkbox"/> Projects (ad-hoc) <input type="checkbox"/> Legislative (structural) measure
Area	<input type="checkbox"/> Labour market <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Education and vocational training <input checked="" type="checkbox"/> Language training <input type="checkbox"/> Housing <input checked="" type="checkbox"/> Health <input checked="" type="checkbox"/> Civic integration <input type="checkbox"/> Other (<i>please specify</i>)
Access	<input type="checkbox"/> Third-country nationals <input type="checkbox"/> Migrants in general (not only third-country nationals, but also EU nationals)

Target group	<input type="checkbox"/> Tailor-made measure (only migrant women). <i>Please specify the category if possible.</i> <input type="checkbox"/> Mainstream measure (migrant women are taken into account while the measure has a wider target group). <i>Please describe how migrant women are specifically targeted in the measure.</i>
Stage of the integration process (e.g. recently arrived or no differentiation)	<i>Please describe</i>
Coverage	<input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local
Link	<i>Please provide hyperlink to source/project here, if available.</i>
Source and justification	<i>Please indicate the source/who proposed the practice as good and explain why the measure is considered a “good practice” (see Section 10 Methodological Considerations).</i>
b) Description	
<p>i) What is the objective of the measure and underlying integration opportunity/challenge to be addressed? <i>Please describe.</i></p> <p>ii) When was the measure introduced and what was/is its duration? Is/was it a pilot measure? Is funding provided to ensure sustainability? <i>Please describe.</i></p> <p>iii) How and by whom (agency, government institution, NGOs, private sector, etc.) is/was the measure implemented? <i>Please describe.</i></p> <p>iv) How/by whom is/was the measure funded? <i>Please describe.</i></p> <p>v) What strategies have been adopted to reach migrant women? <i>Please describe.</i></p>	

vi) Are evaluations of the measure available? If yes, did the measure meet the anticipated objectives in relation to migrant women? What are the main outcomes?

Please describe.

vii) Where there any obstacles during implementation and if yes, how were they overcome (i.e. what are the lessons learnt)?

Please describe.

Section 4: Responses to COVID-19

This part of the study focuses on changes in integration policies or measures for migrant women in light of the COVID-19 pandemic.

Q14 Were integration policies or measures developed to counteract the negative consequences of COVID-19 specifically for migrant women's integration? –

An awareness session on COVID-19 was delivered to migrant women in early March 2020 by the Migrant Health Liaison Office, PHC. This included measures on how to avoid transmission of infection. Translated materials were also drawn up and disseminated in all open centres and migrants communities

Measures were introduced by AWAS which included transfer to a safer and more equipped accommodation in the initial stages of the pandemic. Free internet was provided in such areas for the people to communicate with the outside world, quarantine periods. Financial assistance was provided to victims of human trafficking who lost their jobs and female asylum seekers who were living in the community. Female asylum seekers who wanted more support during the pandemic were also supported by social workers and the therapeutic team.

An advisor to the Ministry for Education said that to counteract the negative consequences of Covid 19, applications for exemption of fees at state education institutions can be submitted online or through email instead of through face-to-face meetings.

The Housing Authority widened the parameters of the Private Rent Housing Benefit Scheme, making the subsidy easier to access even for higher income brackets.

No additional measures or policies were developed by Jobsplus to counteract negative consequences of COVID-19, this being mainly due to the fact that the Maltese labour market had shown a big increase in demand paired with limited human resources. Additional measures aimed at further facilitating labour market entries may be considered in the future should the situation change. On the other hand Migrants, including also women, are eligible for guidance services and have access to training courses, schemes, traineeships and grants offered by Jobsplus, MT's Public Employment Services. These services are a stepping stone to employment and eventual independence and integration into the Maltese Society.

Integration (or sector specific) policies

Please describe the key features of the policy(ies), for the areas / sectors set out in Q11 (i.e labour market, education and vocational training, entrepreneurship, language training, etc.)

- a) Integration measures -
- b) *Please describe the key features of the measure(s).*

Section 5: Plans and future outlook

This part of the study will provide information on policies and measures planned in the EU Member States and Norway. This is particularly relevant for those countries that identified specific challenges for migrant women's integration as identified in Eurostat and in national statistical sources (Q3 and Q4), or where migrant women were particularly affected by the impact of COVID-19.

Q15 Please provide information on planned policy developments as well as plans to introduce new measures, also in light of the impact of COVID-19:

- a) **Does your Member State plan to develop new or revise existing national integration policies that address challenges faced by migrant women?** *Please describe and explain the reasons / drivers, and the new development.*

The Ministry for Health will continue seeking enhancement of policy initiatives aimed at planning new measures accordingly, while to date there are no plans for Jobsplus to introduce new measures.

b)

An Advisor to the Housing Authority, commented that in first edition of the The Annual Malta Residential Rental Study, one of the measures suggested by the authors to address the comparatively low levels of lease registrations in localities with a strong non-Maltese presence could be a stronger communication effort of the 2020 reform, even in languages in which certain migrant communities are more proficient, through community leaders and Local Councils.

- c) **Does your Member State plan to develop any new integration measures that address challenges faced by migrant women?**

Please describe and explain the reasons / drivers and the new development.

None to report as Housing is concerned.

Section 6: Conclusions

This part of the study compiles the main findings from sections 1-5.

Q16 Please synthesise the findings of your national report by drawing conclusions from your responses to Q1-Q15:

- a) **What are the main integration opportunities and challenges for migrant women identified in your country (Section 1)?**

Please describe.

Employment is a very important step towards sustainable integration. The main challenges when it comes to migrants including women include language barriers and discrimination.

Migrants, including also women, are eligible for guidance services and have access to training courses, schemes, traineeships and grants offered by the pertinent Maltese authorities. These services are a stepping stone to employment and eventual independence and integration into the Maltese Society.

Furthermore, Jobsplus is currently seeking to develop relationships with employers willing to offer opportunities to migrant women working from their home. This would greatly solve any transport and child-minding issues that could currently be an obstacle for them to enter the labour market.

The University of Malta monitors and evaluates the implications of migration in the educational sector. The University's system of Recognition of Prior Learning will enable more students with refugee status or who are seeking asylum in Malta to apply for and be admitted to courses. The system of Recognition of Prior Learning is particularly important for Migrant Women. The University is committed to the advancement of gender and LGBTQ rights. To achieve this, regular gender audits will be conducted. These audits will consider the situation of women at the university and will also focus on that of women coming from particular backgrounds such as Migrant Women.

The Ministry for Education believes that breaking down cultural barriers and building a society on integration, based on the values of inclusion in diversity, sets us in considering the other person as equally valuable, thus, putting us in a background of an ongoing learning process from one another.

At compulsory education level services have been strengthened to by engaging a number of professionals to support students with social, emotional and behaviour issues with appropriate programmes to develop their emotional literacy skills, and equip them with appropriate resilient skills they require for life. Schools are also supported by Heads of Department (Inclusion) who act as the inclusive education leaders at school and college level.

Personal Social and Career Development (PSCD) was created in order to develop young people's personalities and mindsets which is done both through student councils that function within schools as well as through PSCD lessons that focus on gender issues, racism, migration, religious diversity, disability and sexual orientation (in an age-appropriate way) both in primary as well as secondary schooling. During PSCD, students learn to work in a group and understand the functions of the various roles one can take.

The Ministry for Social Accommodation undertook a largescale research study of the sector which resulted in developing a human-rights based law to regulate the private rented sector, that is, The Private Residential Leases Act (2020). Additionally, the White Paper titled, 'Renting as Alternative Accommodation' which presided the Act called for important Ministerial Recommendations such as the establishment of a new Private Rent Department within the Housing Authority, the Pre-1995 Rent Act and the development of a National Housing System. To date, most of the Recommendations outlined in the White Paper have been implemented. This was an important step in also empowering the Housing Authority to have a holistic understanding of housing needs and to provide relevant housing provision.

b) What are the key characteristics of the national integration policies (Section 2) and measures (Section 3) presented in terms of categories, focus area, stage of the integration process, etc.?

Please describe.

We can speak of measures rather than an integration policy in Malta. Measures are spread throughout the different spectrums of society and overarch all the areas that cover migration.

Language courses help in acquiring the knowledge and skill to speak the Maltese language thus facilitating communication and integration in the every day life. This will also help on the place of work.

The large inflow of migrants led to widening economic and social inequalities, rapid urbanization, threats to the climate and the environment. In order to address such social and economic transformations, the Ministry for Social Accommodation launched a White Paper which eventually led to various new policy measures with the intention to address current housing realities and needs. To date, most of the Recommendations outlined in the White Paper have been implemented. To date, most of the Recommendations outlined in the White Paper have been implemented.

c) How do special integration policies or measures developed to counteract the negative consequences of COVID-19 (Section 4) differ from those previously in place (Sections 2 and 3)?

Please describe.

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Measures were introduced by AWAS which included transfer to a safer and more equipped accommodation in the initial stages of the pandemic. Free internet was provided in such areas for the people to communicate with the outside world, quarantine periods. Financial assistance was provided to victims of human trafficking who lost their jobs and female asylum seekers who were living in the community. Female asylum seekers who wanted more support during the pandemic were also supported by social workers and the therapeutic team.

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The Housing Authority widened the parameters of the Private Rent Housing Benefit Scheme, making the subsidy easier to access even for higher income brackets.

No additional measures or policies were developed by Jobsplus to counteract negative consequences of COVID-19, this mainly due to the fact that the Maltese labour market had shown a big increase in demand paired with limited human resources. Additional measures aimed at further facilitating labour market entries may be considered in the future should the situation change.

d) How do planned new integration policies and measures (Section 5) link to the main opportunities and challenges identified (Section 1 / Q16a) and/or responses to COVID-19 (Section 4)?

Please describe.

Although not specific to women, migrants are known to experience discriminatory treatment in access to the private rented sector. The 2020 reform of the private rented sector in Malta has attempted to introduce new standards by, for instance, requiring the mandatory registration of all private rented agreements. The process of registration attempted to curb the black market and allow unhindered access to state benefits and assistance. Although the high number of registrations indicates that the reform has been successful, the awareness of the new rules among migrant communities is to be investigated further.

The Ministry for Social Accommodation undertook a largescale research study of the sector which resulted in developing a human-rights based law to regulate the private rented sector, that is, The Private Residential Leases Act (2020). Additionally, the White Paper titled, 'Renting as Alternative Accommodation' which presided the Act called for important Ministerial Recommendations such as the establishment of a new Private Rent Department within the Housing Authority, the Pre-1995 Rent Act and the development of a National Housing System. To date, most of the Recommendations outlined in the White Paper have been implemented. This was an important step in also empowering the Housing Authority to have a holistic understanding of housing needs and to provide relevant housing provision.

Training of Teachers and School Staff

The training of teachers and school staff on migrant learners' sensitivities; on achieving effective migrant learning; and on appropriate forms of pedagogy for migrant learners represent an ongoing process offered by MLU's cohort of expertise.

At further and higher education level, the University of Malta, Malta College for Arts, Science and Technology (MCAST) and Institute of Tourism Studies (ITS) migrant women are offered student-service and well-being support as requested.

Malta's lifelong learning programmes welcome migrants, should they apply. In 2021, the Directorate for Research, Lifelong Learning and Employability (DRLLE) within the Ministry for Education conducted an outreach campaign with migrant organisations, including the Migrant Women Association (Malta). The Ministry for Education is to commence a collaboration agreement with the Human Rights Directorate within the Ministry for the National Heritage, the Arts and Local Government, whereby it will be organising basic Maltese and English programmes for migrants selected by the Human Rights Directorate.

The University of Malta has been entrusted with the development and delivery of the **Diploma in Education for Cultural Mediation**. The one-year full-time Diploma course started in October 2021 and is being delivered by the Department of Inclusion and Access to Learning within the Faculty of Education. The course is open for Local, EU nationals and TCNs. A good percentage of students currently following the course are female TCNs.

Cultural mediation facilitates the establishment of good communication and mutual understanding between different cultures. It also promotes and enhances access to local services provided in a number of specific areas of intervention such as reception, health, education and employment. It is important for successful cultural mediation to be exercised by trained and experienced professionals who are able to promote and not hinder its scope. The **Diploma in Education for Cultural Mediation** course delivered at the University of Malta trains professionals in facilitating the relations between migrants and citizens in the host country, aiming at the mutual exchange of knowledge and the establishment of positive relations between individuals of different cultural backgrounds and ethnic origins. The course aims at promoting awareness and to sensitize all parties involved in otherness issues.

The **Diploma in Education for Cultural Mediation** is sponsored by the Ministry for Equality Research and Innovation. The course is co-financed by EU Funds under the Asylum, Migration and Integration Fund 2014-2020, and National Funds.

Jobsplus is currently seeking to develop relationships with employers willing to offer opportunities to migrant women working from their home. This would greatly solve any transport and child-minding issues that could currently be an obstacle for them to enter the labour market.

Annex: Eurostat statistics

Eurostat Data for each EU Member State and Norway will be extracted centrally by the Service Provider and an Excel-Sheet prepared for each country and shared with the NCPs.

The Statistical Annex consists of the following:

- Annex 1.1:** Eurostat data on first residence titles issued to third-country nationals disaggregated by sex and reason [[migr_resfas](#)] and first permits issued for other reasons by reason, length of validity and citizenship, [[migr_resoth](#)].
- Annex 1.2:** Eurostat data on population disaggregated by sex and age group [[migr_pop1ctz](#)].
- Annex 1.3:** Eurostat data on labour market, entrepreneurship, education, housing and health indicators disaggregated by country of citizenship and sex [[lfsa_urgan](#)], [[lfsq_argan](#)], [[lfsa_esgan](#)], [[edat_lfs_9911](#)], [[ilc_lvho15](#)], [[hlth_silc_30](#)].