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# HERoic

# Tracks

## European Survey Report





Tracking of refugee women's learning and employment careers in host countries in order to improve the quality of European integration and inclusion programmes

(Project numn2024-1-SE01-KA220-ADU-000247978)

# European Survey Report

11/2025



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# 1. Introduction

This report is part of the Erasmus+ project *Heroic Tracks*<sup>1</sup>, launched in 2024. Across the European Union, the integration and inclusion of refugee women remain significantly less successful than that of their male counterparts. Standardised integration and employment programmes often overlook the specific circumstances, barriers, and needs of women, particularly those related to childcare responsibilities, language acquisition, trauma, and gender-based discrimination.

The HERoic Tracks project was designed to respond to this structural gap by tracking the integration trajectories of refugee women in different host countries and evaluating how existing training and counselling services support or hinder their social and professional inclusion.

By analysing the lived experiences of 280 refugee women across seven EU countries, the project aims to generate evidence-based insights into the effectiveness of current integration measures and to propose concrete improvements for gender-sensitive approaches. The project's broader ambition is to strengthen the capacity of European integration systems to provide equitable opportunities for refugee women and to contribute to the social cohesion and economic vitality of host societies.

The present *HERoic Tracks European Survey Report* forms a cornerstone of this effort, serving as the empirical foundation for subsequent outputs, notably the Integration Gap Detector, the Training Programme, and the Policy Paper.

## 2. Methodology

The methodology of the *HERoic Tracks European Survey Report* was developed to ensure a coherent and comparable understanding of refugee and migrant women's integration experiences across the seven partner countries: Austria, Bulgaria, France, Italy, Lithuania, Slovenia, and Sweden.

The approach follows a mixed-method research design, combining desk research, qualitative interviews and a quantitative online questionnaire. This combination allows both an in-depth understanding of individual experiences and a broader statistical overview of integration pathways.

### 2.1 Research Design

A mixed-method approach was applied within Work Package 2 (WP2 – Integration Tracker). The research was structured in two complementary phases:

1. Qualitative phase – to explore personal stories, barriers, and enabling factors in women's integration processes through semi-structured interviews.
2. Quantitative phase – to validate and expand qualitative findings through a multilingual online questionnaire.

The qualitative phase was conducted first, providing insight and guidance for finalising the online survey design.

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<sup>1</sup> [www.heroic-tracks.eu](http://www.heroic-tracks.eu)

## 2.2 Sampling and Participants

Participants were recruited using purposeful and snowball sampling, in collaboration with local NGOs, education centres, and employment agencies. The inclusion criteria required participants to:

- identify as women aged 18 or above
- have a refugee, migrant, or subsidiary protection status
- have taken part in one or more integration, education, or training programmes in the host country

In each partner organisation, 10 qualitative interviews were conducted, with 11 interviews in Bulgaria, bringing the total to 71. This ensured a diverse representation across countries and backgrounds. In addition, an online questionnaire was distributed via the project website and social media accounts, receiving responses from 280 participants.

## 2.3 Data Collection Tools

### a) Semi-Structured Interviews (see Annex 1 – Interview Form)

The *HERoic Tracks Guided Interview Form* served as the main tool for the qualitative phase. It was developed jointly by all partners and consisted of two main parts:

1. Personal data section, collecting information on:
  - age
  - education
  - residence status
  - working experience
  - participation in integration programmes
2. Personal experiences section – containing six thematic blocks:
  - gender-based discrimination during integration
  - gender sensitivity of services
  - cultural and religious respect
  - recognition of formal and informal skills
  - access to information and services
  - suggestions for improvement

The interviews were semi-structured, meaning partners could adapt questions to the national, cultural, institutional and linguistic context. They were conducted between May and September 2025, either in person or online, depending on the participants' availability. The interviews lasted between 45 and 60 minutes, partly held with support of interpreters and persons of trust. All interview results were translated into English summaries for comparative analysis.

### b) Online Questionnaire (see Annex 2 – Survey Instrument)

The *HERoic Tracks Online Questionnaire* was used in the quantitative phase to complement the qualitative data. It was structured in five thematic sections:

1. Personal and socio-demographic information
2. Access to integration and support services
3. Training content and staff attitudes
4. Cultural and health-related aspects
5. Employment, qualifications, and recognition of skills

The survey included closed questions (multiple choice, a five-point Likert scale, etc.) and is available in 12 different languages at the website<sup>2</sup>. It was distributed via partners' networks, social media, and community mailing lists, with anonymous online responses collected through a secure digital platform between October and December 2025. Data cleaning and coding were coordinated by the lead partner.

## 2.4 Data Analysis

The qualitative interview data were analysed using thematic content analysis. Each partner organisation coded their national transcripts, identifying recurring themes and emerging patterns. A comparative synthesis was produced by grouping the findings into transnational categories that correspond to the structure of *Chapter 5. Interview Findings – Comparative Synthesis*.

The quantitative data from the online questionnaire were analysed using descriptive statistics, focusing on overall frequencies and distributions of responses. Instead of a direct cross-country comparison, the analysis highlights common patterns and shared challenges across all respondents, providing measurable insights that complement and validate the qualitative findings.

## 2.5 Ethical Considerations

All research activities adhered to the *European Code of Conduct for Research Integrity (2017)* and the *EU General Data Protection Regulation (GDPR – Regulation EU 2016/679)*. Participation was voluntary and anonymous, and each respondent provided informed consent before data collection.

Sensitive information (e.g., migration status, religious background, or family situation) was handled confidentially, and all personal identifiers were removed from the datasets. Special ethical attention was given to working with potentially vulnerable women, ensuring interviews were conducted in safe and respectful environments, with the right to withdraw at any point.

# 3. Objectives of the European Survey Report

The *European Survey Report* pursues the following objectives to:

- collect and analyse qualitative and quantitative data on refugee women's experiences with integration programmes (education, counselling, and employment services) across partner countries.
- identify the perceived relevance, accessibility, and impact of these programmes from the perspective of refugee women themselves.
- detect systemic gaps in the gender orientation, structure, and delivery of integration services using an intersectional and comparative approach.
- provide evidence that will inform the design of the *Integration Gap Detector* and the subsequent *Training Programme* (in the following work package).
- support policy recommendations for more effective, inclusive, and gender-sensitive integration models at the European level.

Through these objectives, the Survey Report ensures that the voices of refugee women are placed at the centre of the project's development, aligning with *HERoic Tracks'* participatory and empowerment-oriented ethos.

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<sup>2</sup> <https://www.heroic-tracks.eu/questionnaire/?lang=en>

## 4. Target Group and Geographical Scope

The primary target group of the survey and interviews consists of refugee and migrant women who have participated in national or regional integration programmes, particularly those focused on language learning, vocational training, counselling, and employability.

In each of the seven partner countries (Sweden, France, Austria, Italy, Bulgaria, Slovenia, and Lithuania) national research was conducted to gain a clearer understanding of integration programmes, including their strengths and weaknesses.

A sample reflecting appropriate diversity in age, migration history, country of origin, and educational background was drawn to ensure comparability across different national contexts. The data collection combined quantitative online questionnaires, completed by 280 women, with 71 semi-structured interviews, allowing the study to capture both measurable outcomes and personal narratives of integration.

## 5. Interview Findings – Comparative Synthesis

### 5.1 Introduction

This part of the report presents the findings from interviews conducted with 71 refugee and migrant women across seven partner countries: Austria, Bulgaria, France, Italy, Lithuania, Slovenia, and Sweden.

The interviews were carried out between May and September 2025 as part of the *HERoic Tracks* project's effort to understand how women with migrant and refugee backgrounds experience integration in different European contexts.

The conversations focused on their everyday realities such as finding work and accessing services, to learning the language, raising children, and maintaining their cultural identity. Women shared not only the difficulties they face but also the strategies, strengths, and small victories that help them adapt and build a sense of belonging.

Before turning to the key thematic findings (sections 5.2–4.8), it is helpful to first understand who the women were and what their profiles tell us about integration patterns. The next three sub-sections provide a short overview of the interview participants, including:

- the number of women interviewed per country,
- their age profile, and
- their countries or regions of origin and legal status.

### 5.1.1 Countries of interviewees' current residence

Fig.4 Number of interviewed women per country (n=71)

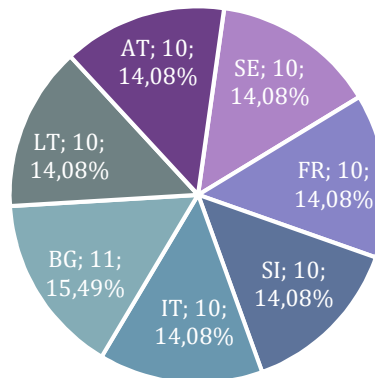
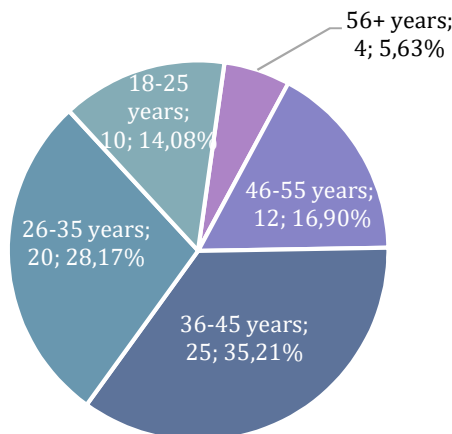


Figure 1 illustrates the distribution of interviewed participants by country. Each partner country contributed 10 interviews (Sweden, Lithuania, Italy, France, Slovenia, Austria), except for Bulgaria, where 11 women were interviewed. This balanced sample design allowed for a comparable understanding of women's experiences across different national contexts.

### 5.1.2 Age Profile of Participants

Most of the women were in their late twenties to mid-forties, reflecting the typical age group of those actively navigating integration, childcare, and employment. Younger participants (under 25) were often still studying or newly arrived, while older ones (over 45) tended to focus on long-term stability or requalification. The following table illustrates the approximate age distribution of the women interviewed.

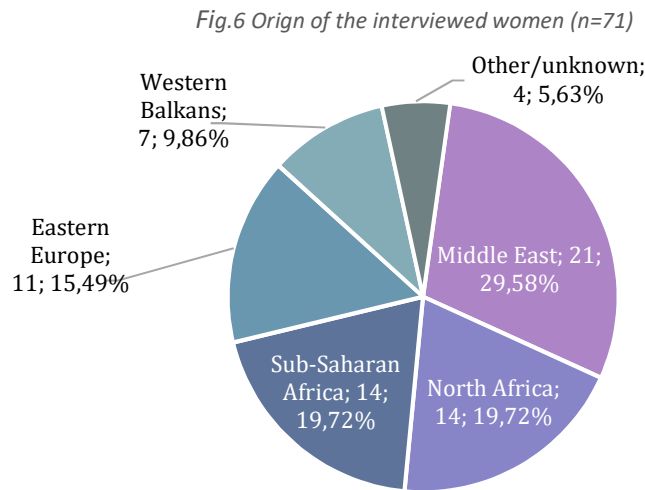
Fig.5 Age profile of the interviewed women (n=71)



In terms of age profile, all age groups are fairly evenly distributed, which corresponds somewhat to the normal distribution in the population of migrants and refugees; this also means that people aged 56 and over represent a relatively small group. This indicates that the sample was well positioned in terms of age and that no major bias is to be expected in this regard.

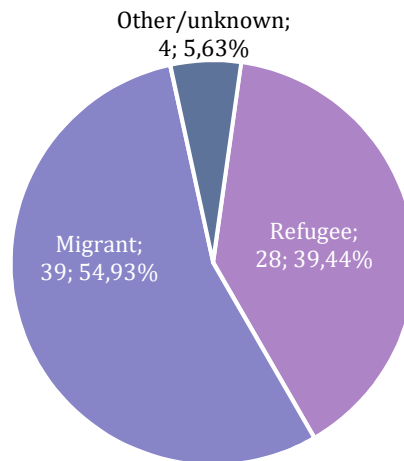
### 5.1.3 Origin and Legal Status

Participants represented a wide range of countries and regions - from the Middle East and North Africa to Eastern Europe and Sub-Saharan Africa.



Slightly more than half of the women identified themselves as *refugees*, around 40% considered themselves as *migrants*. Their legal and social status often shaped their access to services, employment opportunities, and sense of belonging. The figures below summarise the main regions of origin and status types mentioned in the interviews.

Fig.7 Status of the interviewed women (n=71)



The figures illustrate the diversity of backgrounds among interviewed women. Most refugee participants originated from the Middle East and Sub-Saharan Africa, while migrant women more often came from Eastern Europe and North Africa. This distribution mirrors migration patterns in partner countries during the past decade (2015–2025).

## 5.2 Understanding Discrimination: Perception vs. Reality

Across all seven countries, a consistent paradox emerges between women's perceived equality and their experienced exclusion. When asked directly, most participants claimed they had not faced discrimination. Yet, their narratives revealed frequent and systemic forms of unequal treatment embedded in institutional, linguistic, and cultural structures.<sup>3</sup>

*Normalisation of inequality:* Interviewed women across Austria, Slovenia, and Italy often described discriminatory barriers, such as being channelled into domestic or low-skilled jobs, or being ignored in professional settings, as "normal life difficulties." This suggests an internalised adaptation to systemic inequality, where discrimination is recognised only in overt hostility rather than in structural exclusion. The Austrian report noted that "women tend to accept restrictions as practical compromises," while Slovenian respondents said they "felt grateful even when offered limited options."

*Gendered labour expectations:* All national reports highlighted occupational gendering. In Bulgaria and France, counsellors and employment officers frequently directed women toward cleaning, caregiving, or hospitality jobs, regardless of their education level. Similarly, Italian respondents reported being advised to pursue "traditional female" work, such as domestic care, rather than positions matching their qualifications. This occupational stereotyping not only limits women's economic independence but also reinforces societal expectations about their role.

*Institutional and linguistic biases:* Structural discrimination was especially evident in bureaucratic and linguistic barriers. Reports from Sweden, Lithuania, and Bulgaria underscored that a lack of translation and complex administrative requirements systematically excluded non-native speakers. As the Swedish national report put it: "Services are open in theory, but language remains an invisible wall." Lithuanian respondents added that official offices often provided no interpretation, making them dependent on NGOs or family members, a dynamic that reproduces unequal access to state institutions.

*Subtle cultural discrimination:* Participants from France and Italy reported being rarely targeted by direct hostility, yet they faced constant pressure to "explain themselves," particularly regarding religion, dress, or family norms. One woman in France said, "People are polite, but I always feel I have to justify who I am." The reports link this subtle form of "cultural fatigue" to a lack of intercultural training among public service staff.

*Intersection of gender and migration status:* Discrimination in access to employment and education intersected strongly with migration status. The Bulgarian report described how even when women met formal requirements, employers hesitated to hire "foreigners with families," assuming lower flexibility. Similarly, in Lithuania and Slovenia, mothers of small children were often perceived as "unavailable" or "temporarily employable," highlighting how gender stereotypes and migrant status compound disadvantage.

*Invisible violence and harassment:* Although only a few women explicitly mentioned experiences of harassment, several accounts suggest that inappropriate remarks,

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<sup>3</sup> These statements should be treated with caution, as several factors may introduce bias. The sample size was very small, some respondents have lived abroad for years and may not clearly remember their arrival, and perceptions of discrimination are relative. What they experience in host countries may seem less serious than what they faced in their countries of origin.

unequal treatment by male colleagues, and intrusive personal questions were common. Yet, most respondents did not label these experiences as discrimination. As one Austrian participant put it, "You don't complain; you just move on." This reflects a pattern of emotional endurance shaped by dependency and fear of losing limited opportunities.

#### Summary:

The evidence from national reports confirms that discrimination against refugee and migrant women in Europe is pervasive but deeply under-recognised. It operates less through open hostility and more through polite exclusion, institutional opacity, and gendered assumptions. Recognising this gap between perception and structural reality is essential to designing integration programmes that do not replicate the very inequalities they seek to overcome.

### 5.3 Gender Sensitivity and Adaptation of Integration Programmes

Interviews across all partner countries show a clear gap between what integration programmes offer and what refugee and migrant women actually need. Most women described the courses and counselling they attended as "helpful but not made for us." They often appreciated the opportunity to learn, meet people, or access basic support, yet they felt that these services did not take their everyday realities into account.

A recurring issue in nearly every national report was the rigidity of programme schedules. Classes were usually held during standard working hours, making it difficult for mothers of young children to attend. In Austria women said that missing even one class could lead to exclusion because attendance rules were strict and childcare was unavailable. In Slovenia, participants noted that flexible schedules and the option to bring children to community-based courses made a significant difference.

Another common concern was the lack of space for emotional and social needs. Women in France and Lithuania explained that they were often dealing with isolation, stress, and uncertainty, but most official programmes focused only on language and job skills. Where psychosocial or peer-support elements were included (for example, in public body-led "women-only" courses in Slovenia or NGO-led community centres in France) participants felt safer and more motivated to continue. One respondent said: "It was the first time I could speak freely without being judged or rushed."

The content of integration courses was also criticised for being too generic or designed with a male perspective. Several Italian and Bulgarian women mentioned that vocational training focused on technical jobs traditionally associated with men, while "female" activities such as healthcare or social work were rarely offered as formal qualifications. Others felt that topics such as family rights, healthcare, or balancing work and childcare were missing from mainstream integration curricula.

In Sweden and Austria, a few promising examples showed how gender-sensitive approaches can work. When women were given the option to combine online learning with in-person meetings, or when mentors and trainers were women themselves, participation and completion rates rose significantly. Similarly, projects that linked language learning with practical skills for example, "language through work" programmes — were particularly effective for those who struggled to attend full-time courses.

Overall, the women's experiences highlight that successful integration is not only about access to courses but about whether these programmes fit the rhythm and responsibilities of their lives. When systems assume that all participants are equally free, mobile, and

emotionally stable, they end up excluding those who are not — most often, women with children, health issues, or limited social networks.

#### Summary:

Across all countries, women valued the support they received but felt that integration programmes were built around a one-size-fits-all model. Lack of flexibility, childcare, and emotional support often made participation difficult. When programmes were designed specifically for women (or at least adjusted to their needs) they became places of empowerment rather than frustration.

### 5.4 Cultural and Religious Awareness

For many of the women interviewed, integration was not only about finding work or learning the language, but also about being seen and respected for who they are. Cultural and religious awareness played a huge role in how welcome and safe they felt in their new communities.

Across all seven countries, women said they were generally treated with politeness and curiosity. However, behind that surface of tolerance, many felt misunderstood or invisible. In France and Italy, women wearing a headscarf spoke about being constantly questioned about their religion or family roles. One woman in France explained, “People are nice, but they always ask why I cover my hair; it makes me tired to explain it again and again.” This kind of “soft pressure” made some participants feel they had to hide parts of their identity to fit in.

In countries such as Bulgaria and Lithuania, where refugee communities are smaller, women described feeling isolated or “*exoticised*”. They said that people were friendly but did not really understand their background or traditions. In some cases, this led to self-censorship, e.g., by avoiding speaking their native language in public, or changing how they dress to avoid attention. Several reports noted that this experience of cultural invisibility was emotionally exhausting and slowed down their integration. Positive experiences were most often linked to the presence of cultural *mediators*: individuals who could translate not only language but also social expectations and values. In Slovenia and Austria, programmes that included mediators or trainers from similar cultural backgrounds made participants feel safer and more confident. These mediators helped bridge misunderstandings and made official institutions less intimidating. Religious sensitivity was also mentioned as an important factor. In Italy and France, faith-based NGOs or community centres often provided spaces where women could express their beliefs freely while still engaging with mainstream society. Participants said these places offered a “sense of normal life” where they could pray, celebrate, or talk about personal issues without fear of being judged.

In contrast, public institutions often lacked awareness of religious diversity. In Sweden, interviewees mentioned that school schedules or social services sometimes ignored religious holidays or dietary rules, not out of hostility but simply because “no one thought about it.” These small oversights created feelings of exclusion and made some women less likely to attend public events or courses. The reports collectively show that respectful curiosity and cultural flexibility matter as much as practical support. When women feel that their identities are recognised and respected, they are more willing to engage with society and less likely to withdraw into isolated networks. Integration is not just about learning to adapt — it is also about being accepted as part of the social fabric.

#### Summary:

Women across all countries wanted to integrate while keeping their cultural and religious identity intact. Where cultural mediators or faith-sensitive spaces existed, they felt respected and included. Where institutions ignored or misunderstood their traditions, women withdrew

or felt invisible. Small gestures of recognition — such as inclusive communication or flexible cultural understanding — made a big difference in building mutual trust.

## 5.5 Recognition of Knowledge and Experience

One of the most frustrating experiences shared by women in all partner countries was the feeling that their previous knowledge and professional experience did not count in their new environment. Many participants had worked as teachers, nurses, business owners, or engineers in their home countries, yet they found themselves cleaning houses, doing basic factory work, or unemployed after migration.

In almost every national report, women said that recognition procedures for foreign diplomas were complicated, expensive, and unclear. In Austria and Lithuania, for instance, official translation and certification costs were so high that many simply gave up. Others were told that their qualifications were “not equivalent” or that they needed years of retraining which was financially and emotionally impossible for most. An Austrian woman who had been a certified accountant said, “I know my job, but they told me to start from zero. It broke my confidence.”

In Bulgaria and Slovenia, even women with completed procedures often struggled to get employers to accept their credentials. They described being politely dismissed or told they were “overqualified.” Employers preferred to hire locals for professional positions, while migrant women were offered cleaning, kitchen, or care jobs. The Slovenian report noted that this mismatch between skills and employment “wastes human potential and discourages initiative.”

In France and Italy, some women found alternative ways to use their skills, e.g., through volunteering, self-employment, or informal work. Although these activities helped them stay active and feel useful, they also left them without social protection or a stable income. A few Slovenian respondents mentioned that programmes encouraging entrepreneurship gave them confidence, but financial and administrative barriers remained high. Positive examples showed that when institutions actively recognised informal skills, women’s motivation and self-esteem improved significantly.

In Sweden and Slovenia, pilot initiatives assessed practical competences (such as childcare, translation, or small-scale entrepreneurship etc.) even without official diplomas. These initiatives not only boosted employability but also gave women the feeling of being respected for what they already knew. Recognition is not only about documents; it is about acknowledging the person behind the paperwork. When women’s abilities are overlooked, they often lose confidence and feel they have to prove themselves again and again. This constant devaluation feeds dependency and isolation. Conversely, when their past experiences are valued, women become more engaged, independent, and proud of their contributions to the new society.

### Summary:

Across all partner countries, women struggled with complex and costly systems that failed to recognise their previous qualifications. Many were forced into low-skilled jobs despite holding degrees or valuable experience. However, when programmes validated informal skills or offered flexible pathways to recognition, women’s confidence and participation grew. Recognition, both formal and social, is one of the key drivers not only of integration but also of broader social inclusion, which is the ultimate goal.

## 5.6 Access to Information and Services

Access to reliable information and public services was one of the most consistent challenges across all participating countries. Almost every woman interviewed said that finding the right information at the right time was more difficult than the integration process itself. Even when services technically existed, they were often hidden behind language barriers, unclear procedures, or complicated bureaucracy.

In Sweden, Austria, and France, women described systems that were polite and well-organised but “impossible to navigate.” Official websites and documents were usually written only in the national language, full of legal or administrative terms that even native speakers find confusing. As a result, many relied on NGOs, friends, or volunteers to understand how to register for healthcare, apply for training, or renew residence permits. One participant from Sweden said, “People are kind and helpful, but if you don't know where to look, everything stops.”

In Bulgaria and Lithuania, the problem was not only the complexity but also the inconsistency of information. Rules and contacts changed frequently, and government offices often gave conflicting answers. Some women reported visiting multiple institutions for the same issue, such as registering their children for school, without ever getting clear guidance. This constant uncertainty made them feel excluded and dependent on informal support networks.

The lack of information in accessible formats was another recurring issue. In Italy and Slovenia, several women said they preferred to rely on social media groups or WhatsApp chats rather than official sources, simply because those were easier to understand. While community sharing helped fill the gap, it also spread misinformation. A few participants mentioned missing deadlines for benefits or legal documents because they had followed incorrect advice online.

Positive experiences showed that personal contact and proactive communication made a big difference. In Slovenia and France, cultural mediators or caseworkers who regularly checked in with participants helped prevent misunderstandings and increased trust. Similarly, NGOs that offered information sessions in multiple languages or through visual materials (videos, infographics) were highly appreciated.

Digitalisation was a mixed blessing. While online access made some services faster, some other women found digital platforms confusing or inaccessible. In Lithuania and Bulgaria, women without computers or stable internet were effectively excluded from online applications. This created a new layer of inequality, where digital skills became a hidden requirement for integration.

Overall, the findings show that information is not truly accessible until it is understandable and usable. Clear, multilingual communication and human support are essential to make systems work for everyone, not just those who already know how to navigate them.

### Summary:

Although integration systems are formally open, women often face invisible walls when trying to access information and public services. Language, digital barriers, and inconsistent communication create confusion and dependence. When institutions provide clear, proactive, and multilingual guidance, particularly if supported by cultural mediators or trust persons, women participate more fully and independently in community life.

## 5.7 Comparative Overview by Country

The *Swedish* interviews and survey highlight a paradox of accessibility: services are polite, structured, and administratively open, yet language barriers and logistical constraints (such as childcare, transportation, and online access) produce indirect exclusion.

Women praised the respectful attitude of staff but lamented that information was “invisible to them”. The report calls for systematic translation, digital learning options, and integrated childcare support.

*Slovenian* participants reported hidden gender differentiation within integration programmes: women were often directed toward low-skilled jobs, while men received more concrete employment guidance. Programmes that included female instructors and peer support created safe environments and encouraged self-expression. Cultural mediators were identified as a decisive success factor. Recognition of prior experience and flexible scheduling remain major gaps.

In *Lithuania*, women described a strong desire to integrate and contribute, yet faced bureaucratic opacity, limited language provision, and frequent under-employment. All participants cited inadequate Lithuanian-language training as the single greatest barrier. Many were highly educated but forced into low-skill jobs due to the non-recognition of diplomas. Subtle racialised discrimination appeared in housing and employment, even though respondents rarely labelled it as such.

Interviews in *France* revealed a dual reality: a well-developed institutional framework but a limited gender focus. Women appreciated free access to language and civic courses, yet many found the content too generic and unresponsive to their life situations. Those with childcare responsibilities struggled to attend regularly. Positive examples emerged in NGO-run centres: *Promofemmes*, *CIDFF*, *Maison des Femmes* initiatives, *A.I.M.*, where integration, legal aid, and psychosocial support are combined. Discrimination was seldom admitted, but exclusion from stable employment and housing was widespread.

*Austrian* respondents highlighted regional differences in integration service quality. Vienna offered broader support and childcare, while smaller regions lacked such structures. Women consistently reported that job centres expected them to accept cleaning or caregiving positions, regardless of prior qualifications. A few cases of explicit bias were mentioned: “Your accent is too strong for front-office work”. However, most participants normalised these experiences as “practical compromises”. Cultural mediators and women’s centres significantly improved trust and participation rates.

In *Bulgaria*, the interviews revealed systemic fragility of the integration framework. Language courses were short, inconsistent, and rarely linked to employment. Refugee women faced administrative hurdles even in basic registration for healthcare or education. Although open hostility was rarely reported, participants described an undercurrent of paternalism, being “treated like children who must be guided”. Grass-roots NGOs filled major institutional gaps, often being the only reliable contact points for support.

*Italian* respondents expressed generally positive interpersonal experiences, noting that people were kind but systems were confusing. Regional fragmentation (north-south) meant that access to training and jobs varied greatly. Women in southern regions faced longer waiting times and limited childcare options. Cultural and

religious diversity was mostly respected, but many participants reported subtle gendered expectations from service providers (e.g., preference for women to remain in domestic roles). Recognition of foreign qualifications, especially in health and education, remained slow and discouraging. Despite these barriers, NGO networks and volunteer mentors provided crucial bridges to inclusion.

## 5.8 Cross-Country Patterns and Overall Conclusions

When looking across all seven countries, a clear and consistent picture emerges: refugee and migrant women in Europe face systems that are formally open but practically difficult to access. Their stories reveal not only individual struggles, but also how policies and institutions (often unintentionally) reproduce inequality through everyday practices.

The most visible pattern is the normalisation of discrimination. Many women do not identify their experiences as unequal because they associate "discrimination" only with open hostility. Instead, they describe a thousand small barriers (e.g., not being called back for jobs, being treated as less competent, or being channelled into cleaning work etc.) as part of normal life. This internalised acceptance shows how deeply structural inequality can hide behind politeness and procedure.

A second major theme is the lack of gender-sensitive design in integration programmes. Women often appreciate the opportunity to learn and participate, but the systems around them are rarely adapted to their daily realities. Without childcare, flexible schedules, or space to address emotional needs, their participation remains partial. Programmes that treat everyone the same, in practice, leave out those with the least freedom which usually are mothers and single caregivers.

Cultural and religious awareness is another key factor shaping the sense of belonging. Where cultural mediators are present, women feel respected and visible. Where they are not, even well-intentioned institutions can seem cold or distant. Simple gestures like providing translated materials, acknowledging religious holidays, or employing diverse staff etc. have a strong symbolic impact. They show that difference is accepted, not just tolerated.

Recognition of previous experience remains a major gap. Highly educated and skilled women find themselves starting again from zero, not because of a lack of competence, but because systems are slow, expensive, and suspicious of foreign qualifications. This wastes talent and weakens self-confidence. By contrast, where informal skills are recognised and used, women quickly become active and independent contributors to their new communities.

Finally, access to information continues to be the foundation on which all other forms of inclusion depend. Without clear and understandable communication, even the best programmes fail. Women often navigate systems through peers or NGOs rather than through public offices, which shows that official communication still does not reach those who need it most. Digitalisation has helped in some areas, but also created new forms of exclusion for those without digital skills or internet access.

Taken together, these findings highlight a core paradox: integration systems in Europe are built to support equality, yet they often operate through structures that maintain dependence. Most women interviewed showed resilience, motivation, and a strong desire to participate, but the environment around them often made that harder than it should be.

True inclusion requires more than just access; it requires adaptation. Integration programmes should be built around real lives, not idealised participants. They should start from the

understanding that women's time, responsibilities, and emotional well-being directly shape their ability to take part.

Across countries, the most successful practices share a few simple but powerful traits: they listen, they adapt, and they recognise. Where institutions and communities take the time to listen to women's voices, adapt their services to practical needs, and recognise existing skills and identities, integration stops being a bureaucratic process and becomes a human one.

Summary:

Across all partner countries, the experiences of refugee and migrant women reveal the same structural gaps: invisible discrimination, programmes that overlook gender realities, limited recognition of prior knowledge and skills, and poor access to understandable information. Yet the same stories also show resilience, strength, and a strong willingness to contribute. Real integration begins when institutions move beyond formal equality and start to build systems that reflect the everyday lives of the people they serve.

## 6. Online Questionnaire Analysis

### 6.1 Introduction

The online questionnaire complemented the qualitative interviews by providing a broader, quantitative overview of migrant and refugee women's experiences with integration programmes across Europe. Rather than comparing countries directly, this analysis focuses on overall patterns and shared challenges identified among all respondents.

The questionnaire, available in seven partner languages, was distributed between October and December 2025 and collected 280 valid responses. It explored key aspects of integration, including access to training, satisfaction with services, gender sensitivity, cultural inclusion, and employment pathways.

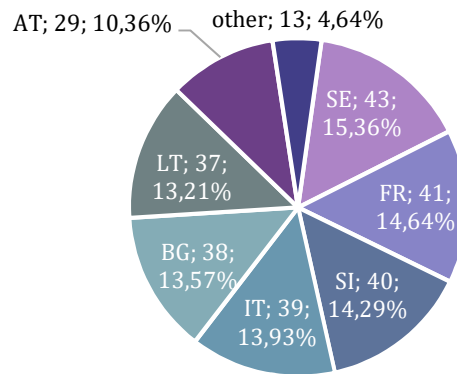
The results presented below reflect the collective experiences of participants, highlighting common strengths and persistent barriers in integration support systems. This section aims to provide a data-based understanding of how women perceive and evaluate the integration opportunities available to them, and to identify practical gaps that can inform future improvements.

### 6.2 Evaluation of Personal Data

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

### 6.2.1 Country of current residence

Fig.4 Country of current residence (N=280)



The majority of participants currently reside in Sweden (15.36%), France (14.64%), Slovenia (14.29%), Italy (13.93%), Bulgaria (13.57%), Lithuania (13.21%), and Austria (10.36%). These results reflect the main partner countries involved in the *HERoic Tracks* project, where the integration programmes were implemented.

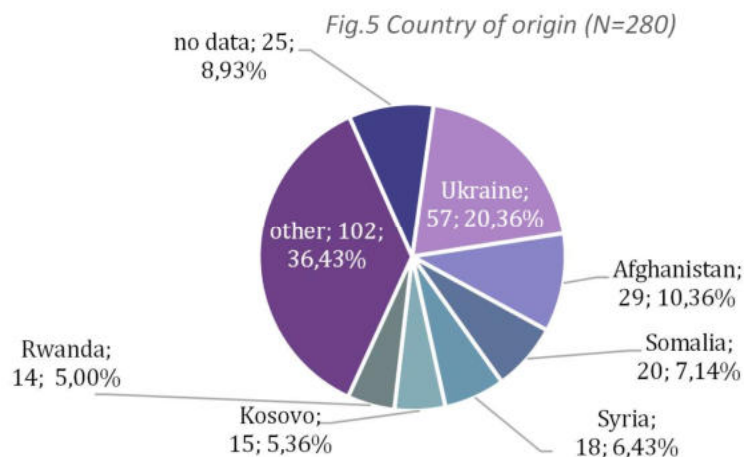
Since the questionnaire was available exclusively online, a few responses were also received from other countries, including Ukraine (2.14%), Rwanda (1.07%), Spain (0.71%), Germany (0.36%), and Bangladesh (0.36%). Together, these account for 4.64% of all responses.

Their participation highlights the broader accessibility and visibility of the online survey, demonstrating that the topic of integrating migrant and refugee women resonates beyond the direct partner countries.

Overall, the distribution confirms that the majority of respondents are located within the countries where the integration activities took place, providing a representative overview of the project's direct beneficiaries while also capturing valuable insights from external participants.

### 6.2.2 Country of origin

Fig.5 Country of origin (N=280)



Participants in the *HERoic Tracks* online questionnaire represent a diverse group of women from 49(!) countries of origin. The largest participant groups come from Ukraine 57 (20.36%),

Afghanistan 29 (10.36%), Somalia 20 (7.14%), Syria 18 (6.43%), Kosovo 15 (5.36%), and Rwanda 14 (5.00%). These countries together account for more than half of all responses and reflect the main target regions involved in the project's integration activities.

In addition to these main countries, a considerable number of participants also reported origins from other countries, collectively representing 102 participants (36.43%):

<u>Number of women of origin</u>	<u>Country</u>
11 (3.93%)	Albania, Nigeria
7 (2.50%)	Belarus
6 (2.14%)	Peru
5 (1.79%)	Iraq, Sweden, Turkey, India
4 (1.43%)	Pakistan, Eritrea, Bangladesh, Bosnia and Herzegovina
3 (1.07%)	Egypt, Brazil, Serbia, Sudan, Colombia, Burundi
2 (0.71%)	Ivory Coast, Ghana, Ethiopia, Comoros, Zimbabwe, North Macedonia, Uganda,
1 (0.36%)	Lithuania, Mexico, United Kingdom, Italy, Bulgaria, Mauritania, Libya, Kyrgyzstan, Russia, Morocco, Guinea, Thailand, Senegal, Mongolia, Philippines, Japan, Uzbekistan, Bolivia, Paraguay

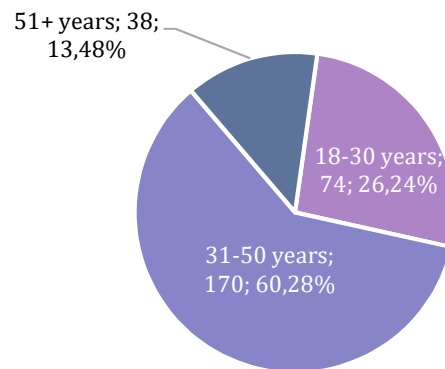
The wide variety of countries represented underscores the project's diversity and international reach. While the HERoic Tracks initiative primarily focuses on specific partner countries, the presence of participants from many other regions demonstrates its broader appeal and the shared challenges faced by migrant and refugee women across Europe and beyond.

It became apparent that some countries were represented that are not (traditional) countries of origin for refugees (such as the EU countries Sweden, Lithuania, Italy, and Bulgaria, but also other countries such as the UK, Albania, Serbia, North Macedonia, Mexico, etc.). There are various reasons why they were nevertheless mentioned: the categories of refugees and migrants within the target group are fluid and not always understood as strictly separate; in some cases, the question may also have been misunderstood, with participants indicating their last country of transit rather than their actual country of origin. In any case, we decided to include all data, as the barriers to integration may be similar and a larger data set can lead to more robust results and conclusions.

25 people (8.93%) preferred not to provide any information for this question.

### 6.2.3 Age Profile of the Participants

Fig.6 Age profile of the participants (N=282)

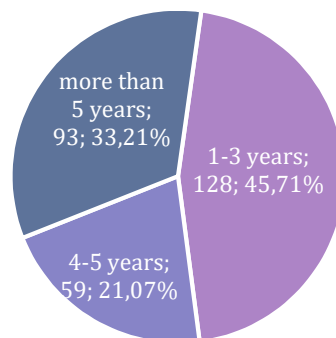


The majority of participants (60.28%) are between 31 and 50 years old, followed by 26.24% aged 18–30 and 13.48% aged over 50. This shows that most respondents belong to the active working-age group, which corresponds well with the project's focus on labour market participation and social integration.

The smaller share of women over 50 years suggests they are less represented in online surveys and integration activities, likely due to limited digital access or family responsibilities. Overall, the age structure of respondents reflects the target audience of the *HERoic Tracks* project which are women rebuilding their professional and social lives in a new country.

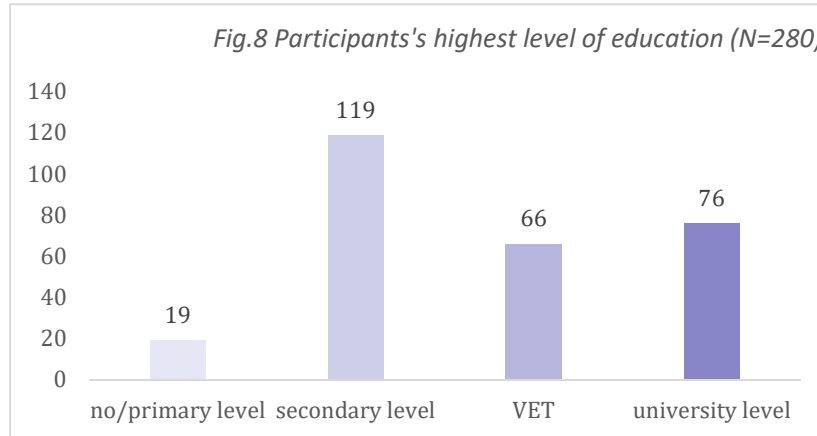
### 6.2.4 Years of Residence in the Current Country

Fig.7 Years of residence in the current country (N=286)



Almost half of the participants (128; 45.71%) have been living in their current country for 1-3 years, while 93 (33.21%) have lived there for more than 5 years, and 59 (21.07%) for 4–5 years. This suggests that most respondents are long-term residents, having already gone through several stages of integration, such as learning the language, finding employment, or participants who arrived within the last three years provides valuable insights into the early challenges of integration faced by newcomers.

### 6.2.5 Highest Level of Education

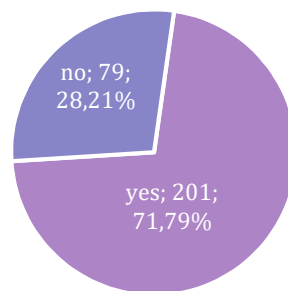


With 119 (42.50%) persons, most of the participants have completed secondary education, followed by 76 (27.14%) persons with a university degree and 66 (23.57%) with a completed vocational education and training. It is somewhat remarkable that only 19 (6.69%) women said that they have primary or no formal education.

The educational profile of our sample is quite unusual and contradicts the common stereotype that refugee women generally have a low level of education. For example, the 23.57% of female academics is not much lower than the approximately 29% of female academics among all female EU citizens<sup>4</sup>. However, we must take into account that our sample is not representative and that, for example, people with a higher level of education are generally more willing to participate in such data collection. However, the presence of participants with limited formal education also highlights the need for accessible language and integration programmes tailored to women with lower educational backgrounds.

### 6.2.6 Job Experience in the Country of Origin

*Fig.9 Job experience in the country of origin (N=280)*



The majority of participants (71.73%) reported that they had a job or profession in their home country, while 28.27% did not. This indicates that most respondents arrived in the host country with prior work experience or professional skills, which can facilitate labour market integration if appropriate recognition and support measures are provided. The remaining 28.27% who did not work previously may face greater challenges in entering employment, often due to limited work history, childcare duties, or restricted access to education in their home countries.

<sup>4</sup> [https://ec.europa.eu/eurostat/databrowser/view/tgs00109/default/table?lang=en&utm\\_source=chatgpt.com](https://ec.europa.eu/eurostat/databrowser/view/tgs00109/default/table?lang=en&utm_source=chatgpt.com)

### 6.2.7 Kind of Integration Training and Services Received

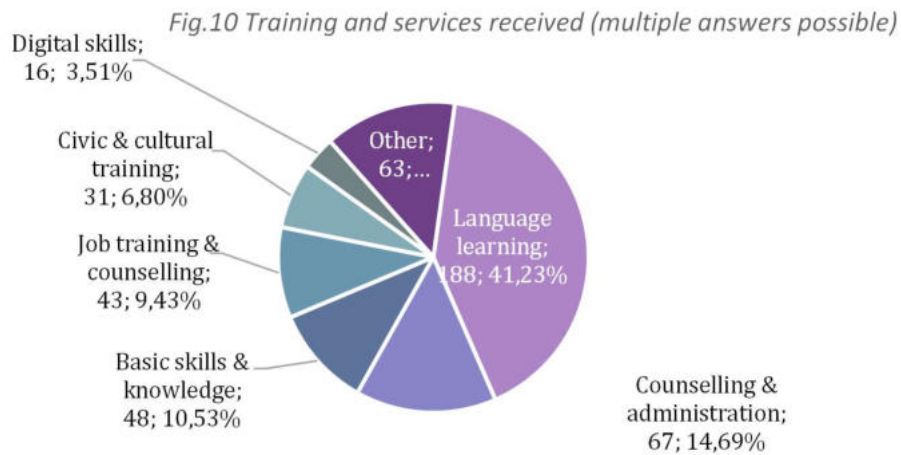
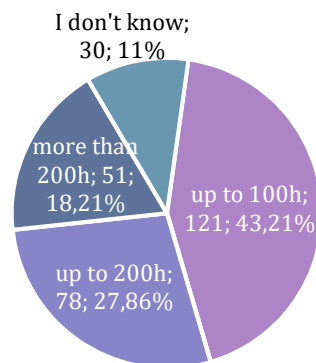


Fig.10 illustrates the distribution of different types of support or training that participants have received. With little surprise, language learning being the most commonly chosen type of support (41%), followed by Counselling & administration (15%) and other services (14%). Smaller but still relevant shares include Basic skills and knowledge, Job training & counselling, and Civic and cultural training.

These results highlight the importance of comprehensive integration strategies, combining language learning, skills development, and social participation to enhance women's confidence and employability.

### 6.2.8 Overall Hours of Integration Training and Services Received

*Fig.11 Overall hours of training and services received (N=280)*



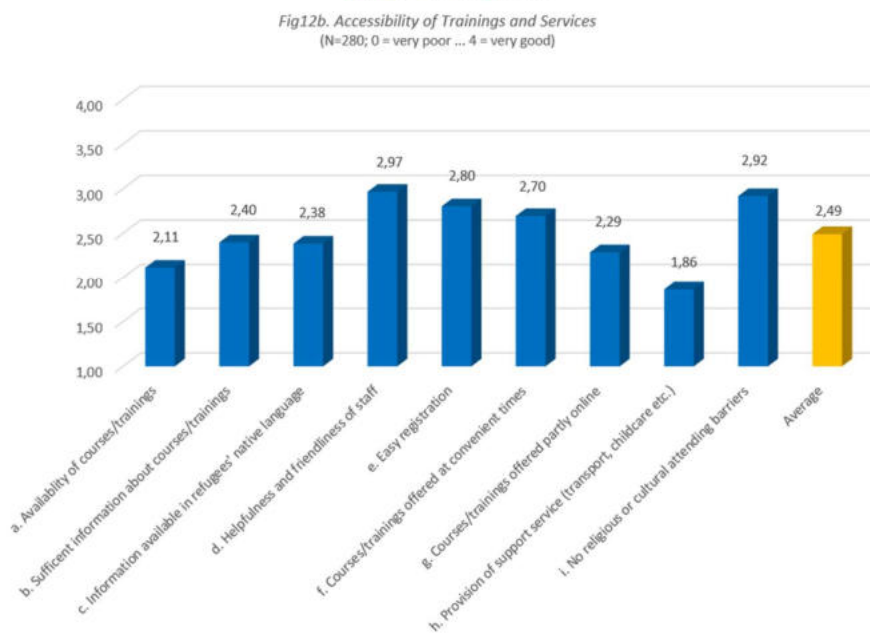
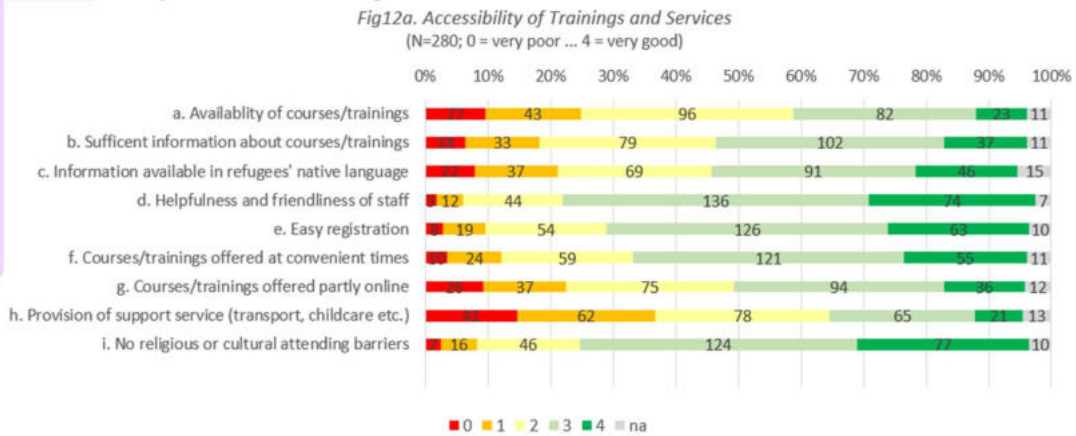
Most participants (43%) have received less than 100 hours of training or support, while 27.5% participated between 100 and 200 hours. Only a smaller portion (18.7%) have taken part in longer programmes exceeding 300 hours, and 10.6% were not sure of the total duration.

This distribution indicates that the majority of women have been exposed to short- or medium-term integration activities, which may be sufficient for introductory learning (e.g., basic language or orientation), but insufficient for achieving long-term employability outcomes. Programmes with more than 300 hours appear less frequently but are likely to produce stronger results in terms of confidence, language proficiency, and job readiness.

### 6.3 Evaluation of the integration trainings and services

The second section of the questionnaire focuses on participants' perceptions and satisfaction with the availability, accessibility, and quality of integration services. Responses were collected using a five-point Likert scale (from 0=very poor to 5=very good), allowing us to measure the intensity of participants' agreement or disagreement with various statements related to training, support, and integration experiences.

#### 6.3.1 Accessibility of the trainings and services



*Ad item a:* More than one-third of participants (37.1%) agreed that sufficient training opportunities were available (score 4 and 5), while about 25% disagreed (score 1 and 2). The largest group (34%) remained neutral, suggesting that perceptions of training availability vary across countries and contexts. Overall, this indicates a moderate level of satisfaction with the availability of courses, meaning that while programmes exist, their quantity, variety, or accessibility may not fully meet the needs of all migrant and refugee women.

! This highlights the need for consistent, broader outreach, particularly to women with limited digital access, language barriers, or family obligations.

*Ad item b)* Almost half of the participants (49.7%) agreed or strongly agreed that they received enough information about available courses and trainings. Meanwhile,

18.2% expressed disagreement (scores 1–2), and 28.2% remained neutral, suggesting that access to information is not consistent across regions or partner organisations.

! This shows that while most women were well-informed about existing opportunities, there is still room for improvement, particularly in ensuring that information is distributed clearly, in multiple languages, and through accessible channels (e.g., community centres, social media, or NGOs).

*Ad item c)* Almost half of the participants (48.9%) agreed or strongly agreed that they received information in their own language, while 21.1% disagreed. A considerable share (24.6%) remained neutral, which may reflect differences in language support across countries or types of organisations.

! This suggests that translation and language accessibility are improving, but not yet universal. Providing multilingual information materials and interpreters could further support migrant and refugee women's inclusion, confidence, and participation in training programmes.

*Ad item d)* A clear majority of participants (75.5%) agreed or strongly agreed that staff members were helpful and friendly. Only a small share (6.1%) disagreed, while 15.8% remained neutral.

! This reflects high satisfaction with interpersonal support and suggests that staff and facilitators play an important role in creating a welcoming and encouraging environment. Such positive interactions are crucial for building trust, particularly among women who may face language barriers or social isolation in their host countries.

*Ad item e)* Most participants (67.5%) agreed or strongly agreed that it was easy to register for courses or training, while only 9.6% disagreed. Around one in five (19.3%) respondents remained neutral, suggesting that the registration process was generally smooth but may differ slightly across partner countries or institutions.

! This indicates that administrative procedures and registration systems are largely effective and user-friendly, though further simplification and multilingual guidance could help ensure accessibility for all participants, especially those with limited digital or language skills.

*Ad item f)* Most participants (62.8%) agreed or strongly agreed that the training schedule suited their availability, while 12.2% disagreed. A smaller group (21.1%) gave a neutral response, which may indicate occasional challenges related to family duties, work commitments, or transportation.

! Overall, the results suggest that most integration programmes were scheduled at convenient times, but organisers could further improve inclusivity by offering flexible schedules or childcare support to accommodate diverse needs.

*Ad item g)* Nearly half of the participants (46.5%) agreed or strongly agreed that training and services were at least partly online, while 22.5% disagreed and 26.8% remained neutral.

! This suggests that blended learning formats (combining online and in-person sessions) were implemented in several partner countries, though not uniformly. The relatively high neutral rate indicates that some participants may not have been aware of online options or did not participate in digital sessions themselves. These findings highlight the importance of ensuring digital inclusion by providing technical support, equipment, and guidance to women with limited digital skills.

*Ad item h)* Only about 30.5% of participants agreed or strongly agreed that they received help with access (transport, childcare, etc.), while 36.7% disagreed and 27.7% remained neutral.

! This indicates that practical barriers to participation, such as transportation, childcare, or scheduling conflicts, remain a significant challenge for many women. Providing such support is crucial to ensure equal participation, especially for mothers, low-income participants, or those living in remote areas. The results suggest that while some assistance is available, systematic and consistent support measures are still limited across countries.

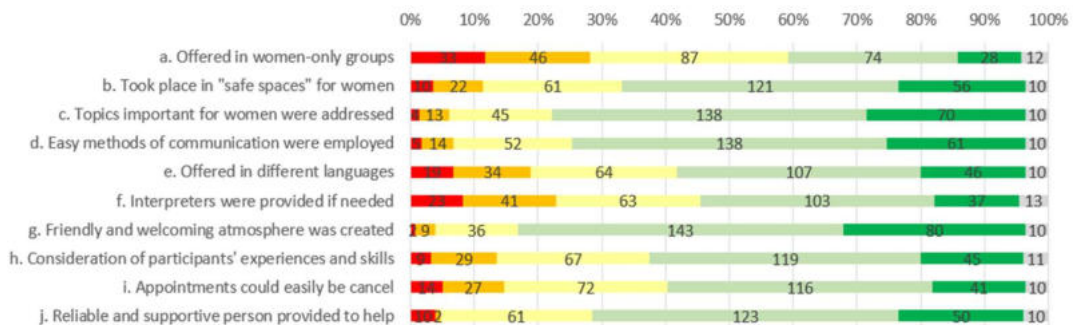
*Ad item i)* A large majority of participants (71.8%) agreed or strongly agreed that they did not experience religious or cultural barriers when joining or attending trainings. Only 8.2% disagreed, while 16.4% were neutral.

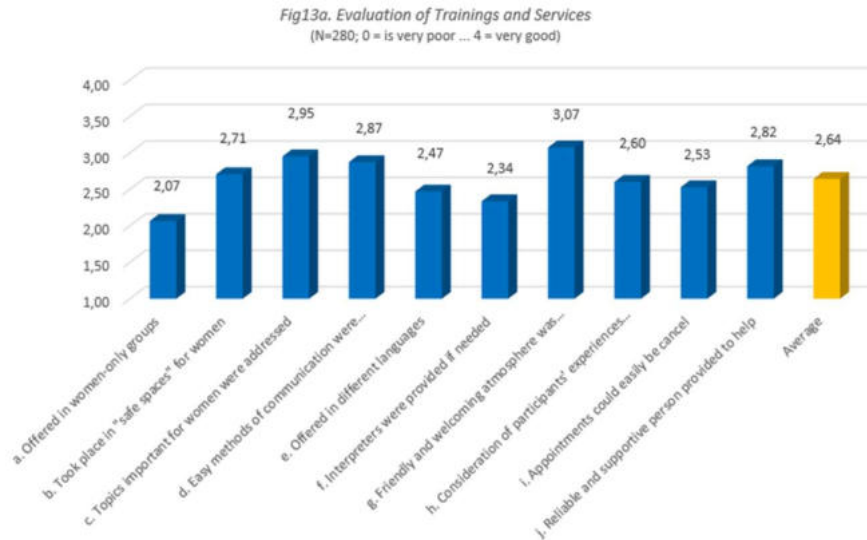
! These results reflect a generally inclusive and respectful environment, where participants feel accepted regardless of their cultural or religious background. However, the small share of negative responses highlights the importance of maintaining intercultural sensitivity and ensuring that facilitators receive diversity and inclusion training.

### 6.3.2 Evaluation of the trainings and services

In this section of the questionnaire, *the training and services*, focuses on the structure, content, and delivery of the various trainings and services. Participants were asked to evaluate how these activities were organised and whether they met their specific needs and preferences.

Fig13a. Evaluation of Trainings and Services  
(N=280; 0 = very poor ... 4 = very good)





*Ad item a)* About 36.4% of participants agreed or strongly agreed that the training and services were offered in women-only groups, while 28.2% disagreed and 31.1% remained neutral.

! This indicates that gender-segregated training formats are not consistently applied across partner countries. While women-only groups can provide a safe and comfortable environment, particularly for refugee or migrant women from conservative backgrounds, mixed-gender formats may be more common in some contexts.

! These findings suggest that project partners could consider offering flexible participation options, including women-only spaces, where culturally appropriate.

*Ad item b)* A clear majority of participants (63.2%) agreed or strongly agreed that the training and services took place in safe spaces for women, while only 11.5% disagreed and 21.8% remained neutral.

! This indicates that most respondents felt comfortable and respected during their participation, reflecting the project's effort to create inclusive, women-friendly environments. Ensuring physical and emotional safety is key to supporting women's engagement, confidence, and sense of belonging within integration programmes.

*Ad item c)* Nearly three-quarters of participants (74.3%) agreed or strongly agreed that the training and services addressed topics important for women, while only 6% disagreed and 16.1% remained neutral.

! This demonstrates that the programmes were largely relevant and responsive to women's needs, covering issues such as employment, empowerment, rights, and social participation.

*Ad item d)* A strong majority of participants (71.1%) agreed or strongly agreed that the trainings and services used clear and accessible communication methods, such as visual materials, simplified text, or online tools. Only 6.8% disagreed, and 18.6% remained neutral.

! These findings show that most providers are effectively adapting communication to participants' needs, which is essential for reaching women with different language skills, literacy levels, or digital experience.

*Ad item e)* More than half of participants (54.6%) agreed or strongly agreed that trainings and services were offered in different languages, while 18.9% disagreed and 22.9% remained neutral.

! This demonstrates that multilingual delivery is becoming increasingly common, but still not universal. Providing activities in several languages, or with interpreter support, significantly improves accessibility and understanding, especially for newly arrived women or those with limited language proficiency.

*Ad item f)* Just over half of participants (50.0%) agreed or strongly agreed that interpreters were provided when needed, while 22.8% disagreed and 22.5% remained neutral.

! This indicates that while many organisations offer interpretation support, the availability of interpreters still varies between regions and institutions. For participants with limited host-country language skills, interpreters play a vital role in ensuring understanding, engagement, and equal participation.

! To strengthen inclusivity, projects should ensure consistent and well-communicated interpreter access, especially in the early stages of integration.

*Ad item g)* An overwhelming majority of participants (79.7%) agreed or strongly agreed that the training and services created a friendly and welcoming atmosphere, while only 3.9% disagreed and 12.9% remained neutral.

! This result clearly demonstrates that the learning and support environments were positive, inclusive, and respectful, which is essential for encouraging participation, confidence, and emotional well-being, especially among migrant and refugee women adapting to new contexts.

*Ad item h)* More than half of the participants (58.6%) agreed or strongly agreed that their personal and professional experiences and skills were taken into account, while 13.6% disagreed and 23.9% remained neutral.

! This shows that most programmes make an effort to acknowledge and build on participants' prior knowledge, but there is still room for improvement in providing individualised guidance and recognition of qualifications.

*Ad Item i)* More than half of participants (56.0%) agreed or strongly agreed that they could cancel or miss training sessions for valid reasons without problems, while 14.6% disagreed and 25.7% were neutral.

! This suggests that most organisers show understanding and flexibility regarding participants' personal circumstances, an important aspect when working with women who may have family, health, or administrative obligations.

*Ad item j)* A significant majority of participants (61.8%) agreed or strongly agreed that they had access to a reliable and supportive person during their training or services, while 12.9% disagreed and 21.8% were neutral.

! This highlights the crucial role of mentors, tutors, and social workers in providing guidance, motivation, and emotional support throughout the integration process.

### 6.3.3 Evaluation of trainers and coaches

This section of the questionnaire focuses on the *trainers and coaches*, exploring their gender composition, communication style, and overall professionalism. Participants were asked to evaluate whether trainers were supportive, competent, and sensitive to the needs and backgrounds of migrant and refugee women.

Fig.14a Trainers and choaches ... (N=280; 0 = very poor ... 4 = very good)

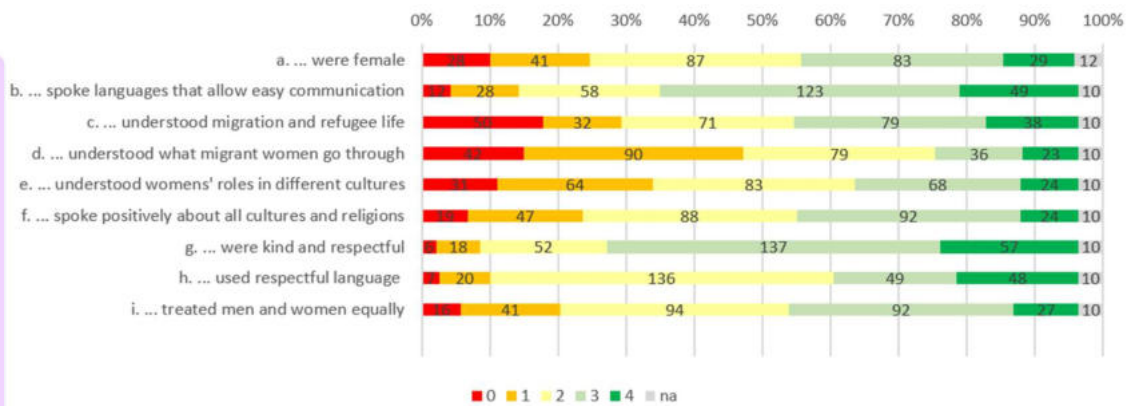
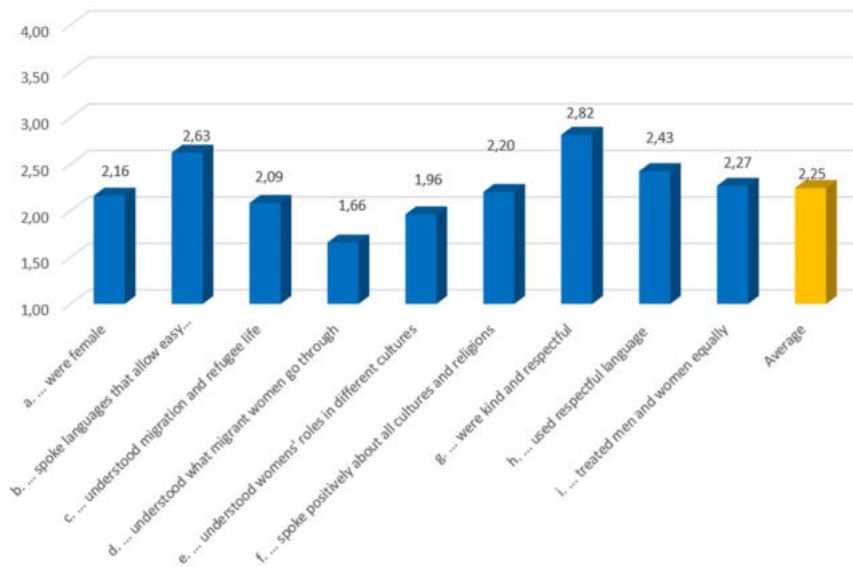


Fig.14b Trainers and choaches ... (N=280; 0 = very poor ... 4 = very good)



Ad item a) Although around 40% of participants agreed that the trainers and coaches were all women, a comparable share *disagreed* or remained neutral, indicating that gender-sensitive approaches are not consistently applied in integration programmes.

! In many cases, training sessions are conducted in mixed-gender environments, which may unintentionally create discomfort for some participants. For women who have experienced war-related trauma, displacement, or violence, interaction with male trainers can lead to anxiety, mistrust, or withdrawal, ultimately reducing their ability to fully engage in learning.

! This highlights that integration programmes are still not sufficiently adapted to the specific needs and emotional realities of women.

Ad item b) While a majority of participants (61.4%) agreed that they could easily communicate with trainers and coaches, a considerable share (15%) disagreed, and one-fifth remained neutral, indicating persistent language barriers.

! This suggests that not all training staff were able to communicate effectively in the participants' preferred or familiar languages. Such barriers can create frustration, misunderstanding, and ultimately reduce the impact of training

outcomes, particularly for newly arrived women or those with limited proficiency in the host-country language.

- ! Moreover, for women affected by trauma or prolonged displacement, communication difficulties can deepen feelings of isolation and disempowerment. These findings point to a lack of systematic language-matching strategies and underscore the need to train or recruit multilingual female staff or intercultural mediators who can ensure both clarity and trust in communication.

*Ad item c)* The results show that only 41.8% of participants agreed or strongly agreed that trainers and coaches understood migration and refugee life, while a striking 29.3% disagreed, and 25.4% remained neutral. This pattern reveals a serious gap in empathy and contextual understanding among trainers. A significant portion of participants did not feel that those leading the courses truly grasped the complex challenges of migration, displacement, or trauma. Such disconnection can lead to reduced trust, lower engagement, and emotional withdrawal during training.

- ! These findings suggest that integration services often remain technically focused, without fully recognising the psychological and cultural dimensions of refugee women's experiences.
- ! There is an urgent need for capacity building in trauma-informed and intercultural training approaches, ensuring that professionals can respond with sensitivity and understanding to participants' lived realities.

*Ad item d)* The data indicate that only 21.1% of participants agreed or strongly agreed that trainers and coaches understood what migrant women go through, while a striking 47.1% disagreed, and 28.2% remained neutral.

- ! This clearly shows a deep disconnect between the lived experiences of migrant women and the awareness of those leading integration activities. Many participants felt that trainers lacked empathy, contextual understanding, and sensitivity toward the complex challenges faced by women who have experienced displacement, trauma, and cultural adaptation.
- ! Such findings confirm that integration programmes are still not adequately shaped by women's perspectives or experiences.

*Ad item e)* Less than one-third of participants (32.9%) agreed or strongly agreed that trainers and coaches understood women's roles in different cultures, while nearly 34% disagreed and 29.6% remained neutral.

- ! This finding points to a persistent lack of cultural awareness and sensitivity among those delivering integration activities. For many migrant and refugee women, the meaning of gender roles is deeply shaped by tradition, religion, and social expectations, and failure to recognise these nuances can lead to misunderstandings, cultural tension, or disengagement during training.
- ! The results suggest that integration programmes often apply a "one-size-fits-all" approach, overlooking the diversity of women's backgrounds and lived realities.

*Ad item f)* Only 41.5% of participants agreed or strongly agreed that trainers and coaches spoke positively about all cultures and religions, while nearly 23.6% disagreed and 31.4% remained neutral.

- ! This shows that inclusive and respectful communication is not yet a consistent feature of integration programmes. Many participants may have encountered

situations where certain cultures or beliefs were generalised or misunderstood, which can unintentionally reinforce stereotypes or feelings of exclusion.

*Ad item g)* While a majority of participants (69.3%) agreed or strongly agreed that trainers and coaches were kind and respectful, almost one-quarter (24.9%) either disagreed or remained neutral, a proportion that should not be overlooked.

! Although many positive experiences were reported, the findings suggest that respectful communication is not yet consistently embedded in all contexts. In multicultural settings, even small gestures or misunderstandings can affect women's sense of dignity, inclusion, and confidence. For those who have experienced discrimination or social exclusion, a lack of kindness from staff can easily retrigger feelings of vulnerability.

*Ad item h)* Despite generally positive expectations, fewer than 40% of participants agreed or strongly agreed that trainers and coaches used respectful language, while nearly half (48.6%) remained neutral, a sign of uncertainty or inconsistency in participants' experiences.

! This suggests that respectful and inclusive communication is not yet a guaranteed standard in all integration settings.

*Ad item i)* Although 42.5% of participants agreed or strongly agreed that trainers and coaches treated men and women equally, more than one-third (33.6%) remained neutral, and 20.3% disagreed, signalling persistent gender imbalances and unequal treatment in some settings.

! This suggests that gender equality, while formally recognised, is not yet consistently practised across integration programmes. Subtle forms of bias, such as prioritising male opinions, assigning traditional roles, or ignoring gender-specific barriers, may still influence the way training sessions are conducted.

### 6.3.4 Learning topics about the culture and lifestyle in the new home country

This section of the questionnaire examines how much participants learned about social, legal, and cultural aspects of life in their new country through integration activities. These questions provide insight into how well the programmes supported practical adaptation, understanding of rights, and social participation. While many women reported gaining valuable information, the results also reveal gaps in awareness and accessibility, showing that integration activities often fail to cover all areas equally or in sufficient depth

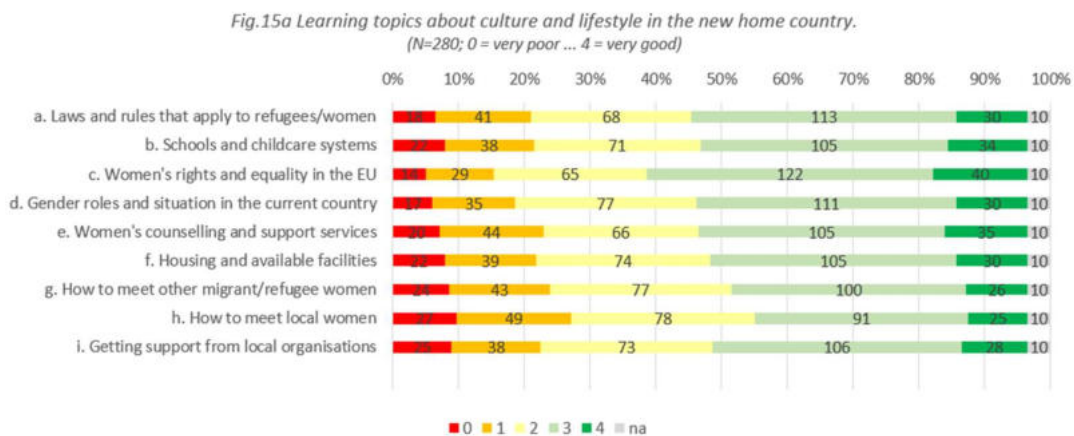
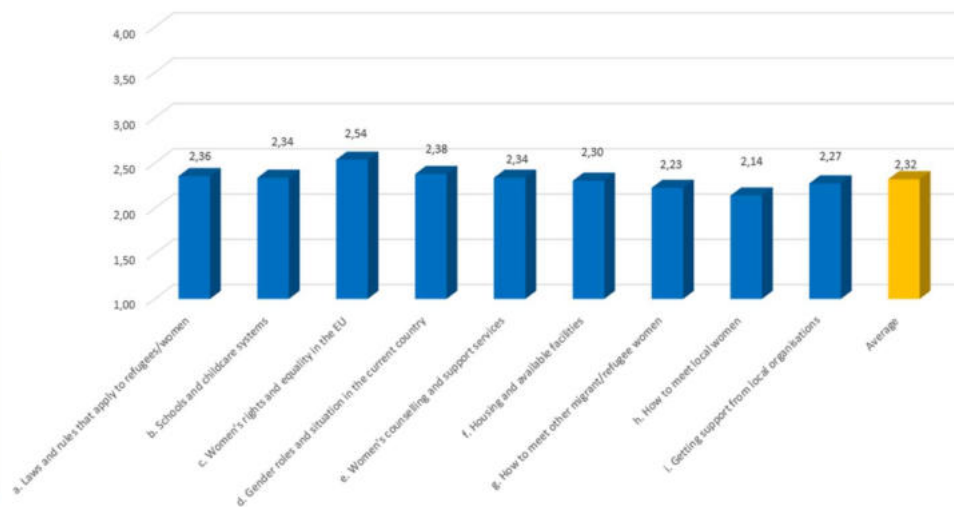


Fig.15b Learning topics about culture and lifestyle in the new home country.  
(N=280; 0 = very poor ... 4 = very good)



*Ad item a)* Just over half of participants (51.1%) agreed or strongly agreed that they learned about the laws and rules relevant to their situation, while nearly 21% disagreed, and a quarter remained neutral.

! This suggests that legal literacy is still unevenly addressed, many migrant and refugee women may not receive clear, practical information about residency rights, employment regulations, or family law, leaving them vulnerable to misinformation or exploitation.

*Ad item b)* Although 49.6% of participants agreed or strongly agreed that they learned about the education and childcare systems, more than one-fifth disagreed, and a quarter remained neutral.

! This points to inconsistent information delivery, particularly problematic for mothers navigating new bureaucratic systems.

*Ad item c)* Just under 58% of participants agreed or strongly agreed that they learned about women's rights and equality in the EU, yet more than one-third were uncertain or uninformed.

! This suggests that while gender equality is emphasised in policy, its practical explanation in integration programmes remains limited.

*Ad item d)* Only 50.3% of participants reported learning about gender roles and the position of women in the host country, while 18.6% disagreed and 27.5% remained neutral.

! This shows that programmes rarely discuss local gender norms openly, even though this knowledge is crucial for successful integration.

*Ad item e)* Barely half of respondents (50%) reported learning about women's counselling or support services, indicating that such resources are not widely promoted or easily accessible.

! For women facing isolation, trauma, or gender-based violence, this lack of information represents a major barrier to seeking help.

*Ad item f)* Only 48.2% of participants agreed or strongly agreed that they learned about housing options and facilities, while 21.8% disagreed and 26.4% remained neutral.

! This highlights an ongoing information gap in one of the most practical aspects of integration.

*Ad item g)* Less than half of participants (45%) reported that they learned how to connect with other migrant or refugee women. This lack of social linkage contributes to ongoing isolation.

! Programmes often focus on technical training but neglect peer support and community-building, which are essential for long-term inclusion and empowerment.

*Ad item h)* Only 41.4% agreed or strongly agreed that they learned how to meet local women, while 27.1% disagreed and 27.9% were neutral, signalling a missed opportunity for social inclusion.

! Interaction between migrant and local women is one of the most effective ways to build trust, cultural understanding, and integration, yet many programmes do not actively create such spaces.

*Ad item i)* Just under half of participants (47.9%) said they learned how to access support from local organisations, while more than 22% disagreed and over a quarter were neutral.

! This reveals that information about local NGOs, women’s shelters, and community initiatives is still not reaching all participants.

### 6.3.5 Learning topics about health issues

This section focuses on participants’ experiences and training related to health, well-being, and safety. These questions assess how integration programmes address the practical, physical, and emotional health needs of migrant and refugee women. The findings suggest that while some participants gained essential knowledge, support remains fragmented and insufficient, particularly in areas related to mental health, women’s health, and trauma recovery.

Fig.16a Learning topics about health issues  
(N=280; 0 = very poor ... 4 = very good)

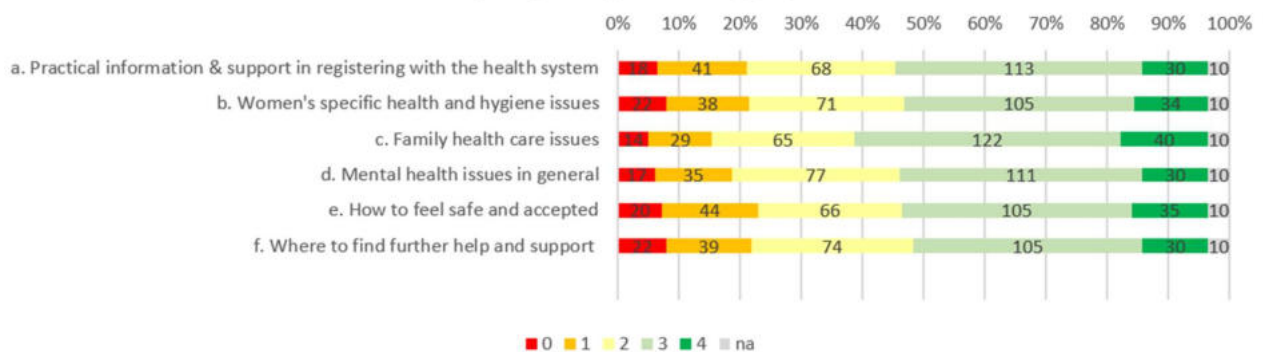
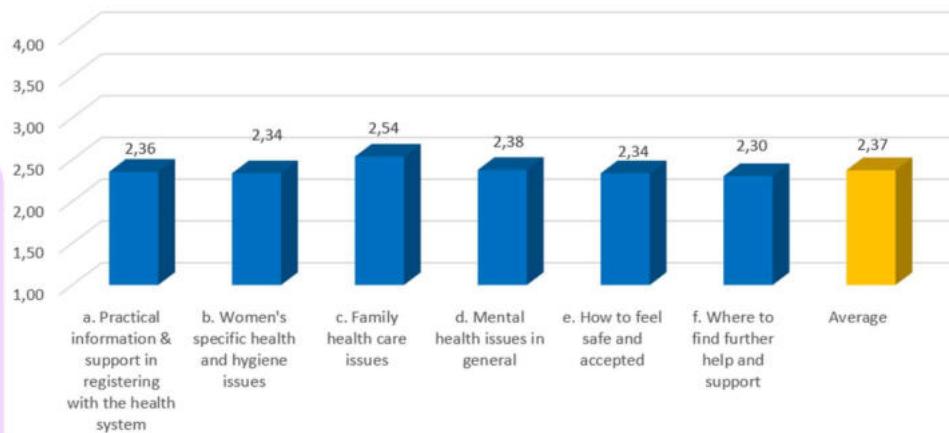


Fig.16b Learning topics about health issues  
(N=280; 0 = very poor ... 4 = very good)



*Ad item a)* Only 46.5% of participants agreed or strongly agreed that they received support with registration in the local health system, while 24.2% disagreed, and a quarter remained neutral.

! This reveals that many migrant women still face administrative and language barriers when accessing healthcare.

*Ad item b)* Fewer than half of respondents (42.9%) agreed that they received training on women's health and hygiene, while 28.9% disagreed and nearly one-quarter remained neutral.

! This indicates that women's health, including topics such as menstrual hygiene, sexual health, or menopause, is still underrepresented in integration programmes.

*Ad item c)* A moderate 48.6% of participants said they received information on family health care, but nearly 22% disagreed, and over a quarter remained neutral.

! This suggests that family health topics are inconsistently covered, particularly those related to family planning, prenatal care, and child health.

*Ad item d)* Only 37.5% of participants agreed or strongly agreed that mental health was addressed in training, while nearly 32% disagreed, and over a quarter remained neutral.

! This highlights a critical gap in trauma-informed support, especially considering the high prevalence of war-related trauma, displacement, and loss among migrant women.

*Ad item e)* Fewer than half of participants (42.9%) agreed that they received support related to feeling safe and accepted, while nearly 27% disagreed, and one-quarter were neutral.

! This reveals that emotional safety and confidence-building are not systematically integrated into training activities. For women who have faced violence, discrimination, or exclusion, this absence represents a missed opportunity for healing and empowerment.

*Ad item f)* Slightly under half of the respondents (48.6%) agreed or strongly agreed that they learned where to seek further help and support, while nearly 23% disagreed, and a quarter remained neutral.

! This indicates that guidance on how to navigate local support systems, NGOs, and crisis services remains insufficient.

### 6.3.6 Support of migrant women in employment and work integration

The final section examines participants' experiences with employment-related support, including access to training, recognition of qualifications, and job search assistance. Employment is a key dimension of social inclusion, yet the results show that many migrant and refugee women continue to face major barriers in entering the labour market. While some participants benefited from counselling or training, structural obstacles such as non-recognition of diplomas, lack of networks, and language barriers continue to undermine equal opportunities. These findings highlight the need for targeted, gender-sensitive labour market measures that value women's diverse skills and experiences.

Fig.17a Support in employment and work integration (N=280; 0 = very poor ... 4 = very good)

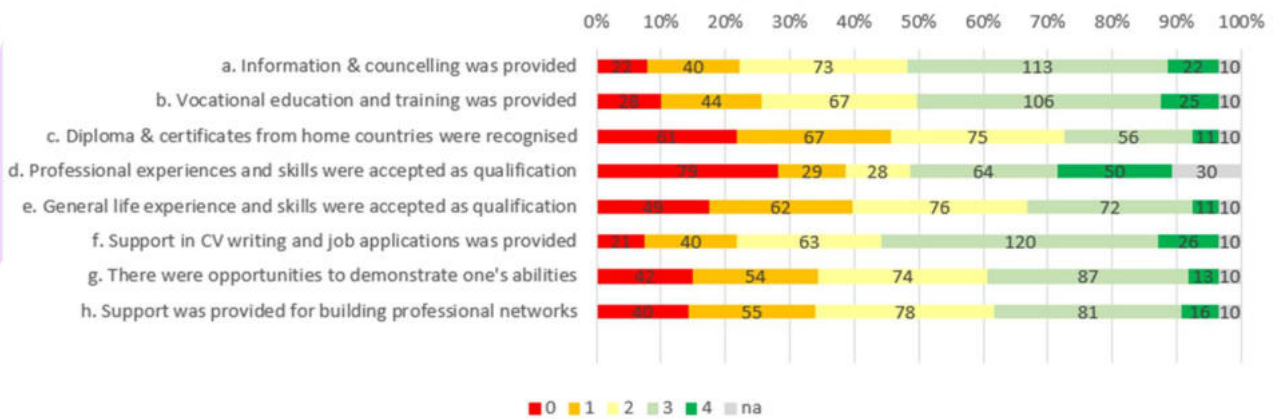
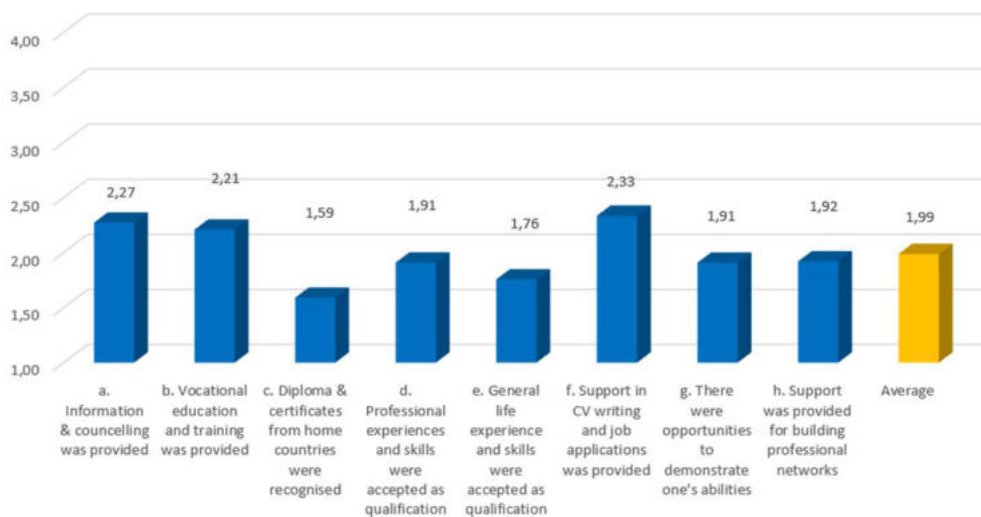


Fig.17b Support in employment and work (N=280; 0 = very poor ... 4 = very good)



Ad item a) Only 48.3% of participants agreed or strongly agreed that they received counselling about job opportunities, while more than 22% disagreed, and over a quarter remained neutral.

! This shows that information about employment options remains fragmented and unevenly available, leaving many women unaware of potential career paths, training options, or labour rights.

Ad item b) Less than half of participants (46.8%) received vocational training or education, while nearly 26% disagreed, and one-quarter remained neutral.

! This suggests that many women still lack access to formal training opportunities needed for employment. Structural barriers such as limited language proficiency, childcare responsibilities, or bureaucratic restrictions often prevent full participation.

*Ad item c)* Only 23.9% of participants agreed or strongly agreed that their foreign diplomas were recognised, while nearly 46% disagreed, and a quarter remained neutral.

! This confirms that qualification recognition remains one of the most significant barriers to employment for migrant and refugee women.

*Ad item d)* Only 29.6% of respondents agreed that their professional experience was recognised, while over 40% disagreed and 26% remained neutral. This shows that many women's informal and care-related skills, often acquired outside formal education, are undervalued.

! Integration policies rarely acknowledge non-formal competencies, resulting in women being channelled into low-paid or unskilled jobs, regardless of prior expertise.

*Ad item e)* Only 29.6% agreed or strongly agreed that their general life experience and skills were recognised, while nearly 40% disagreed, and 27% were neutral.

! This highlights a systemic devaluation of soft skills, such as caregiving, resilience, and multilingualism, which are crucial for the labour market but rarely acknowledged formally

*Ad item f)* Just over half of the respondents (52.2%) received support with CV writing or job applications, but 21.8% disagreed, and nearly one-quarter remained neutral.

! This shows that while some guidance exists, it is often generic and not tailored to women's specific career goals or language abilities.

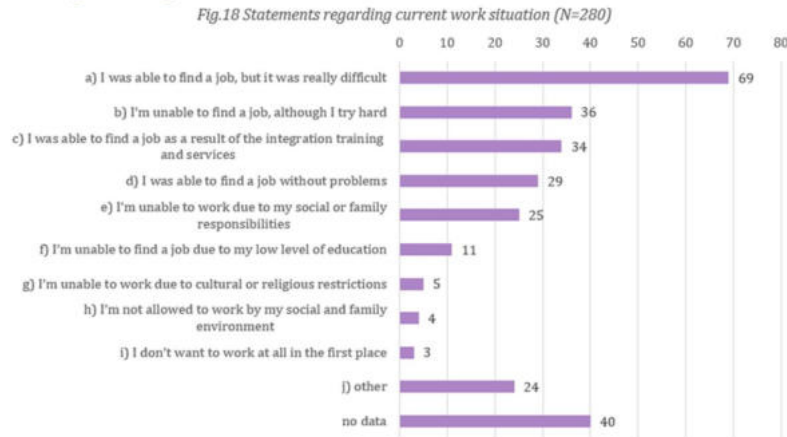
*Ad item g)* Only 35.7% of participants agreed that they had opportunities to demonstrate their skills and abilities, while nearly 34% disagreed, and a quarter stayed neutral.

! This indicates that integration activities often fail to include practical assessments, internships, or volunteering, which could help women showcase their competencies.

*Ad item h)* Only 34.6% of participants reported being able to build professional networks, while nearly 34% disagreed and 28% were neutral.

! This reveals that networking, a crucial step towards employment, is often neglected in integration programmes.

### 6.3.7 Statements regarding current work situation



The largest group of women, 69 (24.64%), stated that they eventually *did find a job but that it was very difficult*; the next largest group, with 36 individuals (12.86%), said that they *did not find a job despite trying hard*. A total of 34 (12.14%) women said they *found a job with the help of integration programmes*, while another 29 (10.36%) said they *found a job without any problems* (although we did not ask what kind of job this was). A group of 25 (8.93%) indicated that their *family or social responsibilities prevented them from taking up employment*. Only 11 (3.93%) said that they *did not find a job due to their low level of education*, which is not surprising given that the educational level in the sample was quite high (see section 6.2.5). A total of 9 (3.21%) individuals stated that *their religious, cultural, familial, or social frameworks did not allow them to pursue a profession*. Only 3 (1.07%) women said that they *did not want to work at all*. For 24 (8.57%), none of the predefined statements applied, and 40 (14.29%) *did not provide any information* on this topic.

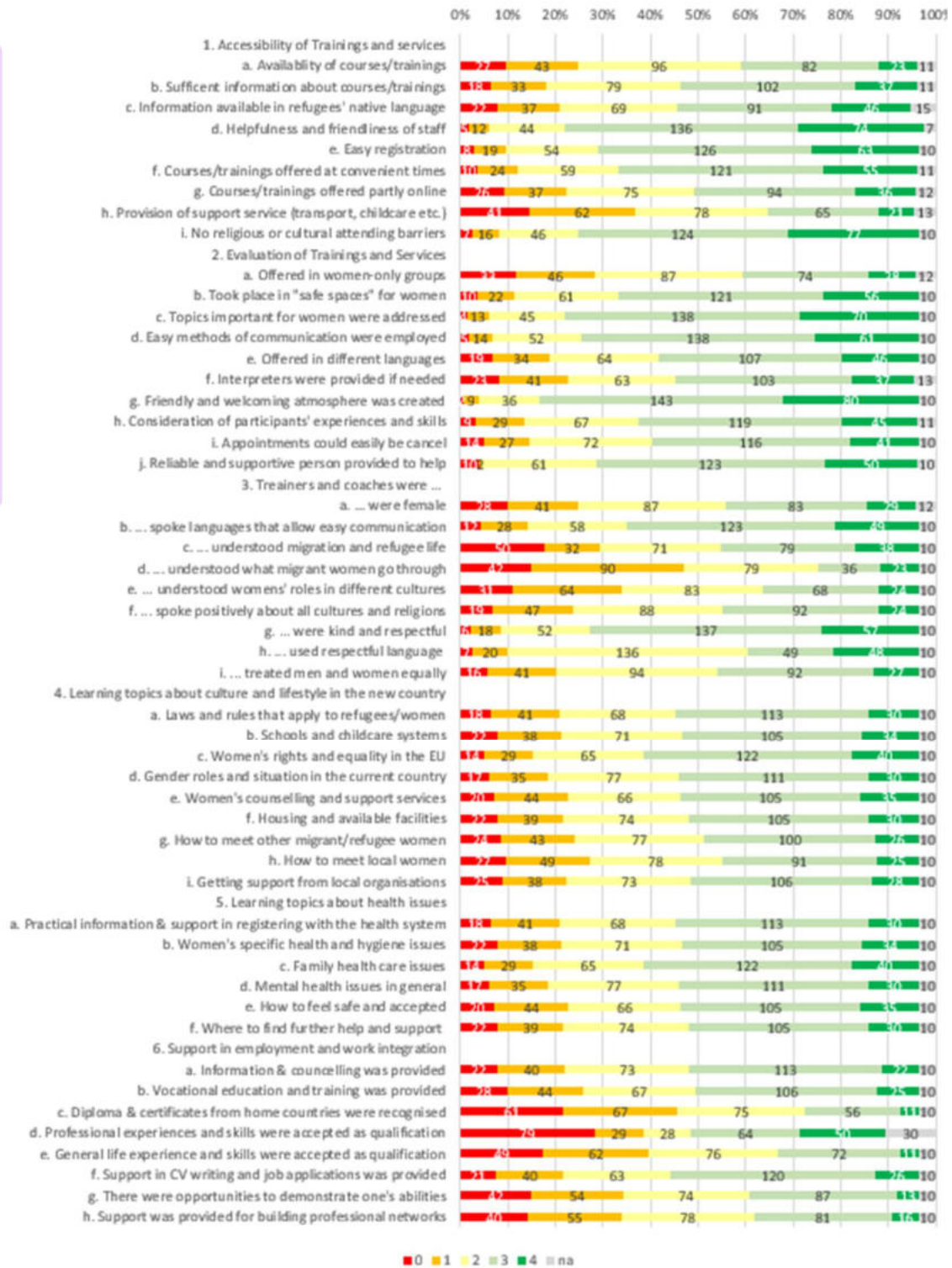
### 6.3.8 Conclusion of the online questionnaire analysis

Fig. 19 gives an overview of the evaluation results of the online questionnaire. They confirm and deepen the insights gained through qualitative interviews. Across all seven partner countries, refugee and migrant women demonstrate strong motivation to integrate, learn, and contribute. However, their participation continues to be shaped by structural and practical barriers — limited childcare support, inconsistent recognition of qualifications, insufficient information, and a lack of cultural and gender sensitivity in training delivery.

Respondents generally evaluated staff attitudes, course accessibility, and the welcoming atmosphere positively. Yet the findings clearly show that equality in access does not necessarily translate into equality in outcomes. Many women still face obstacles in turning training participation into real employment or stable inclusion.

Overall, the analysis underscores that integration programmes must go beyond formal availability and focus on real usability, flexibility, and emotional safety. The data reveal a strong foundation for improvement — women are willing, capable, and resourceful, provided that systems recognise their realities and support them in practical and human ways.

Fig19. Overview of Online Evaluation of Integration Training and Services (N=280; 0 = very poor ... 4 = very good)



## 7. Conclusions and recommendations

### 7.1 Conclusions

The *HERoic Tracks European Survey Report* highlights the complex realities faced by refugee and migrant women across Europe in their efforts to integrate socially, culturally, and economically. Through both interviews and an online questionnaire, the research confirms that women show a high level of motivation, resilience, and willingness to participate in education, work, and community life.

Despite these strengths, their integration pathways remain hindered by structural barriers such as limited childcare support, inconsistent recognition of qualifications and previous experience, language and digital barriers, and the absence of tailored, gender-sensitive services. Many women also experience subtle discrimination or stereotyping, particularly when seeking employment or professional recognition.

At the same time, the findings show encouraging signs: most participants experienced respectful treatment, a welcoming atmosphere, and access to training environments perceived as safe and supportive. Courses addressing women-specific topics and delivered in multiple languages were especially valued. Initiatives involving cultural mediators and women-only groups proved particularly effective in building trust and engagement.

However, equality in access has not yet resulted in equality in outcomes. Many women continue to struggle to translate participation in training programmes into stable employment or sustainable independence. To achieve genuine inclusion, integration measures must become more flexible, human-centred, and responsive to the lived experiences of women.

Overall, the study underscores the need for integration systems that recognise women's potential, value informal and care-related skills, and create culturally safe, empowering spaces. With appropriate support and recognition, refugee and migrant women can and do make significant contributions to their host societies — turning structural challenges into opportunities for collective resilience and inclusion.

#### Lessons learned:

- Structural equality does not guarantee effective inclusion; programmes must adapt to real-life circumstances.
- The combination of quantitative and qualitative data provides a fuller understanding of integration realities.
- Collaboration with NGOs and local communities remains crucial for reaching vulnerable women.
- Small, human-centred adjustments, such as empathy, flexibility, and recognition, make the greatest difference.

By applying these lessons, future initiatives can move from theoretical equality to practical empowerment, ensuring that every woman, regardless of origin, can participate fully in social, cultural, and economic life.

## 7.2 Recommendations

Based on the combined findings from interviews and the online questionnaire, several key recommendations and lessons emerge for improving integration policies and practices for migrant and refugee women in Europe.

1. *Simplify and Humanise Access to Services:* Information must be clear, multilingual, and user-friendly. Employing cultural mediators and using diverse communication formats (visuals, videos, social media) ensures that information reaches women with different literacy and language levels. Key indicators could be:
  - *Service providers' external communication highlights women as a key target group and makes clear they are welcome*
  - *Sign-up forms are straightforward and ask for as little paperwork as possible*
  - *Information is clear and avoids official or overly technical wording*
  - *Information is provided in the languages spoken by the communities to be reached*
  - *Information is provided online and in print version*
  - *Simple visuals (icons, infographics, storyboards, short videos) help people with low literacy*
  - *Information is shared through channels refugee women actually use, such as WhatsApp, Facebook, and TikTok*
  - *Cultural mediators, interpreters, or trusted community members are available to guide people through different services and processes*
  - *Sign-up forms are straightforward and ask for as little paperwork as possible*
  - *Staff check understanding by asking participants to explain the key points back in their own words*
  - *Regular feedback loops with migrant women on communication and processes of the services*
2. *Invest in Training of Trainers and Staff:* Trainers and counsellors require ongoing training in intercultural competence, gender equality, and trauma-informed approaches. Understanding the lived realities of migrant women is essential for building trust and inclusion.
  - *Hiring practices aim for diverse, gender-balanced teams, including persons with migrant/refugee biography*
  - *Staff get regular training on working with people from different cultures*
  - *Staff get regular training on gender equality and gender-sensitive ways of working*
  - *Staff learn how to recognise and respond to trauma as part of their ongoing training*
  - *There are chances for staff to reflect on their own biases and assumptions*
  - *Staff work with refugee women or community experts to better understand their needs*
  - *Staff can access supervision or coaching for complex situations*
  - *Staff are assessed on how well they create inclusive, supportive environments*
3. *Strengthen Gender-Sensitive Design:* Integration programmes should systematically consider women's specific needs, particularly overcoming participation barriers and addressing women's needs and realities. Gender-sensitive planning improves attendance, engagement, and long-term outcomes.
  - *Spaces and facilities are created in a way that make women feel welcome and comfortable*
  - *Services use gender- and culturally sensitive language, materials and curricula*
  - *Services offer different schedule options (evening, weekend, hybrid)*

- *Services are accessible for mothers with babies and young children (e.g., by providing free or low-cost childcare etc.)*
  - *Other barriers to women's participation (mobility, social/cultural background etc.) are regularly assessed and addressed*
  - *Content reflects women's everyday experiences and needs (deal with reality, not with idealised topics)*
  - *Support for victims of past or current gender-based violence is provided*
  - *Mental health issues commonly experienced by female migrants are addressed*
  - *General health issues are addressed (nutrition, hygiene, vacation etc.)*
  - *Reproduction and maternal health needs are addressed*
  - *Culturally specific gender roles in both the country of origin and the host country are addressed*
  - *Legal rights of women are addressed*
  - *Cooperation with external experts in different fields is given*
  - *Migrant women help shape the programme through consultations or advisory groups*
4. Promote Safe and Empowering Spaces: Women-only and culturally safe environments encourage participation, self-expression, and healing from trauma. These spaces should be standard practice in all integration projects.
- *Women-only spaces or groups are offered*
  - *Environments are set up to be trauma-sensitive and culturally safe*
  - *Confidentiality is explained clearly at the start of activities*
  - *Staff are trained to notice and respond to emotional or safety concerns*
  - *Women can share experiences and build confidence through empowerment activities*
  - *Programmes include opportunities for refugee women to take on leadership roles*
  - *Feedback channels allow women to safely report any discomfort or concerns*
  - *Physical spaces provide needed privacy, such as rooms for counselling*
  - *Safety policies protect women from harassment or discrimination*
  - *Well-being, empowerment, and safety outcomes are tracked and used to improve programmes*
5. Recognise Prior Knowledge and Informal Skills: Recognition procedures should include informal competences, life skills, and practical experience. Simplified, low-cost validation mechanisms would allow women to build careers that reflect their true qualifications.
- *Recognition of prior learning knowledge and informal skills is part of integration policy and supported by all staff*
  - *Intake assessments include informal work, caregiving, and community activities*
  - *Tools are available to map informal and transversal skills*
  - *Skills validation processes exist*
  - *Skills validation processes are free or low-cost*
  - *Work samples, portfolios, and practical demonstrations are accepted as proof of skills*
  - *Staff are trained to spot transferable skills from different cultural backgrounds*
  - *Women receive guidance on how their experience fits local job fields*
  - *Recognition results can be used across different institutions*
  - *Women are supported in gathering documentation even when official papers are missing*
  - *Homemaking, caregiving, and community leadership are recognised as valuable skills*

- *Recognition pathways are regularly checked for gender bias*

6. Link Integration with Employment Pathways: Integration activities should be connected to real job opportunities through mentorships, internships, and partnerships with employers. Recognition of women's prior experiences must be aligned with labour market needs.

- *Career counselling is adapted to women's goals and the local job market*
- *Local networks include employers open to hiring women from diverse backgrounds*
- *Mentorship programmes connect women with female professionals*
- *Internships, job shadowing, and volunteer options are available*
- *Training content matches local labour market skill needs*
- *Prior learning experiences are directly translated into job opportunities*
- *Relevance of soft skills are taken into consideration*
- *Efforts are made to reach compromises on cultural, religious, and dietary customs between female migrants and employers*
- *Employers receive guidance on inclusive hiring practices for refugee women (e.g. how to compromise regarding cultural, religious, dietary customs of both)*
- *Women get support with job applications, CVs, and interview preparation*
- *Barriers to employment (such as childcare, confidence, cultural backgrounds, transport etc.) are actively addressed*

7. Support Digital and Social Inclusion: While digital tools expand access, many women lack devices or skills. Programmes should include digital literacy training and provide offline alternatives. Equally, fostering peer and community networks reduces isolation and builds resilience.

- *Digital literacy training is offered at different levels and adapted for beginners*
- *Devices, data packages, or safe internet access points are provided or arranged*
- *Offline options are available for any digital-only process*
- *Staff give hands-on help with devices and apps*
- *Activities are designed to build peer networks and reduce isolation*
- *Networks are diverse in terms of nationality, cultural and social background*
- *Special focus is on fostering interaction between migrant and non-migrant populations*
- *Community-building events, online or in person, are included*
- *Social and digital inclusion outcomes are tracked and used for planning*
- *Women's feedback is used to improve digital tools, platforms or analogue networks*

## 8. Annexes

### 8.1 HERoic Tracks: Guided Interview Form

0.1 Country code:	0.2 Interviewee N°:	0.3 Date:	DD/MM/2025	0.4 Starting time:	HH:MM
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*(please insert before starting each interview)*

**1. Personal experiences:** When answering the next questions, please think primarily of the experiences you have had during the course of your integration counselling and training

1.1 During the various phases of your formal integration process, have there been situations in which you as a woman have felt discriminated against, disadvantaged, threatened, etc.?

- Did you perceive any differences in the way you were treated compared to male individuals, and how did that affect you?

- E.g., at the initial registration and admission, during counselling or training sessions

- Can you please briefly describe these situations?

- By whom did you feel discriminated against

- Etc.

1.2 Did you feel that the services and training were specifically tailored to your needs as a woman?

- Were you counselled and trained mainly by women? If not, would you have liked that?

- Did the services and training take place in safe spaces, or did you feel uncomfortable there? What were the main threats?

- Were you informed about topics that are specifically relevant to women, e.g. health and hygienic, prenatal and maternal care, childcare, etc.?

- Etc.

1.3 Did you feel that you were treated well and respected as a woman, according to your personal, cultural, social, religious, etc. values and standard?

- Were your cultural and social position as a woman acknowledged and respected in the way you were treated?

- Were there religious standards or norms that were not considered in your treatment as a woman?

- Do you feel that you are treated better, equally or worse in your host country than women in your country of origin? Please explain briefly.

1.4 Was anyone interested in your formally or/and informally acquired knowledge and skills, and did they play a role in integration and education programmes?

- Did anyone ask for your official school or job certificates and diploma and what role did they play for your integration?

- Did anyone ask for your informally acquired knowledge and skills and your life experience (e.g., in the household, as mother etc.)? Did they play a role in your integration into society and work life?

- Was integration into the labour market an issue at all for you? Why or why not? What were the hurdles and how were they overcome?

- Etc.

1.5 Was it easy for you to receive all relevant information and have access to all services?

- Were there social/language barriers?

- Did someone prevent you from receiving information and services, attending courses, etc? Who and why?

- Was it possible for you to combine services and training with your family care responsibilities (if any); e.g., being offered flexible schedules or remote service, etc.)

- What other barriers did you face?

1.6 What should be improved in the integration measures, especially for women? Please feel free to suggest and encourage anything!

**2. Personal data**

2.1 Country of origin:

- \_\_\_\_\_
- prefer not to say

2.1.1 Additional information to the cultural background (if any and of relevance):	<input type="radio"/> _____	
2.2 Age in years:	<input type="radio"/> less than 30 <input type="radio"/> 30-50 <input type="radio"/> more than 50 <input type="radio"/> prefer not to say	
2.3 Family status:	<input type="radio"/> single <input type="radio"/> engaged/married <input type="radio"/> divorced/separated <input type="radio"/> widowed <input type="radio"/> other (please insert): _____ <input type="radio"/> prefer not to say	
2.4 Children (still living in the household):	<input type="radio"/> none <input type="radio"/> 1-2 <input type="radio"/> 3 and more <input type="radio"/> prefer not to say	
2.5 Level of highest formal education:	<input type="radio"/> none <input type="radio"/> primary school <input type="radio"/> secondary school/college <input type="radio"/> higher education <input type="radio"/> other (please insert): _____ <input type="radio"/> prefer not to say	
2.6 Occupation/profession:	<input type="radio"/> yes (please insert): _____	2.6.1.: Years of working experience: (in general) <input type="radio"/> less than 1 year <input type="radio"/> 1 to 2 years <input type="radio"/> 3 to 5 years <input type="radio"/> more than 5 years
	<input type="radio"/> no <input type="radio"/> prefer not to say	
2.7 Years in the current country of residence:	<input type="radio"/> 1 to 3 years <input type="radio"/> 4 to 5 years <input type="radio"/> more than 5 years	
2.8 Legal status of residence:	<input type="radio"/> refugee status <input type="radio"/> subsidiary protection <input type="radio"/> asylum seeker <input type="radio"/> legal residence status (e.g., key worker, family reunion etc.,) <input type="radio"/> other: _____	
2.9 Receipt of formal integration and training services (in approximate hours):	<input type="radio"/> less than 100h <input type="radio"/> 100h up to 300h <input type="radio"/> 300h and more	
2.10 Additional information, comments, etc. (if any):		

Thank you so much for your time and effort! Your answers are an extremely valuable contribution to your project work and its main aim of improving integration services and training for women!

## 8.2 HERoic Tracks: Online Questionnaire

### 0. Introduction

**How Can Europe Better Welcome and Support Women Migrants and Refugees? [select language?]**

Please help the EU **improve its integration programmes** for women!

Are you ...

- a migrant or refugee woman aged 18 or older?
- living in the EU for at least 1 year?

- Have you **participated in integration programmes** (training, services, etc)

If yes, please be so kind to complete this questionnaire.

You don't need to **write – just choose answers!**

Your answers are **anonymous and will stay private.**

Thank you so much for your time and support!

**PLEASE SHARE THIS QUESTIONNAIRE WITH OTHER WOMEN YOU KNOW!**

This survey is conducted by the EU Project HERoic Tracks ([www.heroic-tracks.eu](http://www.heroic-tracks.eu)). The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. About You...	
a. Which country do you live in now?	<input type="radio"/> [drop down list]
b. What country are you from?	<input type="radio"/> [drop down list]
c. How old are you?	<input type="radio"/> 18-30 <input type="radio"/> 31-50 <input type="radio"/> more
d. How many years have you lived in the current country?	<input type="radio"/> 1 to 3 <input type="radio"/> 4 to 5 <input type="radio"/> more
e. What is your higher-level education?	<input type="radio"/> none <input type="radio"/> primary school <input type="radio"/> lower-secondary school <input type="radio"/> higher-secondary school <input type="radio"/> university or higher <input type="radio"/> other
f. Did you have a job or profession in your home country?	<input type="radio"/> yes, fully <input type="radio"/> yes, partly <input type="radio"/> no
g. What kind of support or training have you joined? (multiple answers possible)	<input type="radio"/> Counselling and administration in general <input type="radio"/> Language learning <input type="radio"/> Civic and cultural training <input type="radio"/> Basic skills and knowledge <input type="radio"/> Digital skills <input type="radio"/> Job training and counselling <input type="radio"/> other
h. How many hours of training/support have you received? (rough estimate)	<input type="radio"/> less than 100 hours <input type="radio"/> 100 to 200 hours <input type="radio"/> 300 to 400 hours <input type="radio"/> more than 400 hours <input type="radio"/> not sure

2. How easy was it for you to join the training and services?	0 = not at all much						5 = very		Not applicable
	0	1	2	3	4	5			
a. There were enough courses/trainings available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. I got enough information about the courses/trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. The staff were helpful and friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. I got information in my language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. It was easy to register	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Training was at a good time for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Training and services were partly online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. I got help with access (transport, childcare, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. There were no religious or cultural barriers for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. The training and services ...	0 = not at all						5 = very much		Not applicable
	0	1	2	3	4	5			
a. Were offered in women-only groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Took place in "safe spaces" for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Addressed topics important for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Used easy ways of communication (text, pictures, videos, internet, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Were offered in different languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Provided interpreters if needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Created a friendly and welcoming atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. Took my personal and professional experiences and skills into consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. Could be cancelled easily, if there was a valid reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j. Provided a reliable and supportive person to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4. Trainers and coaches ...	0 = not at all						5 = very much		Not applicable
	0	1	2	3	4	5			
a. Were all women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Spoke languages I could easily communicate in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Understood migration and refugee life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Understood what migrant women go through	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Understood women's roles in different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Spoke positively about all cultures and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Were kind and respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. Used respectful language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. Treated men and women equally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5. About culture and life in the new country, I learned about...	0 = not at all						5 = very much		Not applicable
	0	1	2	3	4	5			
a. Laws and rules that apply to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Schools and child-care systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Women's rights and equality in the EU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Gender roles and situation in the current country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Women's counselling and support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Housing and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. How to meet other migrant/refugee women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. How to meet local women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. Getting support from local organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6. Regarding health issues, I received training and support in ...	0 = not at all						5 = very much		Not applicable
	0	1	2	3	4	5			
a. Practical information and support in the registration process to the local health system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Women's specific health and hygiene issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Family health care (family planning, pregnancy, prenatal and postnatal care, babies, children, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Mental health issues in general (trauma treatment, dealing with stress, sadness, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Feeling safe and accepted (domestic violence, feeling excluded, building confidence, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

f. Where to find further help and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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7. Regarding employment and work ...	0 = not at all						5 = very much	Not applicable
	0	1	2	3	4	5		
a. I received information and counselling about different job opportunities in the current country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I received vocational training and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Diploma and certificates from my country were recognised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My professional experience and skills were accepted as qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My general life experience and skills were accepted as qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I received support in writing my CV and applying for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I was given the chance to demonstrate what I'm capable of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I was able to build up professional networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Please select all statements applicable to your situation (multiple answers possible)	<input type="radio"/> I was able to find a job without problems <input type="radio"/> I was able to find a job, but it was really difficult <input type="radio"/> I was able to find a job as a result of the integration training and services <input type="radio"/> I don't want to work at all in the first place <input type="radio"/> I'm unable to find a job, although I try hard <input type="radio"/> I'm unable to find a job due to my low level of education <input type="radio"/> I'm unable to work due to my social or family responsibilities <input type="radio"/> I'm unable to work due to cultural or religious restrictions <input type="radio"/> I'm not allowed to work by my social and family environment <input type="radio"/> other							<input type="radio"/>

Thank you so much for your time and effort! Your answers are an extremely valuable contribution to our project work and its main aim of improving integration services and training for women!



# HER<sup>♀</sup>ic Tracks

## European Survey Report



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the European Union

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