



## Migrant Learners' Unit, Ministry for Education and Employment

Accessing Compulsory Education: support and services offered by the Migrant Learners' Unit

The Migrant Learners' Unit (MLU) was set up within the Ministry for Education and Employment (MEDE) and promotes the inclusion of newly arrived migrant learners into the education system. As part of its remit, the MLU strives to equip itself with the knowledge and tools to best support schools, newcomer learners and their families. Schools as well as entities, such as the Institute for Education and the MLU, are undertaking significant steps to provide high level continuous professional development (CPD) to improve the level of preparedness of the educational staff in tackling the needs of learners and to promote a culture of dialogue and democratic values whilst creating a space for community building at the national level.

In the area of compulsory education, newly arrived migrant learners can access education in primary, middle and secondary schools. They are entitled to all national support services available to Maltese students.

### New Language Hub

In cases where the newcomer learner is not yet communicative in basic Maltese and English, the learner is enrolled for a one-year induction course which is held during mainstream school hours. This course is held in over 20 schools with transport being provided should the learner be enrolled to follow the induction course at a school outside the locality of residence. During the scholastic year 2019-2020, a new Hub at Naxxar will be offering an induction course for middle and secondary school aged newcomer learners who are still not yet communicative in basic Maltese and English.

### Recruitment and Upskilling of teachers

Since 2011, the Ministry for Education and Employment (MEDE) has been leading a number of EU co-funded projects mainly through the Integration Fund (IF), the European Refugee Fund (ERF) and currently the Asylum, Migration and Integration Fund (AMIF). Most of these projects and especially those referred to as Language Learning and Parental Support for Integration Projects (LLAPSI 1, 2, 3 and LLAPSI+) include the recruitment and upskilling of teachers who support migrant



learners, the procurement of teaching resources and the development of learning and assessment tools.

### Community Liaison Workers

The LLAPSI+ Project also includes the recruitment of nine Community Liaison Workers (CLWs) who act as a bridge between the home and the school. The CLWs support schools in various outreach initiatives and dissemination of information. They meet parents and facilitate awareness of schooling provision and further opportunities. The interventions of the CLWs support schools not only by offering language interpretation but more importantly by providing an interpretation of diverse cultural parameters that might affect the behavior and thus the education of newcomer learners.

## EMN MT ANNUAL CONFERENCE

The Maltese European Migration Network (EMN) National Contact Point will be holding its Annual Conference on the 16th October 2019 at The Palace, Sliema. This conference with the theme 'Inclusion and Empowerment of Migrant Students' is being held in collaboration with the Ministry of Education and Employment. It will provide an overview of the educational support and opportunities offered by the Maltese Government and other Member States to migrant learners.

Those who are interested to attend may write to Ms Anna Catania on [anna.m.catania@gov.mt](mailto:anna.m.catania@gov.mt) and we will send the agenda and registration form. The registration form must be submitted by not later than the 9th October 2019.



# TandEM: Towards Empowered Migrant Youth in Southern Europe

International Organization for Migration

TandEM is a regional project, funded by the Asylum, Migration and Integration Fund (AMIF) of the European Union, and implemented by the International Organization for Migration. Its core goal is to build bridges between migrant and local youth in order to promote the dialogue, the mutual understanding and the cohesion necessary for societies to flourish.

The project aims to foster active engagement of young third country nationals and their Southern European peers in building more inclusive societies in Croatia, Cyprus, Greece, Italy, Malta and Spain. Through its different components, the project works to enable young migrants' active participation in shaping the discourse about migration and diversity; and to foster the access to and integration of

tuition fees and a shortage of funding opportunities. This and other findings will be discussed with students in open dialogues taking place in early October both at the University of Malta and at



young migrants into more inclusive higher education.

In Malta, the project has focused on three main pillars. First, understanding the situation of young migrants at higher education, both refugees and asylum seekers and other third country nationals regularly residing in Malta. The TandEM Regional Study on barriers to access and success in higher education has revealed that the main barriers faced are related to high

The Malta College of Arts, Science and Technology (MCAST). These open discussions will be led by students and were designed and organized together with several students' associations on campus, including the Kunsill Studenti MCAST, the Kunsill Studenti Universitarji and Spark 15, to name but a few.

Second, the project also aims to promote integration through intercultural exchange and interfaith awareness. For

that end, one interfaith dialogue session took place in May at MCAST and, in the beginning of the upcoming academic year, another will be organized at University, an event where social issues of relevance for youth will be addressed through an interfaith perspective.

However, TandEM goes beyond the formal settings of higher education institutions and into the lives of the young people the project is made for and together with. For that end, world music jam sessions have been organized late last academic year and will continue to take place in the coming one.

Finally, a social media campaign links all these aspects together and brings the dialogue forward to the digital world, where young people engage actively in sharing positive stories and experiences of migration; and conversing through words and images about diversity and inclusion.

Find out more at:

Web: <https://iomintandem.com/>

FB: @IOMTandEMalta

# UpGrad\_Me, or Self Branding through a video CV to enhance migrant Youths employability

Regine Psaila, President and Project Coordinator - African Media Association Malta

The concept of self-branding, usually related to businesses, found its place into the plan of the African Media Association Malta to support migrant youths for their job enhancement skills.

It all started when a two year assessment of our regular target groups highlighted the need to innovate and go beyond the Curriculum Vitae (CV) writing. The youths assisted by the Association, mainly African migrants, were in possession of a CV written for them by someone else, but they lacked the basic digital skills necessary to use the Europass template to edit or update it.



The aim was to create a tool that would have a double impact, not only on the migrant youth in search of better job opportunities, but as well as on some employers, struggling with natural bias.

The idea behind the project was to be able to harness the power of their mobile phone, and to use it to its full potential, by taking advantage of the free apps available.

The project focused on the use of the Google apps preloaded in all mobile phones such as Gmail, Maps, Drive and the Youtube channel.

Most of all, the migrants learnt to write their CV using the Europass template. The innovative element that made this project unique was the creation of a video CV.

Using a simple mobile phone video editor app, migrant youths were



challenged with their communication and language skills, both skills are vital when preparing for a job interview. Through this exercise, they learnt the importance of self-confidence, grooming, eye contact, or even the power of a smile.

Supporting migrant youths is an everyday challenge so the Association is always working in the direction to enhance their integration process. In this regard, the Association is working in partnership with a consortium of 11 EU organisations. In the coming months, the Association will kick off two projects dealing with the dangers of illegal migration, both projects will use the social media as a literacy tool.





## Open on-line Course - Caring for Children Moving Alone: Protecting Unaccompanied and Separated Children

LJILJANA CUMURA, Community-based researcher

Around the world, thousands of children are travelling across and between borders as unaccompanied and separated refugee and migrant children. These children and young people retain their universal rights and have the right to protection. According to UNICEF, between 2015 and 2016 at least 300,000 unaccompanied and separated children undertaking dangerous journeys and moving across borders, were registered in 80 different countries. Lacking the protection of primary caregivers, these children are at heightened risk to all forms of violence including trafficking, sexual exploitation, forced labour, physical abuse and torture. They face homelessness, poor health and psychosocial issues, malnutrition, fear, loneliness and even death. Providing the most suitable alternative care for these children is vital – offering them a protective and caring environment.

With the aim of improving the provision of suitable care and the manner in which it is offered, the Centre for Excellence for Children's Care and Protection at the University of Strathclyde, Scotland, backed by 16 leading international humanitarian and children's rights organisations, have created a specialized dynamic Massive Open Online Course: "Caring for Children Moving Alone: Protecting Unaccompanied and Separated Children". This new and unique online course aims to increase the knowledge and support improved practice of frontline workers and others who make decisions about the care and best interest of children on the move.

The course is free and it is available in English, Spanish, French and Arabic to anyone with a responsibility for responding to the care and protection needs of unaccompanied and separated children and young people. This course explores how to offer the best possible alternative care, protection and support to unaccompanied and separated children on the move, through



lectures, discussions, quizzes, movies and personal stories amongst others. The course topics deal with the different risks, needs and vulnerabilities that children and young people on the move face, case management, the skills of care workers, children participation, guiding principles, family reunification etc. Learners can share ideas, concerns and examples of good practice with other learners across the world.

The second round of learning started on 2nd September 2019, but anyone interested can join at any time. Learners will be able to learn at their own pace, during the six-week (each weekly module contains approximately 2 hours of on-line learning with an optional 2 hours of reading).

The course is available on: [www.futurelearn.com/courses/caring-for-children-moving-alone](http://www.futurelearn.com/courses/caring-for-children-moving-alone)



*This publication has been funded with the support from the European Commission. It reflects the views only of the author, and the European Commission cannot be held responsible for any use that may be made of the information contained therein.*

EMN National Contact Point (NCP) Malta  
Third Country National Unit  
T: +356 2291 8205 | E: [emn.ncp@gov.mt](mailto:emn.ncp@gov.mt)  
[www.homeaffairs.gov.mt](http://www.homeaffairs.gov.mt)