



REPORT ON
W-LAP PARTICIPANTS
INTERVIEWS

WINGS

Social and Economic Empowerment of Migrant Women

Project n°: KA204-BFF7C593

Developed by Glocal Factory S.C.S., with contributions from all
project partners

This report gathers the participants' answers collected during the meetings with the six project partners.

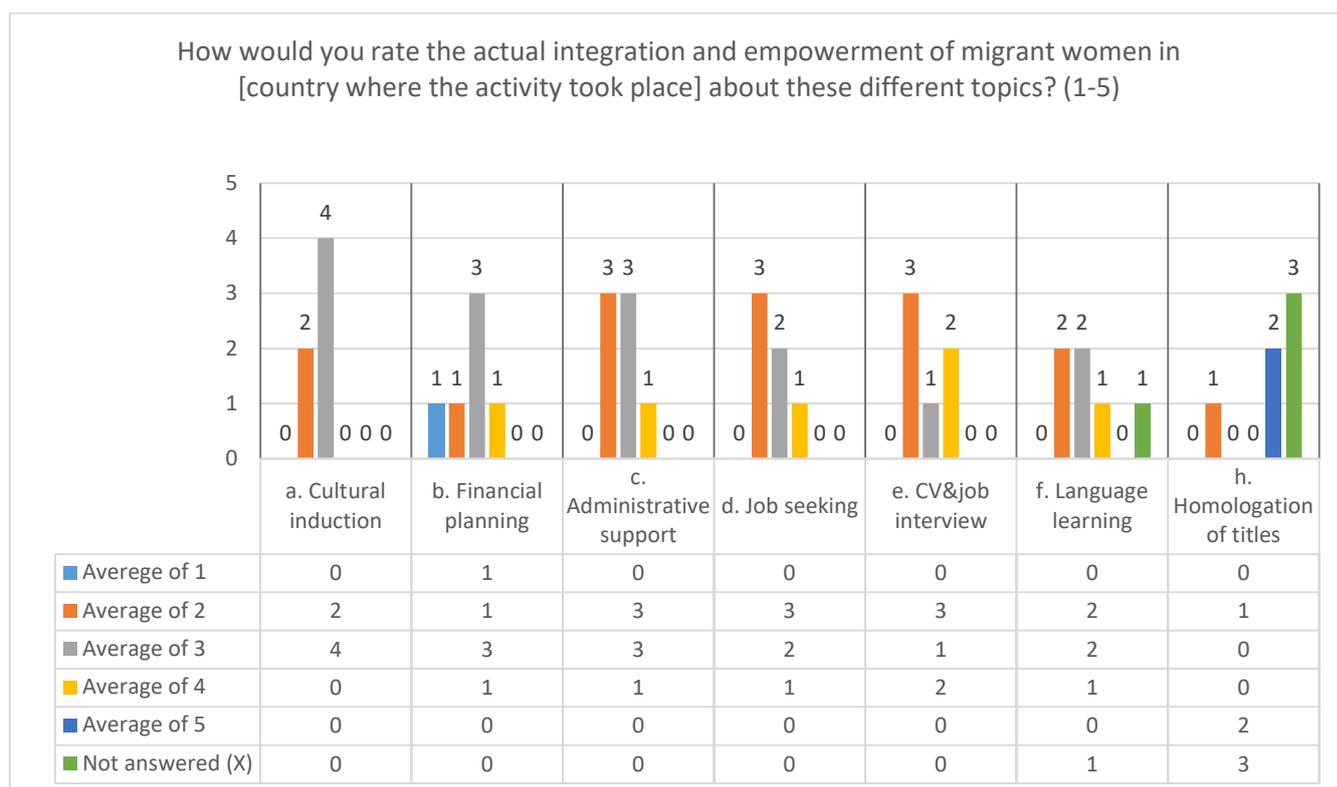
The methodology used combine qualitative and quantitative data.

For each question, a sentence summarize the main keywords individuated from the feedbacks.

Section 1 and 2 also include a quantitative ranking of the activities, represented in two diagrams.

For more information about data, please consult *appendix 1*.

1. Actual integration and empowerment of migrant women



a. Cultural induction

Integration is challenged and obstacle by unfavorable societal attitudes and institutional discrimination and lack of a broad network. However, help comes from programs offered by civil society, women's own community organizations and, in certain countries, governmental institutions with mandatory integration programs.

Other findings: The specific unit is too introductory for migrants living in the country already for a while, but also with new arrivals having access to so many data online.

b. Financial planning

For migrant women, it is not easy to access credits and open bank accounts. They often have financial problems since they do not have a job, but most of them are smart and capable of saving money having a hands-on understanding of household economics.

Other findings: Since 2006 there is a law PECL which promote the integration of migrants and financial commitment.

c. Administrative support

There is an absence of a standardized model and complicated administrative procedures, worsened by the language barriers. In general, migrant women can find support from civil society organizations and regional and local authorities.

Other findings: This was one of the more useful units. However, it requires constant update to stay accurate.

d. Job seeking

Migrant women encounter bureaucratic obstacles, especially if they do not have a work permit and limited job opportunities since many lack education and required skills. Support in finding a job is given by the government/municipality and by civil society organizations (e.g. Jobsplus, Programa SARA...).

Other findings: The exercises are helpful to boost the self-confidence of the women in the job market.

e. CV writing and job interviews

Bureaucracy, language barriers and discrimination can hinder job seeking. Anyway, most women have already a CV and know what to highlight when they go for an interview.

Other findings: the exercises are helpful to boost the self-confidence of the women in the job market.

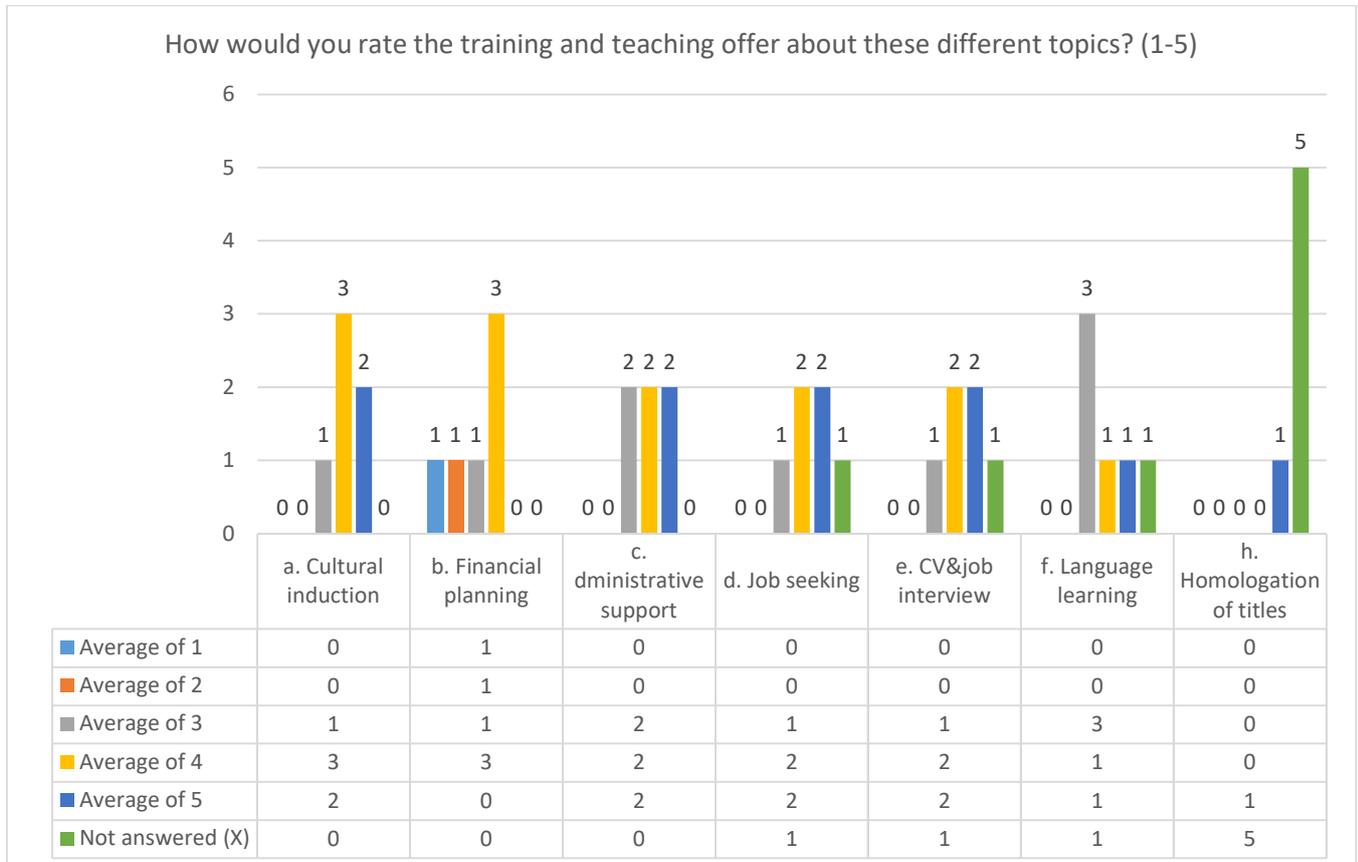
f. Language learning

Language can be a barrier especially in countries where mandatory language classes are not provided (e.g. Greece).

h. Homologation of titles

It is a free service, but sometimes a difficult process. In some countries, women know about it, while in other most participants do not know about the possibility.

2. Actual training and teaching for migrant women



a. Cultural induction

Focus on the (dynamic) concept of culture. Introduction on the culture of the host country (cultural background, working culture...) and initiation of a culture exchange.

b. Financial planning

Training on budgeting, on how to get support from state institutions and to open an alternative bank account.

Other findings: GEINNOVA has trained 1,475 municipal workers in courses to support women entrepreneurs and business development.

c. Administrative support

Collaboration with public administrations and job employment services.

Focus on administration processes and labor rights

Answering to specific participants' questions and referring them to the right organizations/municipality workers.

d. Job seeking

Trainings on how to job-hunt, to prioritize and how their skills can fit their goals. Stress on the importance to create supporting networks and to know which support organization to contact for help.

In some cases mentors supported participants in organizing job interviews.

Other findings: One of the most interactive unit/session.

e. CV writing and job interviews

Training on how to write a CV following European standards, how to individuate one's own unique qualities and to present them in a job interview. Women prepared their personal pitch and learned how to react in a job interview.

Other findings: One of the most interactive unit/session.

f. Language learning

Trainings were mostly conducted in the national language and facilitated in English or Arabic. In some cases peer translation was used.

h. Homologation of titles

Other findings: we introduced them to MFHEA. There are women with foreign degrees that will benefit from the homologation.

3. Why training and teaching for migrant women?

a. Cultural induction

Women can be familiarized with cultural aspects (such as working culture, working ethics and expected behaviors). It is also a way to break the ice and a good way for empowerment and integration. On the other hand, migration contributes to the richness in diversity of cultures and ethnicities.

b. Financial planning

Women can learn basic financial concepts (fiscal responsibility, prioritizing financial needs, etc.) and becoming more empowered and independent, especially because they usually manage the financials of their family. It becomes a problem when the amount of money they have is not enough.

c. Administrative support

Women need basic administrative support to have the different administrative processes explained in a simple language and avoid spending most of their time in unnecessary administrative mazes.

d. Job seeking

It is important for women to learn how to job hunt and to which organizations they can reach out to receive support and assistance. Migrant women are a big source for the economy but it is complicated for them to find a job with a small network or little digital skills.

e. CV writing and job interviews

Finding a job can be very difficult. It is important that migrants learn how to write a CV and present themselves in line with the work culture. Migrant women can increase their confidence and their chances of landing suitable jobs.

f. Language learning

It is important because it is the first way of inclusion and may hamper women's efforts to learn the host country's language and access its labor market.

h. Homologation of titles

Having the right opportunity and do not be satisfied of something less.

4. Strengths of W-LAP implementation

a. Cultural induction

These activities strengthen the community, create connections and a sense of belonging while respecting everyone's uniqueness and cultural differences.

b. Financial planning

It helps women becoming more empowered, independent and recognize their own resilience by knowledge sharing and giving practical tips.

c. Administrative support

For some this is the most useful unit. It unlocks new knowledge and skills through the sharing of experiences and practices.

d. Job seeking

There are some issues, worsened by the pandemic, which make the unit useful to teach practical tools to become more empowered, self-confident and to develop supporting networks.

e. CV writing and job interviews

Women can learn useful tips on how to write, to present themselves and to reflect on personal storytelling.

f. Language learning

It is a way to improve language skills, learn new vocabulary and exercise. It is also an opportunity for language exchange.

h. Homologation of titles

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5. Weaknesses of W-LAP implementation

a. Cultural induction

There is a risk of generalizing topics and essentialising cultures. In some aspects, it is very basic and static. A slow and continuous work would be more useful than a single course.

b. Financial planning

The course sounds too condescending and theoretical. This topic would need a separate whole course.

Moreover, for some women it is hard to save money since they are on welfare.

Other findings: the Maltese law is still difficult for the participants to understand.

c. Administrative support

It is too theoretical and easily outdated. It needs some adaptability to the different labor sub-markets and more external stakeholders involved.

Other findings: the Immigration Law of Spain is still controversial towards migrant women on how to get documents and, thus financial resources (income).

d. Job seeking

It is difficult with participants' low digital skills. It could be interesting to involve also employers and women's families.

e. CV writing and job interviews

Activities could be simpler.

Some women have low digital skills.

Possibility to involve more companies and employment agencies.

f. Language learning

Trainers should themselves find ways to implement this part of the program and be able to communicate in the different women's languages.

Women should be more pushed for it.

h. Homologation of titles

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6. External obstacles in the implementation of W-LAP

a. Cultural induction

Different backgrounds.

Different time (many women are in transit) and family (children) availabilities. Childcare might be foreseen to allow women to participate.

Unavailability of external stakeholders.

b. Financial planning

Different time (many women are in transit) and family (children) availabilities. Childcare might be foreseen to allow women to participate.

Unavailability of external stakeholders.

Some participants are not able to get a work permit.

c. Administrative support

Different time (many women are in transit) and family (children) availabilities. Childcare might be foreseen to allow women to participate.

Unavailability of external stakeholders.

Hard to obtain a permit.

Low digital skills.

d. Job seeking

Different time (many women are in transit) and family (children) availabilities. Childcare might be foreseen to allow women to participate.

Small networks and unavailability to connect the training with the labor market.

e. CV writing and job interviews

Different time (many women are in transit) and family (children) availabilities. Childcare might be foreseen to allow women to participate.

Little skills.

f. Language learning

Most migrants does not know the language.

Time and money.

h. Homologation of titles

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7. Are there anything you would like to know or to tell to policy makers about the topics addressed?

a. Cultural induction

Openness and cooperation.

b. Financial planning

Cooperation.

Taking into consideration the vulnerable financial situation migrants are in and provide support.

c. Administrative support

Cooperation.

Create information centers.

d. Job seeking

Cooperation with job mentors and employers to train them on how to receive asylum seekers.

e. CV writing and job interviews

Cooperation.

Attention to personal qualities and skills.

Give opportunities for internships.

f. Language learning

Cooperation.

Mandatory introduction language courses.

h. Homologation of titles

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Appendix 1.

a.	b.	c.	d.	e.	f.	h.
Cultural induction	Financial planning	Administrative support	Job seeking	CV writing & job interview	Language learning	Homologation of titles

1.	Actual integration and empowerment of migrant women
2.	Actual training and teaching for migrant women
3.	Why training and teaching for migrant women?
4.	Strengthens of W-LAP implementation
5.	Weaknesses of W-LAP implementation
6.	External obstacles in the implementation of W-LAP
7.	Are there anything you'd like to know or to tell to policy makers about the topics addressed?

REPORT

Code	Average	Notes
1.a	3 3 3 2 2 3	<ul style="list-style-type: none"> Migrant women face a variety of obstacles, including prejudice and violence. These difficulties stem from unfavorable societal attitudes and institutional discrimination This is part of the mandatory integration program in the Netherlands, but in practice it is hard to grow a network outside people with your own ethno-cultural background It is challenging but still feasible as they participate in events and programmes offered by civil society organisations. They also have their own community organisations that might foster collaborations with local initiatives and create synergies. They experience many challenges which have a negative impact on the quality of their lives. The specific unit is too introductory for migrants living in the country already for a while, but also with new arrivals having access to so many data online.
1.b	3 4 3 3 2 1	<ul style="list-style-type: none"> Since 2006 there is a law PEI which promote the integration of migrants and financial commitment as well, however for many women it is not easy to access credits and banks. Most women are on government welfare, which poses a challenge in saving money, but most women are smart with their money and know how to budget each month

		<ul style="list-style-type: none"> • Most women are on government welfare (as most of them are asylum seekers) and they usually have financial issues. They prioritise and are usually capable of making ends meet; however, there are lots of financial issues • Most of the women cannot open a bank account because they don't have a job (income). • Migrant women are multipliers and have a hands-on understanding of household economics, making the unit too theoretical.
1.c	3 2 2 4 3 2	<ul style="list-style-type: none"> • The absence of a standardized model has allowed regional and local authorities to develop innovative integration instruments and initiatives that have led to positive outcomes and social cohesion. • There's especially a challenge with translating and understanding official letters, although there is support from community centres or the municipality • There are a lot of challenges in that sector as they have to deal to complicated administrative procedures and officers that usually neglect their responsibilities towards them. Language is an extra barrier but there is usually English translation of all important documents and websites that they need to access. There is lot of support from civil society organisations. • There is the Migrant Women Association Malta and AWAS offering admin support. • This was one of the more useful units. However, it requires constant update to stay accurate.
1.d	3 2 2 2 4 3	<ul style="list-style-type: none"> • "programa SARA" and "programa CLARA", provide support for integration in the labour market as self-employed works and aim at increasing qualifications • There is support from the government/municipality in finding work, but they often pass the goals, wishes and personal circumstances of the women. A lack of education, or lower validation of diploma's and skills, poses a challenge in finding work in the same sector as where women have experience in. • There is support from the government in finding work, but they have to deal with bureaucratic processes and limited opportunities to get a job -especially as asylum seekers. The limited number of sectors in which they can apply for a job poses a challenge in finding a job, especially in the same sector as where women have experience in. • There is Jobsplus that offers support for Third Country Nationals but cannot help much if the migrants don't have a work permit. • The exercises are helpful to boost the self-confidence of the women in the job market.

1.e	2 4 3 2 4 2	<ul style="list-style-type: none"> • Most migrant women find it difficult to have a job interview because of documents. If they don't have all the documents, they cannot have a job interview. • Most women have a resume or know the concept. Language can be a barrier in job interviews • Most women have already a resume and know what to highlight when they go for an interview. Language can be a barrier but there is a good understanding of English in CY. • Some women experienced discrimination during job interviews, in a form of underpaying with no logical reason. • The exercises are helpful to boost the self-confidence of the women in the job market.
1.f	2 4 2 3 3 X	<ul style="list-style-type: none"> • Language competences in Spanish is one of the barriers for immigrant women, especially for those who are not Spanish speakers in their origin countries. • Migrants follow mandatory language courses and speak Dutch on minimum A2 level. • There are no mandatory Greek language classes which poses a challenge and prohibits women to actually learn the language. There are opportunities to learn the language but are not mandatory, and usually are sporadic. • Most migrants from Third Countries can understand a bit of Maltese (similar to Arabic) and they do learn English
1.h	5 2 5 X X X	<ul style="list-style-type: none"> • This is a free service that can be done online. Most women know about this possibility • It is not a generalised service. It is really difficult to go through that process. • Malta Further and Higher Education Authority (MFHEA) offers these services, however, the participants didn't know about this possibility.

Code	Average	Notes
2.a	4 5 4 5 4 3	<ul style="list-style-type: none"> • Presenting and introducing the cultural background of Spain • We focused on networking and working culture in The Netherlands • We focused on cultural exchange: childhood memories, food and music in Cyprus and their home countries. We explained the concept of culture as a process instead of something static, and we made presentations on fixed Vs growth mentality. • We explained the culture of Malta which was especially helpful for the new citizens. • We managed to make the unit more appealing by directing it to two different groups of migrants and initiating a cultural exchange at multiple levels.

2.b	4 4 3 4 2 3 (1)	<ul style="list-style-type: none"> • GEINNOVA has trained 1,475 municipal workers in courses to support women entrepreneurs and business development • We did a training on budgeting and they shared knowledge and tips on saving • We did a training on financial needs and support they can get from state institutions and then we did some of the unit activities for them to learn how to properly prioritise their monthly budget • We showed the women how to do their own budget, and open an alternative bank account in case they have difficulties with local banks. • The financial planning must tap into the potential of the women themselves. We approached via a discussion and an exchange of tips. More or less all women were up to date on this and managed as best as they could with their very scarce resources.
2.c	5 3 4 5 3 4	<ul style="list-style-type: none"> • Collaboration with the public administrations in charge of these services for the formation of immigrant groups (especially women) for their training in soft skills, empowerment and entrepreneurship • We referred participants with specific questions to the right organizations/ municipality workers • We focused on administration processes in Cyprus based on the participants' needs. We explored extensively labour rights and the platforms in which they can register in order to look for a job; health processes (e.g., for pregnant women), and school and child caring provisions (for single mothers) • Jobsplus provided with the administrative support in form of presentation and promised to be of help in future • Many questions were collected. It requires extensive follow-up to address them all.
2.d	X 5 5 4 4 3	<ul style="list-style-type: none"> • Show them how to job hunt, which means use and who contact. • We talked about local opportunities, how they fit the skills and goals of the participants and how to look for vacancies/get in touch with an employer. Mentors supported participants in organizing job interviews • We focused on the activities provided in the handbook unit and stressed out the importance of creating supporting networks; and how their skills fit their goals; how to prioritize based on their strengths and abilities; and the importance of taking a step at a time when they are looking for a job. Finally, we created a list with potential support organisations and networks that could facilitate their job finding journey. • We explained where to search for jobs and who to contact for help. • One of the most interactive unit/session.

2.e	X 4 5 5 4 3	<ul style="list-style-type: none"> • Explain migrant women how to write a CV and how to stay prepared for a job interview. • The participants prepared their personal pitch that they can use in a job interview. They learned about their unique qualities and how to present them • The participants worked closely with the trainers to draft their new CV following European standards and templates. They lastly prepared their personal pitch that they can use in a job interview. • We covered how to write their CV and how to react at the job interview, if they are invited for it, but most of them endure discrimination. • One of the most interactive unit/session.
2.f	3 3 4 3 X 5	<ul style="list-style-type: none"> • The training activities are both in English and Spanish. • The trainings are in Dutch, with additional word lists and small learnings Arabic/Dutch • The trainings were facilitated in English as the participants didn't have a good command of the Greek language. In 2-3 cases, where English was poor, we used the method of peer translation. • The training was held both in English and Maltese and the community was translating it between each other when necessary
2.h	X X X X 5 X	We introduced them to MFHEA. There are women with foreign degrees that will benefit from the homologation

Code	Notes
3.a	<ul style="list-style-type: none"> • Migrant women will be familiarised with cultural aspects of everyday life in Spain and be informed about expected behaviours; • Especially working culture / work ethics is something that deserves extra attention • This unit is important to break the ice and get to know each other better through 'softer' topics such as music, food, language, etc. They also become familiar with local particularities that are important for integration. • Migration contributes to the richness in diversity of cultures and ethnicities in Malta • It's one of the best way for empowerment and integration • Schools and courses have always been one of the best place of inclusion
3.b	<ul style="list-style-type: none"> • Migrant women will be familiarised with the basic concepts of fiscal responsibility and financial planning and are also introduced to the resources available in Spain. Indicative content would include benefits and government support and how to apply for it, opening a bank account, using a debit card, basic elements of the banking system, how to send and receive money, etc • Supporting in financial planning empowers women and supports them to become more independent

	<ul style="list-style-type: none"> • The available amount of money migrant women have each month is not enough to cover all their needs (most of the times), especially with regards to single mothers. So it's important to learn how to prioritise their financial needs and properly budget. • They deserve to be independent and financially literate and have their own bank account • Because they usually manage the financials of their family
3.c	<ul style="list-style-type: none"> • They need basic administrative support in the host country (Spain) i.e the health system, social insurance & contributions, legal framework, enrolling children to school, access to social services, access to the police, access to the justice system, issuing travel documents, etc • There is a fear of official documents, so it's important to support women in this, so that they don't encounter issues later on, and handle these right away • It's extremely important to understand early on the importance of knowing the different administrative processes that are elemental for their integration. Also, it's much easier to grasp a good understanding when they have a dedicated training in which we focused on these processes using simple language. • They need admin.support to successfully apply for all documentation required to live and work in Malta legally • Because they spend most of their time in unnecessary administrative mazes that get also local people crazy
3.d	<ul style="list-style-type: none"> • Migrant women will learn how to job hunt, using the available means in the Spain offers them, and so they will know how to identify suitable career opportunities • Women with a small network or low digital skills encounter obstacles in finding work. It's important to lower thresholds and give them confidence in taking action • Newly arrived migrant women who don't have an extensive network need guidance on how to register to the official platforms to acquire specific documents so they can start looking for a job. Also, it is important that they found out in which organisations they can reach out to as to receive support and assistance. • They can contribute to our economy by offering their skills and experience in work • Because they need self-realization to be happy, and because they are a big resource for society
3.e	<ul style="list-style-type: none"> • They will learn how to write their CVs and present themselves and how to prepare for a successful interview • Women need confidence in their skills and knowing that they can contribute to the work force. Working on a CV helps in this. The same goes for learning how to pitch and gaining confidence in talking about themselves • Migrant women should have a carefully drafted CV that they can send out to different employers. They also need to learn how to properly present themselves in line with the work ethics and the work culture of each different work environment in which they apply to. • To increase the chances of migrant women of landing a suitable job without being discriminated • It's extremely difficult for them
3.f	<ul style="list-style-type: none"> • This is important because these obligations may hamper women's efforts to learn the host country's language and access its labour market, • First way of inclusion!
3.h	Having the right opportunity and do not be satisfied of something less

Code	Notes
4.a	<ul style="list-style-type: none"> • Migrant women represent a strength for the community structure of Spain • Sharing experience, group support • Familiarity; Connectedness with the group; Sense of uniqueness and belonging • Strengthening the community • Raising the issue is a strong point; culture is always an issue that can build common ground; it is also a good icebreaker. • LAP provided women and educators to reflect, discuss and sometimes also meet local community
4.b	<ul style="list-style-type: none"> • The more they have independence from the economical point of view, the more they will represent the empowerment of woman, and thus a strength of the W-LAP implementation • Concrete practices Sharing knowledge and experience • Knowledge sharing; Prioritisation of needs; new and improved financial habits • Empowerment of the migrant women • Addressing it helps the women frame their process; it allows women to recognize their own resilience. • LAP made reflect and work for the first time women involved on financial planning. It gave tips and tools
4.c	<ul style="list-style-type: none"> • New knowledge and skills; opportunities to ask a lot of questions for which they rarely receive a proper response; sharing of experiences and practices (tips to the newcomers) • Spreading knowledge • It is a subject of great concern to the targeted population; it is one of the most useful units. • LAP gave the opportunity to underline all problems of administration in Italy and to share some tips about it
4.d	<ul style="list-style-type: none"> • Practical tools, tips for trainers on actually going out there. • Practical tools to become more empowered; increased self-awareness; development of supporting networks • Issue of great concern, especially with the covid effects; the labor market present differences and the unit helps with familiarizing the women with new processes. • LAP allowed women to know and approach the employment office. LAP contributed to push and give self-confidence to women
4.e	<ul style="list-style-type: none"> • Learn useful tips to draft good CVs; learn how to write; learn to present themselves • It definitely addresses a new set of skills for most women. Hence, it is needed. • Women approached and correct their CV for the first time. It was the opportunity to reflect about personal storytelling
4.f	<ul style="list-style-type: none"> • It's an opportunity to improve languages skills on important themes • Language exchange; new vocabulary • LAP was an opportunity to exercise Italian, to learn new words or sometimes to underline the need to learn more and better Italian
4.h	

Code	Notes
5.a	<ul style="list-style-type: none"> • There's a risk of generalizing topics. • Essentialising cultures, especially those outside the European understanding • There is no one size fits all • It is very basic; photos are very static; multiculturalism could be more highlighted. • This needs slow and continuous work, not only a course
5.b	<ul style="list-style-type: none"> • Being on welfare, it's hard to save money. We focused more on efficient spending • Not that useful in the sense that they are on welfare, so they receive only some money that barely cover their basic needs • The Maltese law is still difficult for the participants to understand • It disregards their own know-how; it sounds condescending, and too theoretical. • Because of the need (that we didn't know before) this point would need a separate whole course
5.c	<ul style="list-style-type: none"> • The Immigration Law of Spain is still controversial towards migrant women on how to get documents and, thus also financial resources (income) • Theoretical knowledge; we could invite more external stakeholders to increase the level of effectiveness and empowerment • It is very easily outdated; to cover everything you require a lot of resources and time. • There needs to be some adaptability to the different labour sub-markets the women in each country reach out. • Some advocacy needed for this point
5.d	<ul style="list-style-type: none"> • The trainings ask for active input and pro-activity of the trainers, for example in contacting employers etc. • Low digital skills of the participants • Adjustments to lack of IT skills are needed. • Again, it would need a long, slow and continuous path, not only for women but also for their family and whole society
5.e	<ul style="list-style-type: none"> • The activities could be simpler; we mostly focus on Europass CV format that is generally acceptable; low digital competencies • More lessons needed also involving companies and employment agency
5.f	<ul style="list-style-type: none"> • The trainer should themselves find/know ways to implement this, it's not part of the program • This is not a prerequisite. In our case English work well but still we couldn't reach out to non-English speaking audience • There are many opportunities for it, maybe women should be more pushed for it
5.h	

Code	Notes
6.a	<ul style="list-style-type: none"> • The varieties of backgrounds of participants

	<ul style="list-style-type: none"> • Unavailability of external stakeholders that could be invited to the training and offer new perspectives and maybe practical solutions. • Every participant has a different background and therefore different needs. • Women are in transit, so some times there is no possibility to keep the same group. The field difficulties can be overwhelming and lead to despair, so PSS is needed in parallel. Childcare must be foreseen in parallel to allow women to participate. • Time, money and covid
6.b	<ul style="list-style-type: none"> • Unavailability of external stakeholders that could be invited to the training and offer new perspectives and maybe practical solutions. • Some participants are not able to get a work permit. • Women are in transit, so some times there is no possibility to keep the same group. The field difficulties can be overwhelming and lead to despair, so PSS is needed in parallel. Childcare must be foreseen in parallel to allow women to participate. • Time, money and covid •
6.c	<ul style="list-style-type: none"> • For many migrant women, as stated so far, it is very hard to obtain a permit. • Low digital skills of participants • Unavailability of external stakeholders that could be invited to the training and offer new perspectives and maybe practical solutions. • Some had to miss the training due to family reasons (especially single mothers with kids who were unwell) • Women are in transit, so some times there is no possibility to keep the same group. The field difficulties can be overwhelming and lead to despair, so PSS is needed in parallel. Childcare must be foreseen in parallel to allow women to participate. • Time, money and covid
6.d	<ul style="list-style-type: none"> • Small personal/professional networks, not knowing where to start • Unavailability to connect the training with the labour market and invite potential employers • Women are in transit, so some times there is no possibility to keep the same group. The field difficulties can be overwhelming and lead to despair, so PSS is needed in parallel. Childcare must be foreseen in parallel to allow women to participate. • Time, money and covid
6.e	<ul style="list-style-type: none"> • Not knowing skills/qualities and how to use them in the labour market • Women are in transit, so some times there is no possibility to keep the same group. The field difficulties can be overwhelming and lead to despair, so PSS is needed in parallel. Childcare must be foreseen in parallel to allow women to participate. • Time, money and covid
6.f	<ul style="list-style-type: none"> • Most of migrant doesn't know the language, so it is very difficult to integrate them in the Spanish social structure • Time, money and covid

6.h	

Code	Notes
7.a	<ul style="list-style-type: none"> • Openness to explore cultures and all the things that connect us to each other and all the elements that make us different but all equal • Cooperation is needed!
7.b	<ul style="list-style-type: none"> • Take into consideration the vulnerable financial situation migrants are in and provide support • Cooperation is needed!
7.c	<ul style="list-style-type: none"> • Adopt information centres in which migrants can have access to information around administrative processes but in a simple language • Cooperation is needed!
7.d	<ul style="list-style-type: none"> • How to work together with employers who have vacancies, but also there is a need to train employers on receiving these target groups. Otherwise sustainable matches are a challenge. • Cooperation is needed! • Need to train employers on how to receive employees that are asylum seekers; need for job mentors
7.e	<ul style="list-style-type: none"> • Gaining working experience is very important, attention to personal qualities and skills • Give opportunities for internship to sectors that could possibly have no access to. • Cooperation is needed!
7.f	<ul style="list-style-type: none"> • Mandatory induction language courses • Cooperation is needed!
7.h	