**QUASER**

**Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees**

# Comprehensive and Comparative Report
Work processes implemented in the Centres hosting asylum seekers and refugees in Italy, Spain, Greece and Sweden

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# Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees

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# Contents

# Executive Summary

This report is developed in the context of the QUASER project - Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees - funded by the European Union (EU) Erasmus+ Programme.

**Introduction:** More than one million migrants and refugees crossed into the EU in 2015, sparking a crisis as countries struggled to cope with the influx, and creating division in the EU over how best to deal with resettling people. A number of services/organisations for protection of Asylum Seekers and Refugees (ASRs) are active in the reception centres across Europe. ASRs operator as a profession has much to offer in these services, as help with the practicalities and response to the complex needs of ASR. However, in most EU countries there is not a formal recognition of the ASR operators' skills and competences and no specific registries/accredited boards or quality professional labels exist, although their capacities are largely contributing to the success of the protection system for ASRs.

**Objectives:** The "Comprehensive and Comparative Report on work processes implemented in the Centres hosting asylum seekers and refugees" aims: to analyse in depth the working processes within centres hosting ASRs, and European and national legal framework; to underline the commonalities among the four project partner countries (Greece, Italy, Sweden and Spain); to form the basis for identifying the key competencies needed to be enhanced.

**Methodology:** A two-phase methodology was used. The first phase was the composition of the National Reports based on desk research by the partners aiming to understand the external/internal environment and the working procedures in centres hosting ASRs. The second phase included the completion of a research questionnaire (field research) by ASRs operators working at hosting centres, aiming at identifying key competences and skills needed for the provision of quality services in relation to level of importance of the working processes described in the national reports. Results of both desk and field research were combined to produce this report.

**Results:** Regarding desk research, the European legal framework referred to refugees and their rights, social benefits and asylum procedures as well as the reception standards and procedures applied on ASR hosting centres were recorded. Moreover, the national legal framework implemented in each partner country was outlined in the report. The organizational issues on reception and accommodation facilities and the professions occupied in hosting centers are

almost similar among countries, however, the main differences are focused on the number of services deal with ASRs (e.g., more than one in Greece, Italy and Spain and just one in Sweden), the way that the decisions are made and the ASRs operators' qualifications and training.  In all countries, cooperation among different services was declared but the cooperation status differentiates in each country. Concerning the field research, a total of 73 questionnaires were completed by ASR operator working at centres hosting ASRs in four partner countries. The questionnaires were registered in a database designed in the context of research. The results were interesting in terms of different needs for improvement among partner countries. According to the data collected, the key competences/skills needed to be improved are:

- *Greece:* Ability to pay attention to things said/reported by ASRs; ownership of psychology operational methodologies and psycho-social support methodologies; appropriate language skills and ability to translate and provide interpretation of complex concepts; understanding of the cultural background and of the specific life experience of each ASR; capacity to help with procedures to access education and labour inclusion.

- *Italy:* Ability to: interact with the local services and community and to strengthen the work with the network of local services; foster pro-activity and independence of the ASRs in connecting with the local community; identify victims of trafficking in human beings and to detect the existence of special needs and potential physical and/or mental vulnerabilities; design appropriate tailored plan for labour inclusion based on the skills analysis/balance; arrange for a varied set of housing solutions taking in consideration co-housing, social condominium, co-construction.

- *Spain:* Knowledge of foreign legislation and asylum; information about social and working resources; knowledge about admission, extension of stay and request for aid procedures; participation in networks and community activities; accompaniment to entities and organisations.

- *Sweden:* Intercultural communication; coordination of structure cooperation with stakeholders in the community (municipal structure, Public Employment Services, Regional Health Care institutions and NGOs); structure for Mapping of individual needs.

**Conclusions:** The enhancement of a wide range of competences is common need in all project countries, however, the following ones is of high importance to be improved according to the report data:

- Ability to foster pro-activity and independence of the ASRs in connection with the local community
- Capacity to identify victims of trafficking in human beings and to detect the existence of special needs and potential physical and/or mental vulnerabilities
- Ability to design appropriate tailor made plan for labour inclusion based on the skills analysis /balance.

# 1.    Introduction

Europe's history has been shaped by migration, which significantly increased in the later 20th century due to the European migrant crisis. In 2015, a rising numbers of immigrants and refugees arrived in the European Union (EU), travelling across the Mediterranean Sea or overland through Southeast Europe was recorded. In particular, in the first semester of 2015, Greece overtook Italy as the first EU country of arrival, becoming, in the summer 2015, the starting point of a flow of refugees and migrants moving through Balkan countries to northern European countries, mainly Sweden and Germany. Based on Eurostat data, the number of immigrants and refugees arrived in the QUASER project partner countries (Greece, Italy, Spain and Sweden) from 2011 to 2015 is given in Table 1.

**Table 1.** Number of immigrants in Greece, Italy, Spain and Sweden (2011-2015)

|  | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Greece | 60,089 | 58,200 | 57,946 | 59,013 | 64,446 |
| Italy | 371,331 | 304,053 | 280,772 | 305,454 | 342,114 |
| Spain | 385,793 | 350,772 | 307,454 | 277,631 | 280,078 |
| Sweden | 96,467 | 103,059 | 115,845 | 112,966 | 134,240 |

However, migrants and refugees are entered Europe mainly via the Mediterranean routes. It should be noted that an "explosion" in numbers of sea arrivals of migrants and refugees was noticed  in the Mediterranean countries between 2014 and 2017. In 2014, about 200000 sea arrivals were recorded in the European Mediterranean countries, while in 2015 this number was increased in more than 1 million. The following table (Table 2) gives in numbers the arrivals of migrants and refugees in Greece, Italy and Spain according to United Nations High Commisioner for Refugees (UNHCR) data.

**Table 2.** Sea arrivals of refugees and immigrants in Greece, Italy, Spain and Sweden (2016-2017)

|  | 2015 | 2016 | 2017 (until 06.10.2017) |
|---|---|---|---|
| Greece | 856,723 | 173,450 | 20,104 |
| Italy | 153,842 | 181,436 | 106,479 |
| Spain (arrivals via sea and land) | -- | 14,094 (8,162 via sea) | 15,308 (10,886 via sea) |

It should be noted that the majority of entrants are undocumented and they mostly apply for refugee status and the right of asylum. Asylum is a form of international protection given by a state on its territory and is granted to people fleeing persecution or serious harm in their own country. There are many definitions of asylum seeker; the United Nations High Commissioner for Refugees (UNHCR) defines as asylum seeker *"someone whose request for sanctuary has yet to be processed"*.

Since 2015, the EU has grappled with the migrant crisis:

- Increasing funding for border patrols, especially in the Mediterranean Sea
- Developing plans to fight migrant smuggling
- Proposing a new quota system to relocate asylum seekers among EU states.

Trends in number of asylum applicants vary from country to country. According to the Eurostat Asylum report (March 2017), in 2016, the number of persons seeking asylum from non-EU countries in the 28 EU Member States transcended 1.2 million and mainly come from Syria (46.7%), Afghanistan (20.9%) and Iraq (9.4%). In 2016, Greece was the country with the largest absolute increase in the number of first time applicants, followed by Italy. On the contrary, in Spain and Sweden the number of asylum seekers has decreased significantly compared to those of 2015. In Table 3, the increased number of asylum applicants in the four QUASER partner countries is given.

**Table 3.** Asylum applications in Greece, Italy, Spain and Sweden (2014-2017)

| | 2014 | 2015 | 2016 | 2017 (until June 2017) |
|---|---|---|---|---|
| **Greece** | 9,430 | 13,205 | 51,110 | 27,845 |
| **Italy** | 64,625 | 83,540 | 122,960 | 84,400 |
| **Spain** | 5,615 | 14,780 | 15,755 | 14,055 |
| **Sweden** | 81,180 | 162,450 | 28,790 | 11,330 |

As mentioned, the EU is characterised of its open borders and freedom of movement, while countries share the same basic values and States need to have a common approach to guarantee high standards of protection for refugees. Taking it into account, the EU Member States have committed to establishing a Common European Asylum System, as they have a shared responsibility to welcome asylum seekers in a dignified manner, ensuring they are treated fairly

and that their case is examined to uniform standards so that, no matter where an applicant applies, the outcome will be similar.

Nowadays, a great number of services/organisations for protection of Asylum Seekers and Refugees (ASR) are active in the reception centres across Europe. ASR operator as a profession has much to offer in these services, as help with the practicalities and response to the complex needs of ASR. However, in most EU countries there is not a formal recognition of the ASR operators' skills and competences and there are no specific registries/accredited boards or quality professional labels, although their capacities are largely contributing to the success of the protection system for ASR.

This report is developed in the context of the QUASER project - Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees - funded by the EU Erasmus+ Programme.

The objective of this report is to analyse in depth the working processes within centres hosting ASRs in the project partner countries (Greece, Italy, Sweden, and Spain). This represents a first attempt to map these working processes and describe them in details in order to understand better the challenges and the competences needed for quality services in this field.

The report is structured of three main parts, excluding introduction and concluding remarks:

1. Regulations and framework in partner countries
2. Internal Organizational issues in centres hosting ASRs
3. Analysis of key working processes of ASR operators

# 2.    Regulations and Framework

Since 1999, the EU has been working to create a Common European Asylum System (CEAS) and improve the current legislative framework. From 1999 to 2005, several legislative measures harmonising common minimum standards for asylum were adopted. In 2001, the Temporary Protection Directive (2001/55/EC) allowed for a common EU response to a mass influx of displaced persons unable to return to their country of origin. The Family Reunification Directive (2003/86/EC) also applies to refugees. In 2005, the asylum procedures directive (2005/85/EC) laid down the minimum standards on procedures in Member States for granting and withdrawing refugee status. In 2007, a Green Paper was presented aiming to identify what options are possible under the current EU legal framework for shaping the second stage of the construction of the CEAS. Moreover, in 2008, a Policy Plan on Asylum was presented concerning three pillars strengthen the development of the CEAS: i) bringing more harmonisation to standards of protection by further aligning the EU States' asylum legislation; ii) effective and well-supported practical cooperation; and iii) increased solidarity and sense of responsibility among EU States, and between the EU and non-EU countries.

During the last years, due to increased numbers of refugees in EU countries, new or amended EU Directives and Regulations have been agreed, setting out common high standards and enhancing co-operation to ensure that asylum seekers are treated equally in an open and fair system, wherever they apply.

It is useful to briefly mention the three EU relevant Directives and the Dublin Regulation. The Directive 2011/95/EU aims to lay down standards for the qualification of third-country nationals or stateless persons as beneficiaries of international protection, for a uniform status for refugees or for persons eligible for subsidiary protection, and for the content of the protection-granted. The Asylum Procedures Directive (2013/32/EU) sets common procedures for EU Member States for granting and withdrawing international protection. It provides people fleeing persecution or serious harm and applying for international protection in the EU with a high level of safeguards and enables Member States to operate efficient asylum procedures. Moreover, the Reception Conditions Directive (2013/33/EU) aims at ensuring better as well as more harmonized standards of reception conditions throughout the Union. It ensures that applicants have access to housing, food, clothing, health care, education for minors and access to employment under certain conditions. Finally, the Dublin Regulation (EU) No 604/2013 lays down the criteria and mechanisms for determining the Member State responsible for

examining an application for international protection lodged in one of the Member States by a third-country national or a stateless person ('the Member State responsible').

It could be also useful to mention that there is an important undergoing process of modification of many regulations in the EU, in the framework of the CEAS construction.

The reception standards, simplified application process, access to social benefits and employment in QUASER partner countries are summarised below.

## 2.1.    Reception standards in partner countries

The reception procedures of each partner country differentiate according to the requirements of national legislation and the responsibilities of competent authorities/services.

In Italy, Spain and Greece, more than one competent authority acts in reception procedures compared to Sweden, where only one, the Migration Agency, is responsible for them. Moreover, part of their responsibilities is to support ASRs to apply for asylum and/or international protection. In Italy and Spain, the right to asylum of people from other countries and stateless people is declared by their Constitution.

In short, in Italy, except for Conventions related to migrants, refugees and human rights, which were signed in the past, during the last years, national legislation was harmonized with three EU Directives (2013/32/EU, 2013/33/EU, 2011/95/EU) that are implemented. Moreover, the Legislative Decree 17 February 2017, n. 13 (so called "Immigration Decree" or "Decree Minniti", from the name of the Minister of the Interior)  is the most recent piece of legislation on migration and asylum seekers in Italy and represents the most important recent reform in the field.

 Greece applies the requirements laid down in Dublin Regulation. In 2010, an Action Plan on Asylum and Migration Management has been adopted, which includes emergency support provided by European Asylum Support Office (EASO) within the context of the EASO-Greece Operating Plans, which focused on a number of prioritised areas, such as training of new services, improvement of asylum seekers' reception and management of EU funds related to asylum and reception. Sweden also applies UN Convention relating to the status of refugees, Swedish national legislation and EU regulations including EURODAC Regulation.

In Spain, Law 12/2009 Regulating the Right of Asylum and Subsidiary Protection (LRASP) was adopted to provide the legal framework applicable to refugees and stateless persons who seek asylum in country. The regulation of the LRASP is still pending congressional approval.

Therefore, Royal Decree 203/1995 enacting the regulation implementing the previous legislation on refugees is still applicable in so far as it does not contradict the current LRASP.

## 2.2. Simplified application process in partner countries

In general, the application process seems to follow similar steps in four partner countries. The main steps of application process are described in Figure 1. In some countries (e.g. Greece), the application process is very complicated, bureaucratic and time consuming, while in other countries (e.g. Sweden) it takes place in a simpler way.
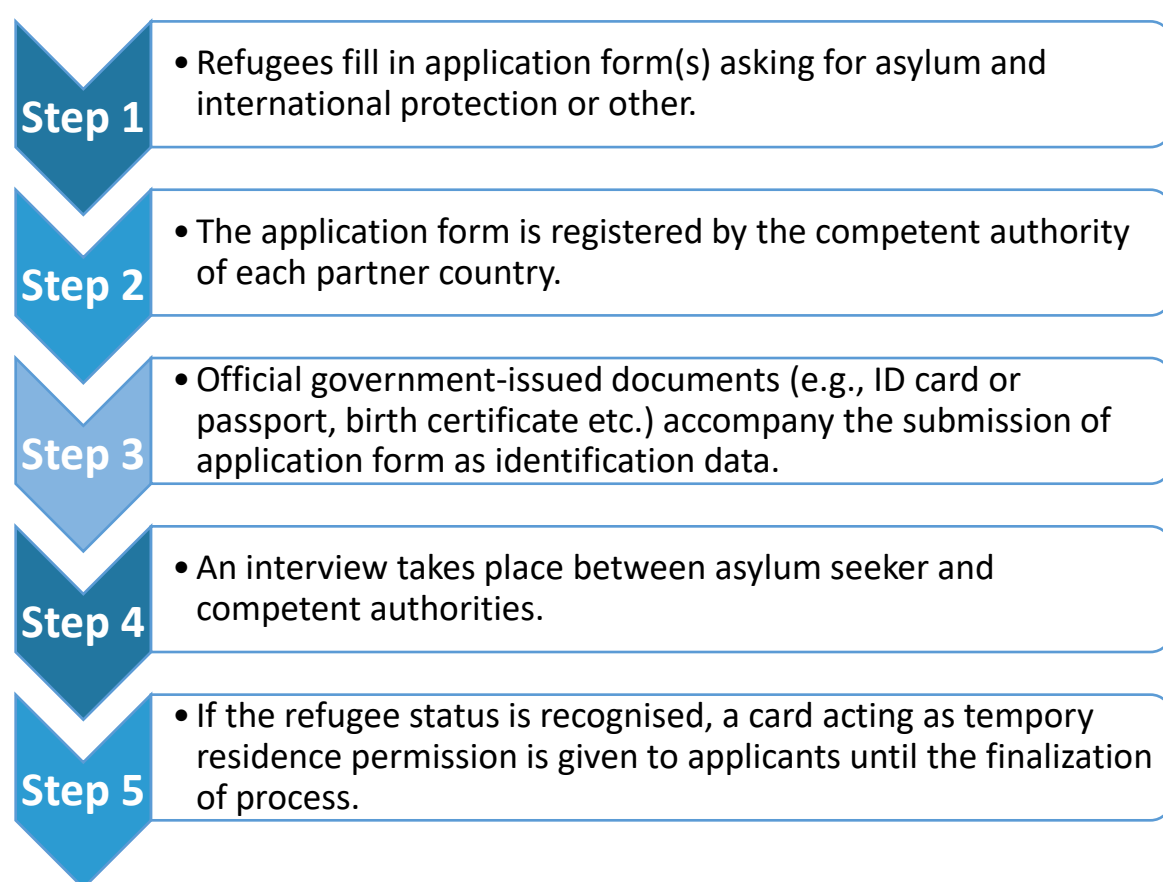
**Step 1**
• Refugees fill in application form(s) asking for asylum and international protection or other.

**Step 2**
• The application form is registered by the competent authority of each partner country.

**Step 3**
• Official government-issued documents (e.g., ID card or passport, birth certificate etc.) accompany the submission of application form as identification data.

**Step 4**
• An interview takes place between asylum seeker and competent authorities.

**Step 5**
• If the refugee status is recognised, a card acting as tempory residence permission is given to applicants until the finalization of process.

**Figure 1.** Main simplified steps of application process

Moreover, in all partner countries, during application process, face shots and fingerprints are taken and sent to EURODAC database according to Regulation (EU) No 603/2013 that sets up an EU database for the asylum seekers' fingerprints. When a person applies for asylum, wherever they are in the EU Member States, their fingerprints are transferred to this EU

database, which is developed aiming to prevent, detect or investigate the most serious crimes, such as murder, and terrorism.

Some differences identified among partner countries are that in Spain and in Italy, national Laws provide three types of international protection: conventional asylum for refugees, subsidiary protection, and exceptional protection for humanitarian reasons. Nevertheless, in Italy, there are three main forms of protection: international protection, subsidiary protection and humanitarian protection.

Application procedures differ depending on whether the request for international protection was filed within Spain or at the Spanish border. In Greece, there are two different application forms for asylum seeking and international protection and the forms' evaluation procedures run in parallel. The asylum process cannot be finalised before final decision regarding international protection application. In Italy, a foreigner can ask Italian State protection, if he/she is escaping from persecution, torture or war, even if he/she has entered irregularly in country and is devoid of documents. In the request, the applicant must justify the circumstances of persecution or serious damage which caused his/her escape.

## 2.3. *Welfare support/ Access to social benefits*

Both commonalities and differences have been identified among the QUASER partner countries concerning refugees and asylum seekers' rights which support their welfare and access to social benefits. For this reason, a comparative table (Table 4) is given below in which all benefits offered per partner country are presented.

**Table 4.** Welfare support and social benefits per partner country

| Support/Benefits | Greece | Italy | Spain | Sweden |
|---|:---:|:---:|:---:|:---:|
| Accommodation | ✓ | ✓ | ✓ | ✓ |
| Food | ✓ | ✓ | ✓ | ✓ |
| Free movement in hosting country | ✓ | ✓ | ✓ | ✓ |
| Free movement out of hosting country borders (Schengen states) | | ✓ | | |
| Access to national health services/system | ✓ | ✓ | ✓ | ✓ |
| Access to education/training courses | ✓ | ✓ | ✓ | ✓ |
| Daily expenses compensation | | | | ✓ |
| Living disability allowance | ✓ | | | |
| Access to social integration | ✓ | ✓ | ✓ | ✓ |

| | | | | |
|---|---|---|---|---|
| **programmes** | | | | |
| **Access to voluntary return programmes** | | ✓ | ✓ | |
| **Family reunification** | ✓ | | ✓ | |
| **Linguistic and intercultural mediation** | ✓ | ✓ | ✓ | ✓ |
| **Legal support** | | ✓ | ✓ | |

In addition, the right and obligations of ASR depends not only on EU legislation but also on national legislation and procedures of competent authorities. For example, concerning free movement of recognized refugees, in Italy they have the right of free movement throughout the Italian territory and, moreover, they can travel freely for a maximum period of three months throughout all States including in the Schengen Convention without a visa. Regarding legal support, in Greece, the asylum applicants have the right to have legal support or counseling by a lawyer or other counselor, at their own expenses, on matters relating to their applications. In Sweden, daily expenses compensation is given to ASR which varies in amount depending on whether they live in a reception/asylum centre including food, or in an apartment/house without food and depending on age and family status (e.g., number of children). In Italy, access to voluntary return programmes is fostered by specific AMIF projects of the Ministry of the Interior and by IOM projects. In the SPRAR reception centres, moreover, specific courses and information sessions are organized in order to inform the beneficiaries about the possibility to participate in voluntary return programmes. Although, in general, there is not a big number of active voluntary return programmes.

## 2.4.    Access to employment

The ASR access and the level of access to employment are varied among partner countries and are directly associated with national legislation of each partner country.

More specifically, in Sweden, asylum applicants have the right to work if provided proof of identity. However, Public Employment Services do not give any support to asylum seekers according to Swedish law. Only persons registered at tax authority and had insurance number have the ability to be supported by Public Employment Services. One barrier to employment access is that any possible income is deducted by the expenses compensation.

In Italy, Spain and Greece, according to their national legislation, asylum seekers receive a temporary residence permit which enables them to work. Furthermore, in Italy, two months must have been passed since international protection application in comparison to Spain, where

six months needed. On the other hand, in all EU countries, beneficiaries, who hold international protection or residence permit, have same rights to employment, under the same conditions as national citizens. In Spain and in Italy, refugees and recognised as beneficiaries of subsidiary protection have the authorisation to reside and work in country under the same conditions as the Spaniards and access to Social Security.

# 3. Internal organizational issues in centres hosting ASRs

## 3.1. Reception and accommodation facilities / main infrastructure

The facilities are similar among countries, however, there are main differences related to procedures applied.

In Greece, the main steps which are followed are summarised below:

1. Third-country nationals or stateless persons are directly led to a Reception and identification Centre. The transfer of migrants/refugees may be made under the responsibility of the police or port authorities or the Reception and identification Service.

2. They are placed under a status of restriction of liberty by decision of the Manager of the Centre for 3 days of their arrival or up to 25 days if the procedures are not completed.

3. Restriction of liberty entails the prohibition to leave the Centre and the obligation to remain in it; and residents are informed of the content thereof in a language they understand.

4. The information unit of the Reception and Identification Centre informs third country nationals or stateless persons of their rights and obligations as well as of the procedures to receive international protection status and the procedures for voluntary repatriation.

5. Medical screening and psychosocial support unit shall refer persons belonging to vulnerable groups to the competent social support and protection institution. As vulnerable groups are considered: a) Unaccompanied minors, b) Persons who have a disability or suffering from an incurable or serious illness, c) The elderly, d) Women in pregnancy or having recently given birth, e) Single parents with minor children, f) Victims of torture, rape or other serious forms of psychological, physical or sexual violence or exploitation, persons with a post-traumatic disorder, in particularly survivors and relatives of victims of ship-wrecks, g) Victims of trafficking in human beings.

6. The Manager of the Centre or the Unit, acting on a proposal of the Head of the medical screening and psychosocial support unit shall refer persons belonging to vulnerable groups to the competent social support and protection institution. A copy of the medical screening and psychosocial support file is sent to the Head of the Open Temporary Reception or Accommodation Structure or competent social support and protection institution, as per case, where the person is being referred to. In all cases the continuity of the medical treatment followed shall be ensured, where necessary.

7. Persons belonging to vulnerable groups can remain in Reception and Identification Centers in special areas until completion of the procedures, without prejudice to the deadlines.

On the other hand, Italy is characterized by the presence of different reception structures and there is not a unique reception modality, although all the protection systems work under the umbrella of – or in coordination with – the Ministry of Interior. The first group is represented by the so called "governmental centres", while the second group of reception structures/services is represented by SPRAR, which represents a second reception level. The SPRAR system is made of a network of local authorities which voluntarily decide to activate local reception projects, with the support of third sector organizations for the management of reception and integration services: local authorities – mainly municipalities – are the spine of this system. However, In Italy there is not a unique reception standard and the system, as previously described, is characterized by a certain complexity of structures, responsibilities and players involved.

The SPRAR system has been benchmarked by the Italian Government as the referral model for the whole Italian protection system, which should gradually shift from the current fragmented system based on the predominance of the Extraordinary Reception Centres (CAS) to a structural, ordinary and qualitative reception system based on the SPRAR model and centred on the role of local authorities and specialized third sector organizations.

Although the reception scheme in Italy is still characterized by an uneven distribution of migrants across the country and by a limited capacity of the SPRAR system, the Ministry of Interior is collaborating with the Regions and in particular with the National Association of Italian Municipalities (ANCI) to raise more awareness and foster the creation/activation of new SPRAR projects by a higher number of local authorities, in order to better and more equally redistribute the presence of migrants throughout the national territory on the base of the recently approved Redistribution Plan.

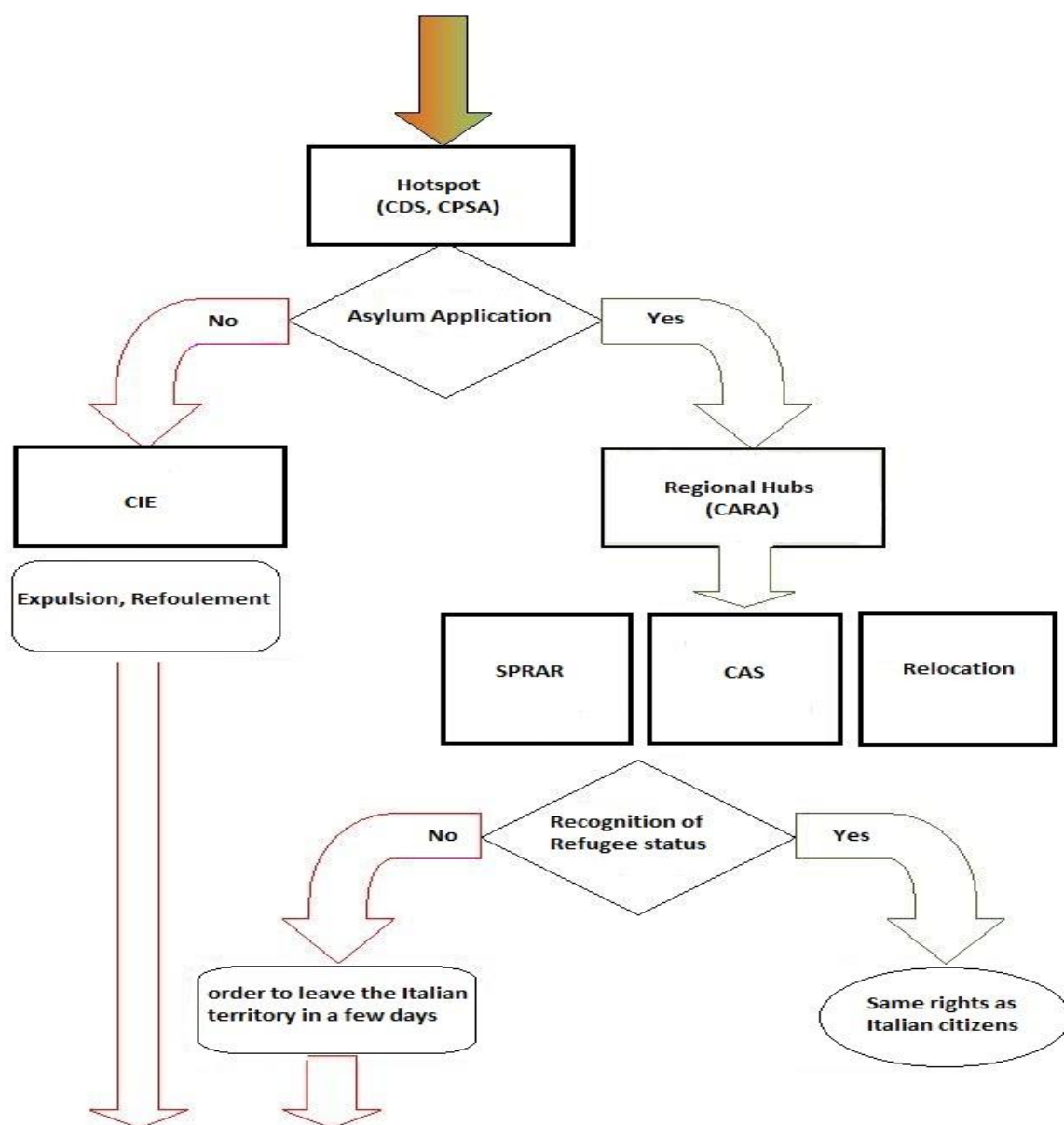The reception flow chart and protection structures in Italy is given in Figure 2.

**Figure 2.** Reception flows and protection structures in Italy

In Spain, the Centres for Hosting Refugees are public establishments purposed to give urgent accommodation, support and psychosocial assistance, as well as other social services in order to facilitate the cohabitation and integration in the community to ASRs and that don't have economic means to sustain themselves and their families.

In Sweden, the reception facilities are summarised below:

1. A registration form is filled in and is submitted with the appropriate official government-issued identification, such as a birth certificate, passport, ID card, or marriage certificate by the asylum seeker.

2. An interview of asylum seeker takes place by Migration Agency.

3. Determination of the initial direction of asylum seeker case by Migration Agency and providing with resources about getting around in Sweden, housing, and health care.

4. Asylum seekers have the following facilities: free medical exam and medical treatment for any emergency conditions, right to work in Sweden if provided proof of identity, access to an interpreter as needed for asylum meetings with Migration Agency, benefits.

## 3.2. How decisions are made / organizational chart

In Greece, the first decision regarding status of restriction of liberty is received by the Manager of the Reception Centre. Upon the completion of the reception and identification procedures, third-country nationals or stateless persons who do not fall under the provisions of international protection or other forms of protection and who possess no legal residence title in Greece, are referred, by decision of the Manager of the Centre, to the competent police authority for the return, readmission or expulsion procedures, in accordance with the relevant provisions.

In Italy, the fragmentation which characterizes the current national reception scheme makes it difficult to outline standardized qualifications for the operators dealing with asylum seekers and refugees, the wide group of operators, who deal with ASRs at all levels (first and second reception) and in all the reception structures – governmental centres and SPRAR projects – currently represent an important workforce, which is largely contributing to successfully reshape the role of Italy as a country of immigration, compared to the recent past where a rejection policy had prevailed in the country. Concerning the decision making process, the allocation of the asylum seekers in the reception centres is decided by the Ministry of Interior. In case of allocation in governmental reception structures (CAS), Prefectures are directly responsible on the rerritories. In those cases, in which SPRAR projects have been activated at local level, the allocation in the structures is decided by the Municipalities in coordination with the SPRAR Central Service and with the Ministry of Interior.

In Sweden, there are three basic steps for ASRs hosting, registration, accommodation and the social services, which are summarised in Figure 3.
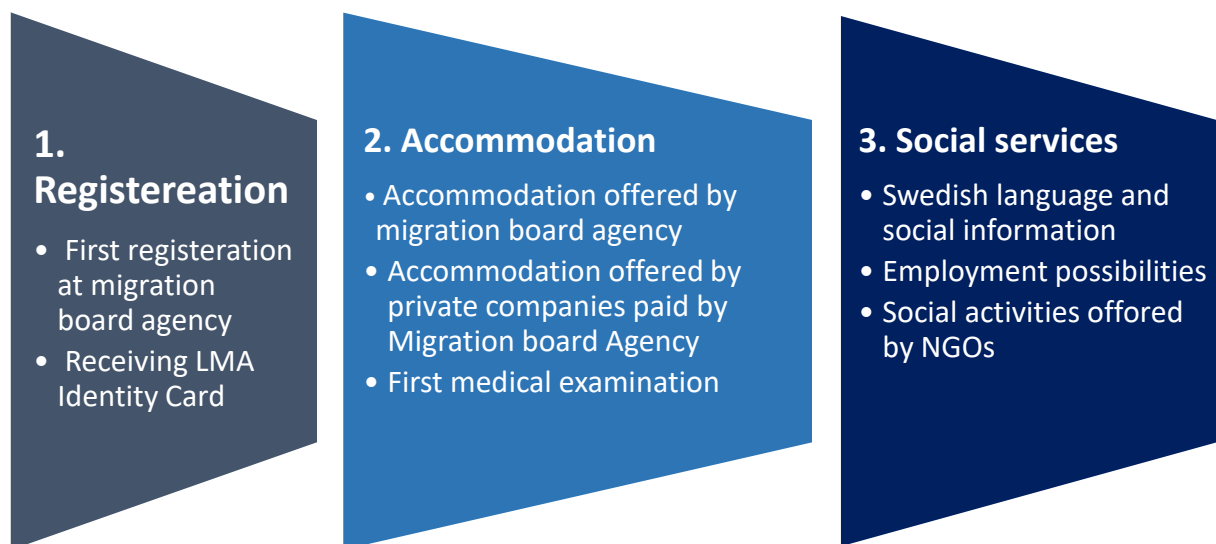
**Figure 3.** Organisational steps of hosting centres in Sweden

In Spain, the Centers for Hosting Refugees are managed by the Office of Integration of Immigrants (Subdirección General de Integración de los Inmigrantes), which arrange the management of most of the centers with social organizations. The organizations that historically have carried out this work are the Red Cross. The steps of organisational procedures of centres hosting ASRs in Spain are given schematically in Figure 4.
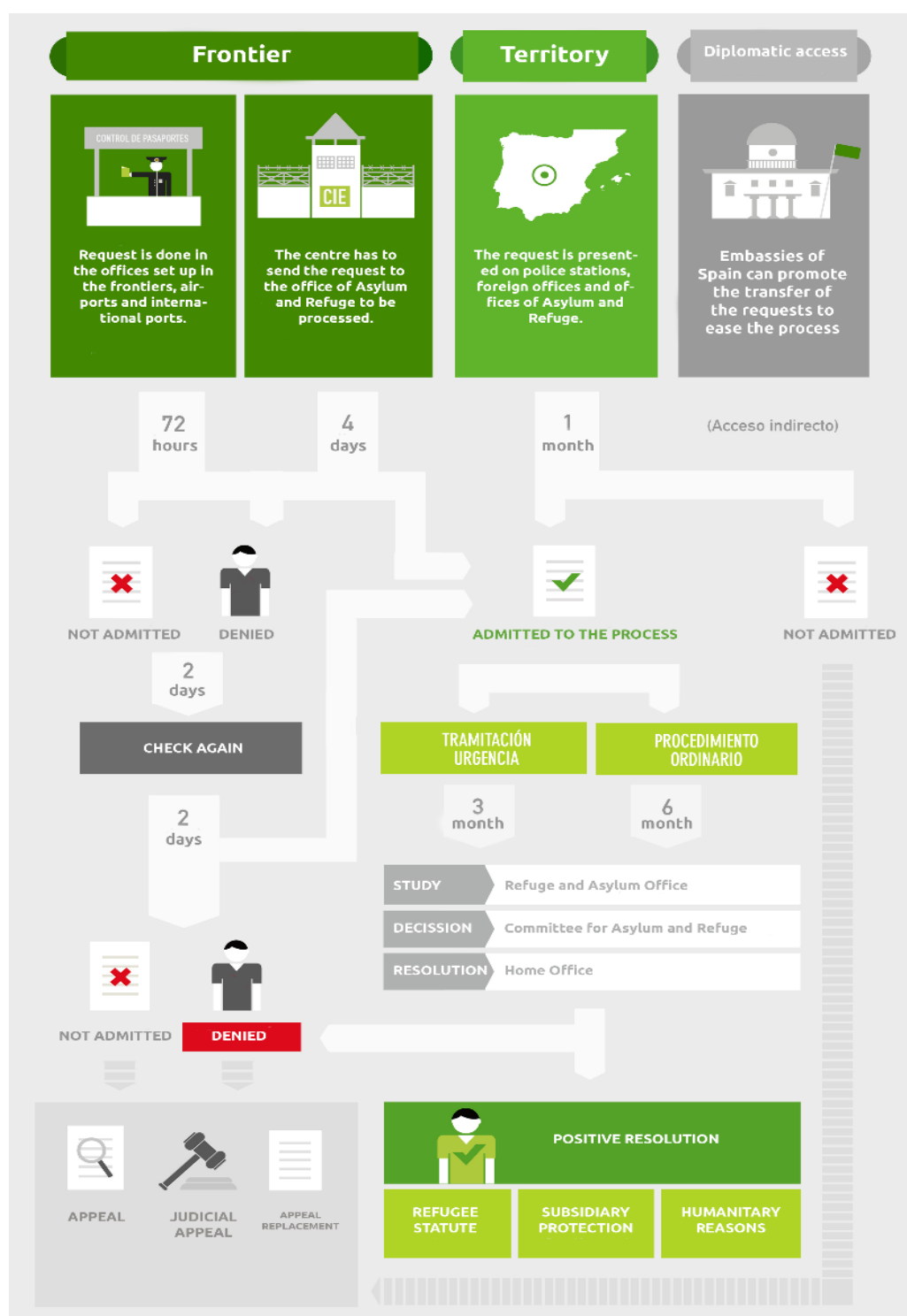
**Figure 4.** Organisation procedures of reception centres in Spain

### 3.3. *Job description of staff (job position, qualifications, skills, duties)*

In all partner countries, it has to be noted that the professional profiles involved in the relevant work processes connected with reception of ASRs are different and varied and their skills and competencies are multifaceted.

In Greece, the key staff is mainly medical staff (doctors, nurses, public health professionals etc.), psychologists for psychological support of vulnerable groups, lawyers for issues related to asylum and/or international protection applications and identification data, interpreters/mediators, managers, teachers, consultants etc. The above staff has as minimum requirement a university degree.

In Italy, in most cases the operators dealing with ASRs own specific university degrees – i.e. law, psychology, political sciences, socio-pedagogic, humanities – however their work relies on crosscutting skills and abilities which embrace the social field, the legal field, communication and psychological care, covering a wide range of subjects and competences which can be hardly traced under a unique professional framework and rather design an holistic approach which can be considered as the landmark of their professions. Notwithstanding their different skills, these operators own very peculiar competences and all share a unique mission as they all deal with a specific (although multifaceted) category of persons who represent the final beneficiaries of their work: asylum seekers and refugees. In their regards, and for their benefit, they have developed in recent years peculiar skills and abilities, aimed at their reception, protection and integration. Many of these operators own also tailored skills and abilities related to specific targets of beneficiaries such as unaccompanied minors and victims of trafficking in human beings. The main roles present in the reception projects are the following: reception/integration/healthcare operators; cultural mediators; legal operators; team coordinators; social workers; language teachers; professional educators; psychologists/ethno-psychologists; psychiatrists; administrative staff, etc.

In Spain, the requirements sought by these organizations for working in the centres are usually a university degree as a Social Worker, with training in foreign legislation and asylum, experience with the migrant collective and foreign languages (usually French and/or Arabic). Some of the duties of the social workers are:

- Individual or group attention to the users of the center

- Managing the devices of reception

- Informing about social and working resources

- Planning, creation and monitoring of timetables of social and working integration

- Elaboration of reports of admission, extensions of stay, request for aid …

- Evaluation, management, monitoring and justification of financial aid

- Preparation of reports, summaries, proposals for improvement and documentation necessary for the management of programs

- Participation in networks, community activities, conferences, etc., linked to the objectives of the entity

- Monitoring and participation in the good functioning of the social area

- Coordination with the social resources of the area

- Accompaniments to entities and organizations with residents

- Resolution of the administrative and documentary management of those programs that are assigned

- Derivation of resident persons to internal and external resources of the entity

In Sweden, the main job positions including qualifications and duties are summarised below:

1. Asylum Case Manager (ACM), whose duties include investigating, appraising, making decision in accordance with the Aliens Act and other applicable law. ACM provides information to ASRs and answers questions from public and authorities.  Work in the unit's expedition can also occur, which receive the applications, takes up and dispatching of cases and informs about the decision. ACM must have college education with legal, social, or behavioural orientation. There is an advantage with experience in investigative work. ACM should have good interpersonal skills and can maintain calm, being stable and controlled in stress situations.

2. Staff at Asylum accommodation centres. There are no specific requirements except following, secondary diploma with driving license and good interpersonal skills and can maintain calm, being stable and controlled in stress situations.

### 3.4. Staff training

In Greece, there is no specific training for staff dealing with ASRs except for on the job training and continuous information related to key procedures.

In Italy, regarding the SPRAR group, in the case of reception measures dedicated to people with mental illness, it is critical that the team, as a whole, have the necessary training to set up a relationship of help and self-help with the person being hosted. Moreover, it is equally important that the team can rely on professional roles such as:

- Social-health operators (OSS)
- Psychologist with proven experience and specific training in the field
- Psychiatrist with proven experience and specific training in the field.

In regards to training, the SPRAR projects have the duty to organize constant and frequent professional training / updating for their staff. Each SPRAR project has a specific budget line for training purposes. Training procedures do not work good enough in the case of the governmental centres managed by Prefectures, in which such provisions do not exist.

The multipurpose professionalism of social-health operators (OSS) provide this professional role with expertise both in social and health care. Following a specific vocational training, the OSS carries out activities which aim to understand and meet the needs of the person received and to promote his/her wellbeing and autonomy, besides carrying out health-care and sanitation interventions if the specific situation of a beneficiary with mental illness require so, moreover he/she collaborates with other professionals in relation to rehabilitation interventions and social activities. Therefore, the social-health-care professional involved in the team must have obtained the certificate of professional qualification, allowing to operate in health care, social-health and social care facilities and valid throughout the national territory.

In Spain, the Red Cross offers training to both technicians and volunteers to prepare them with the necessary knowledge in social and immigrant intervention in matter of information, language, psychological assistance and support.

In Sweden, ACM is trained through the training programme developed by the Common European Asylum System (EASO). The EASO Training Curriculum, a common vocational training system designed mainly for case officers and other asylum officials throughout the EU. The Curriculum covers core aspects of the asylum procedure by means of a number of interactive modules. A blended learning methodology, combining online e-learning format and face-to-face sessions, enables both theoretical and practical approach to training. For staff working at asylum accommodation centres there is no specific training.

### 3.5. Cooperation and coordination among the organizations that deal with ASRs

In Greece, the following authorities and organizations deal with ASRs:

1.  During their arrival in the country, the responsible authorities are the police or the port authorities or Reception and Identification Service

2.  For asylum and international protection applications, competent Regional Asylum Office is responsible in cooperation with Reception and Identification Service.

3.  NGOs

4.  Local authorities

5.  European Union agencies, such as the European Asylum Support Office (EASO) and the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union may provide assistance in the reception and identification procedures, in the context of their competences and in accordance with the General Operating Regulation.

6.  The United Nations High Commissioner for Refugees (UNHCR) and the International Organization for Migration (IOM) may monitor the procedures, provide information to persons falling under reception and identification procedures and provide any other form of assistance, in accordance with the mandate and the competences or each agency.

The modalities of cooperation of the preceding indents shall be governed by Memoranda of Understanding (MoU) to be concluded between the Reception and Identification Service and the aforementioned bodies.

As mentioned above, in Italy, there are two groups associated with ASRs, the governmental one and SPRAR working team. The governmental services consist of structures which provide reception for different categories of migrants:

1.  Emergency Reception Centres

2.  Short-term Reception Centres

3.  Reception Centres for Asylum Seekers

4.  Governmental Centres of First Reception and Qualification

5.  Extraordinary Reception Centres

6.  Identification and Expulsion Centres

7.  Hotspots following the recommendation of the EU

The Central Service has the task of coordinating the System for the SPRAR in Italy providing information, consultancy, technical assistance and training to local authorities and operators of the SPRAR network, as well as for monitoring the presence of refugees and asylum seekers in Italy. Through SPRAR group, local authorities and institutions working at refugees also play an important role in reception and integration procedures. Moreover, the local SPRAR projects should ensure close cooperation with the local social and health services, with local mental health departments and with the private entities and organizations which are competent for accompanying people with these characteristics to a socio-economic and housing inclusion.

In Spain, currently the organizations cooperate through the Office of Integration of Immigrants, in charge of managing the administration of the Centers for Hosting Refugees.

In Sweden, there is no coordination between accommodation centers. Each center is coordinated by case officer at Migration Board Agency, however, there is no structured coordination except initiatives taken by individual case officers.

## 3.6.    Networking and establishing good relations with the communities

As mentioned above, in Italy, one of the SPRAR  system objectives is to put local authorities in contact with institutions and actors in order to facilitate reception and integration activities for ASRs at local level.

In Sweden, education programmes are offered to ASRs focused on language training, access to sport and cultural activities and training in social/cultural information and funded by government. These educational organization have managed to activate asylum seekers with regards to inclusion in the communities.

There is no relevant information on the national reports of Greece and Spain.

# 4. Analysis of working procedures of ASR operators

## 4.1. Methodology

A questionnaire survey was carried out by all partners in order to analyse the key working procedures within centers hosting ASRs. The questionnaire (Annex 1) addressed to ASR operators working at the centres hosting ASRs and aims to assess operators' quality services and competences in a set of key working procedures.

The key working procedures was divided into 10 categories (legal rights, social integration, cultural and language training, education & training, employment etc.), in which importance and level of competence of certain qualifications and services were assessed. The way of analyzing the critical elements-skills was as follows: From the level of significance (importance) of each element (skill or ability) the degree of "possession" of this element (competence level) was deducted. The greatest difference between importance and competence of these skills indicates the elements which need to be strengthened.

## 4.2. Results

A total of 73 questionnaires were collected by partners, despite the initial plan of 60 questionnaires (15 per partner organization), in order to enhance concluding remarks which will lead to the design of training curricula and supporting materials that will allow the operators to acquire the necessary professional qualifications.

The comparative results of key working procedures are presented below underlining the commonalities among the four partner countries and forming the basis for identifying the competencies needed for efficient implementation of these processes.

- **General (needed in several work procedures)**

As presented in Figures 5-8, in all partner countries, the respondents do not identify any significant difficulties to apply general working procedures.

## Greece



## Italy

**Spain**



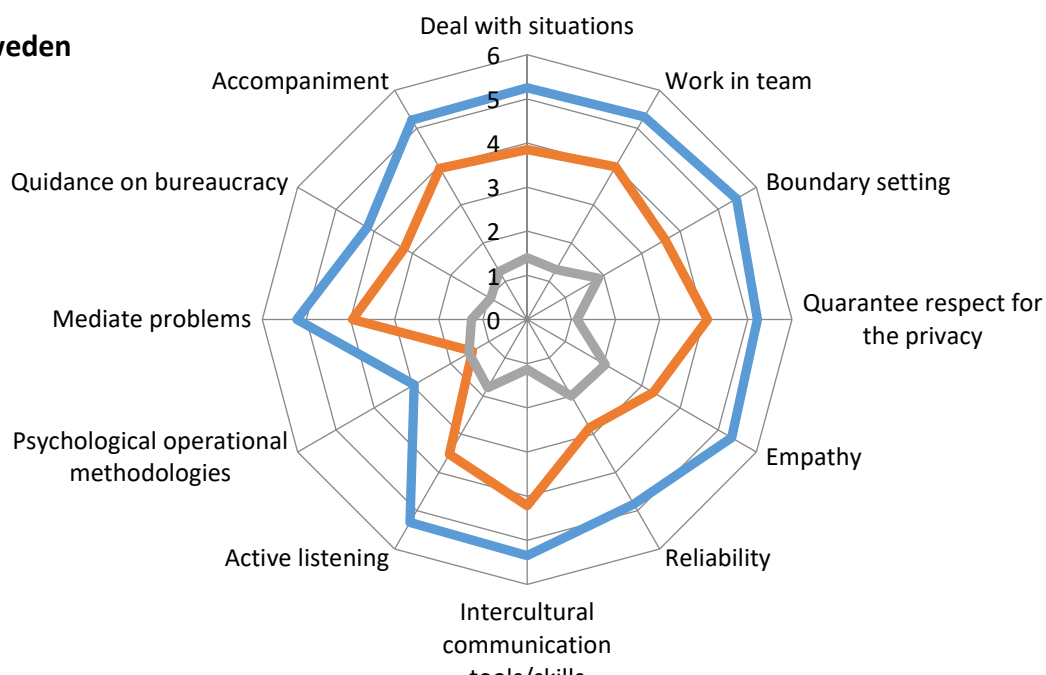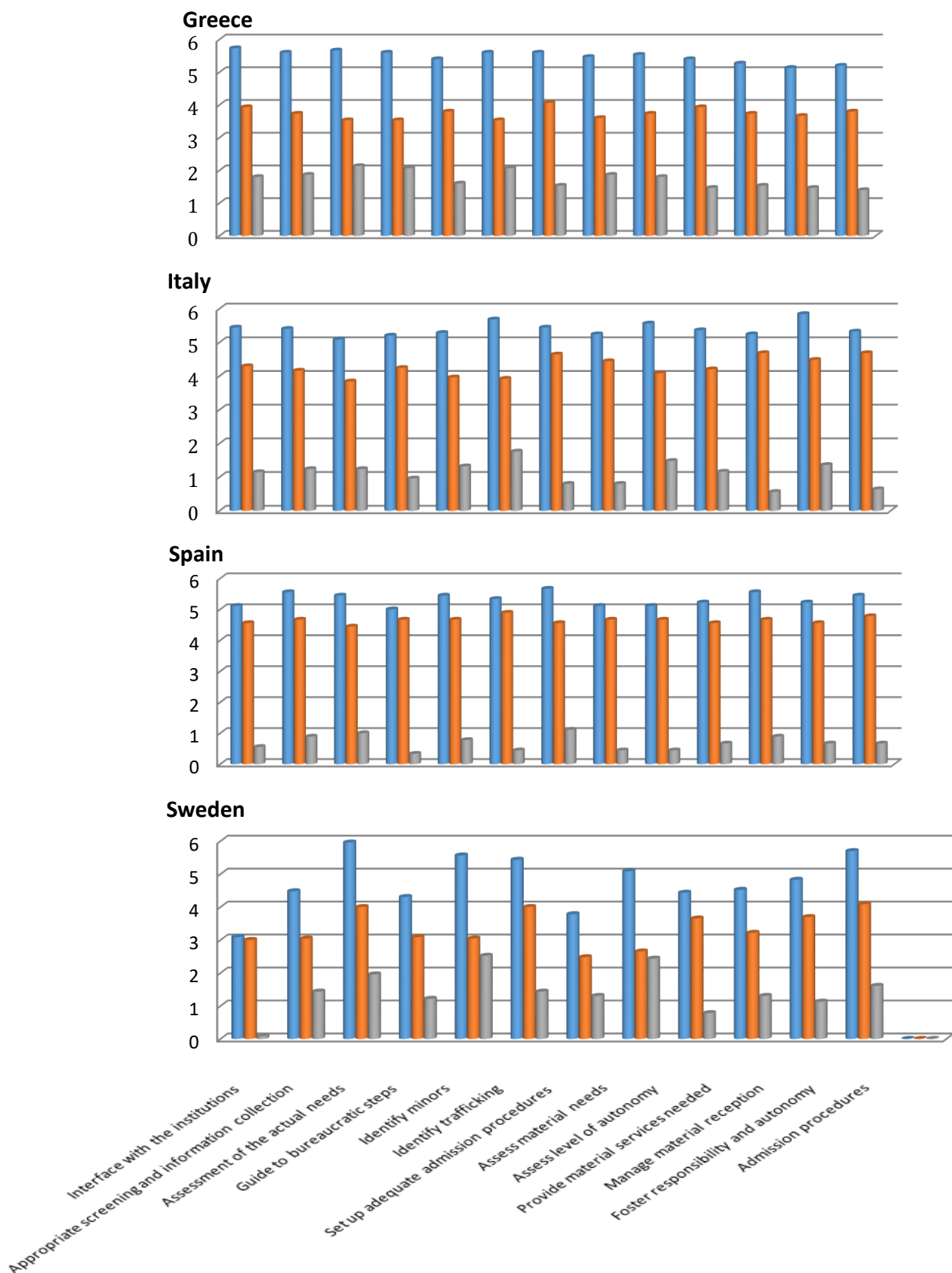**Sweden**



**Figures 5-8.** Overall results regarding general (needed in several work procedures) in Greece, Italy, Spain and Sweden

- ***First Reception procedures and provision of material needs***

In this part of questionnaire, both in Greece and in Sweden, significant differences were found out regarding capacity to detect the existence of special needs and potential physical and/or mental vulnerabilities. Moreover, in Italy, capacity to identify victims of trafficking is of high importance (Figures 9-12).

**Figures 9-12 .** Overall results regarding First Reception procedures and provision of material needs in partner countries

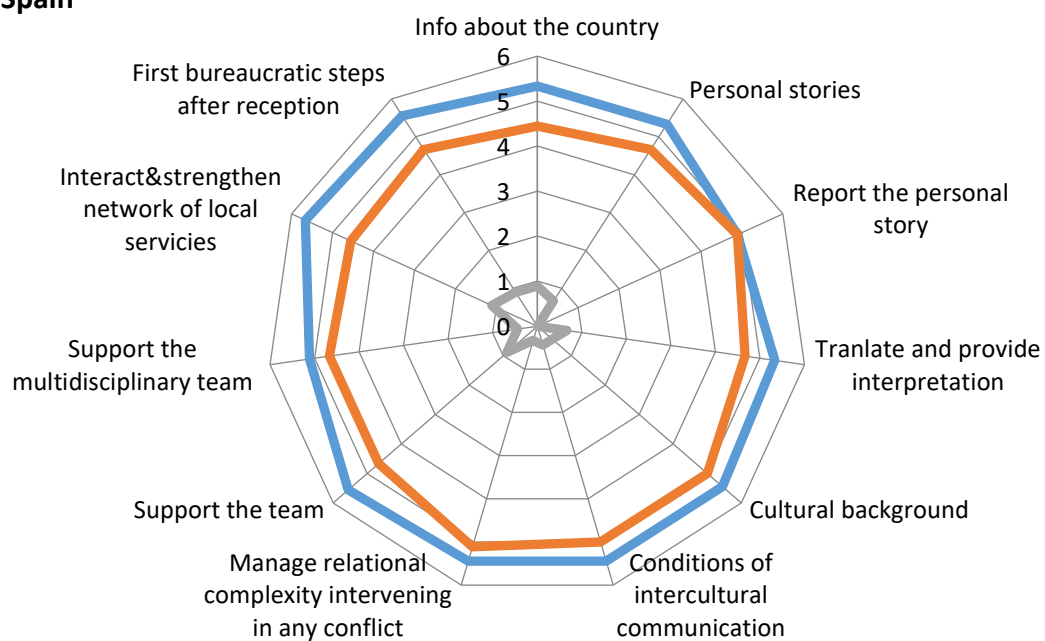- *Information, counselling and mediation (linguistic and cultural)*

According to Figures 13-16, there is deviation regarding information, counseling and mediation among the partner countries. More specifically, in Sweden, there is significant difference (score: approx. 3) among the importance and level of competence of appropriate language skills and ability to translate and provide interpretation of complex concepts compared to the other partner countries, in which the score is approx. 1.
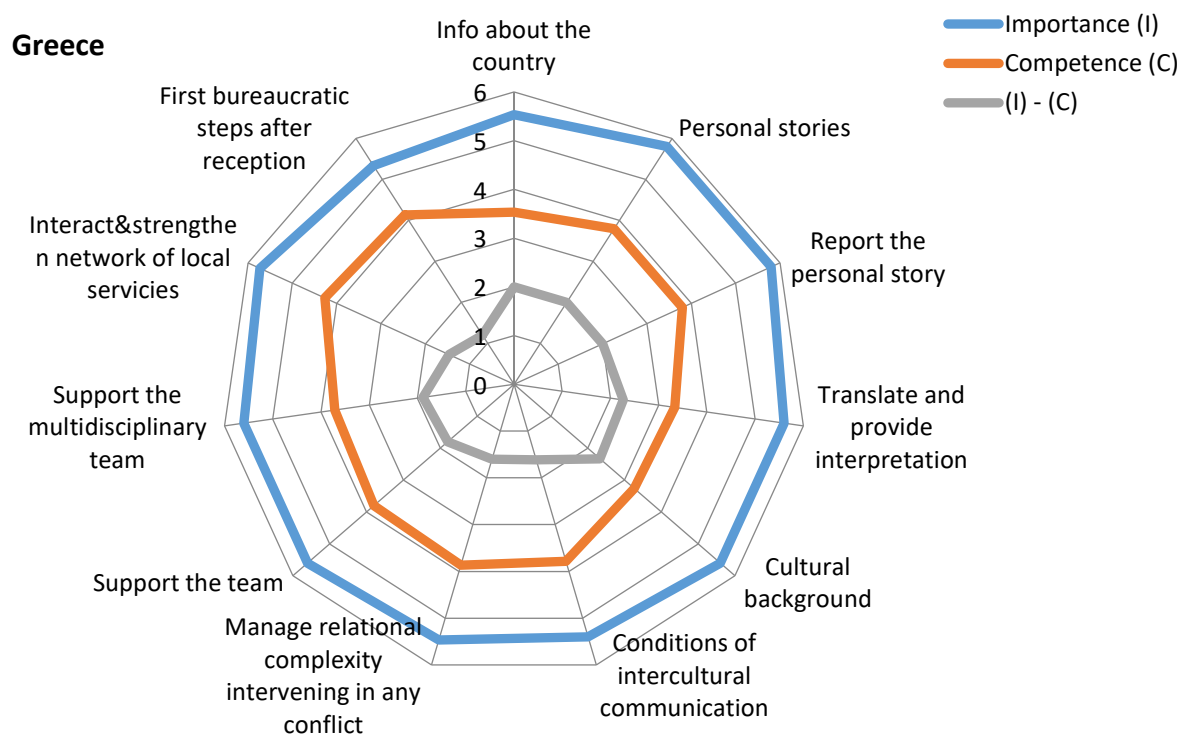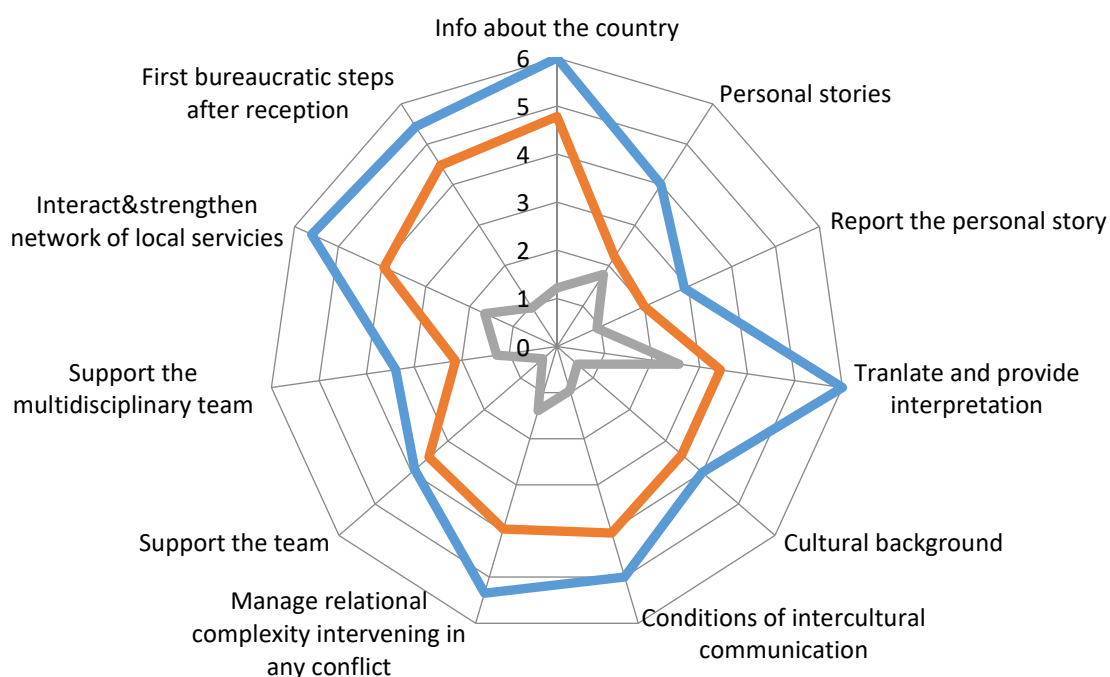
**Italy**
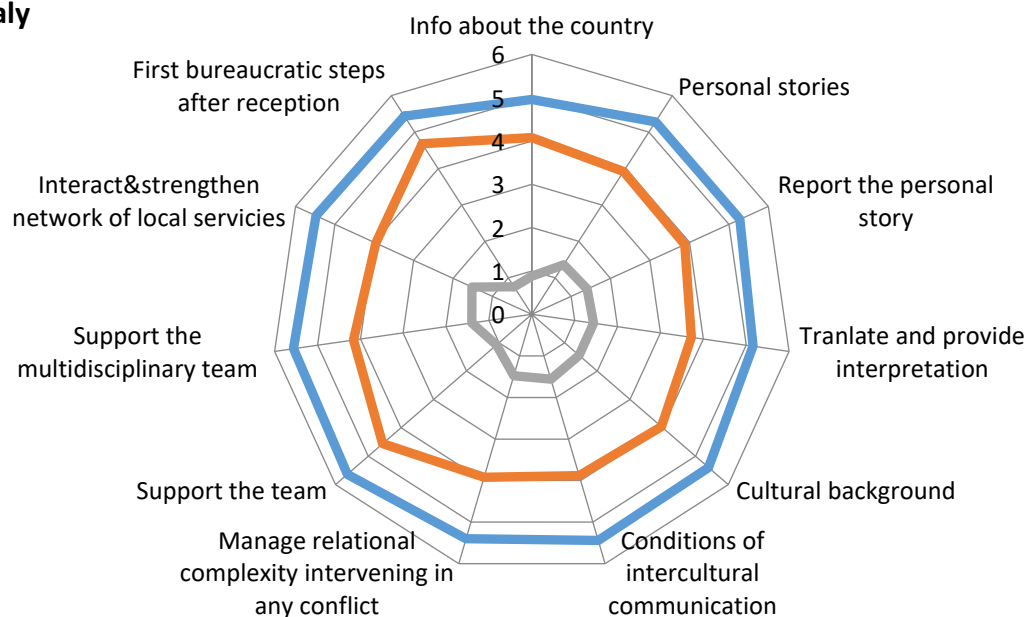


**Spain**

**Sweden**



**Figures 13-16.** Information, counselling and mediation in partner countries

- *Information on the asylum procedure, Health care and care of vulnerable people, Guidance and support to housing inclusion, Basic information on the legal system: rights and obligations / Legal support and counselling*
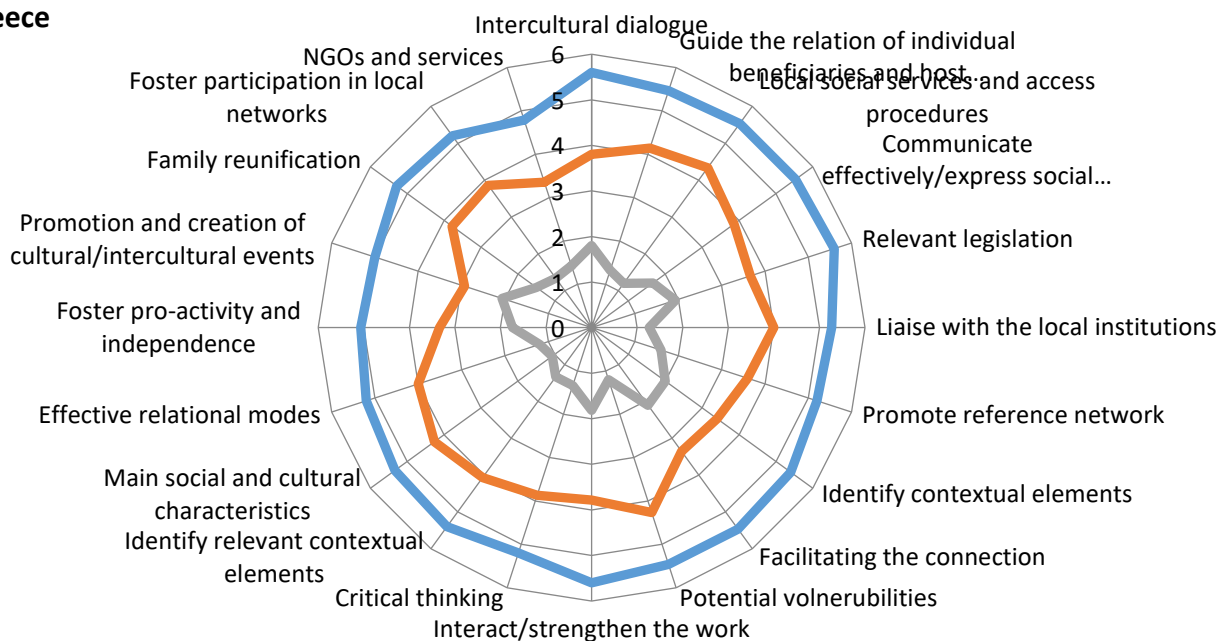
Regarding the key procedures of these categories, the results are similar in four countries and do not present significant differences (approx. 1) between importance and level of competence.

- *Basic information and guidance on the cultural and social characteristics of the host state for achieving active participation and inclusion*

As indicated in the following Figures (17-20), in Greece and Sweden, according to ASRs operators' responses, the level of competence is almost low (approx. 3) in comparison to importance in issues of promotion and creation of cultural/intercultural events. In Greece, similar score is presented in the identification of contextual elements, while in Sweden, the score is high in the field of ability to guide the direct relation with both the individual beneficiaries and with the host communities. In Italy and Spain, the scores of all key procedures are too low (approx. 1).

## Greece



**Legend:**
- Importance (I)
- Competence (C)
- (I) - (C)

Radar chart axes (clockwise from top): Intercultural dialogue, Guide the relation of individual beneficiaries and host, Local social services and access procedures, Communicate effectively/express social…, Relevant legislation, Liaise with the local institutions, Promote reference network, Identify contextual elements, Facilitating the connection, Potential volnerubilities, Interact/strengthen the work, Critical thinking, Identify relevant contextual elements, Main social and cultural characteristics, Effective relational modes, Foster pro-activity and independence, Promotion and creation of cultural/intercultural events, Family reunification, Foster participation in local networks, NGOs and services

Scale: 0, 1, 2, 3, 4, 5, 6

## Italy



Radar chart axes (clockwise from top): Intercultural dialogue, Guide the relation of individual beneficiaries, Local social services and access procedures, Communicate effectively/express social…, Relevant legislation, Liaise with the local institutions, Promote reference network, Identify contextual elements, Facilitating the connection, Potential volnerubilities, Interact/strengthen the work, Critical thinking, Identify relevant contextual elements, Main social and cultural characteristics, Effective relational modes, Foster pro-activity and independence, Promotion and creation of cultural/intercultural…, Family reunification, Foster participation in local networks, NGOs and services

Scale: 0, 1, 2, 3, 4, 5, 6

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**Spain**



**Sweden**



**Figures 17-20.** Results of basic information and guidance on the cultural and social characteristics of the host state for achieving active participation and inclusion in Greece, Italy, Spain and Sweden, respectively
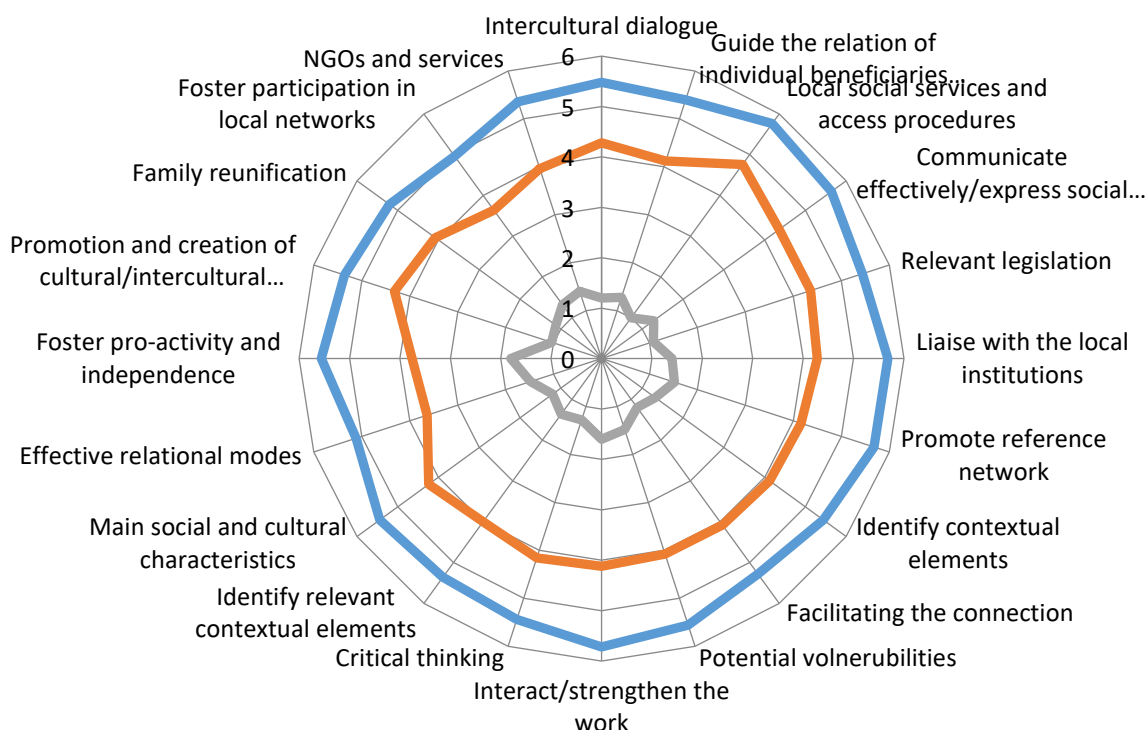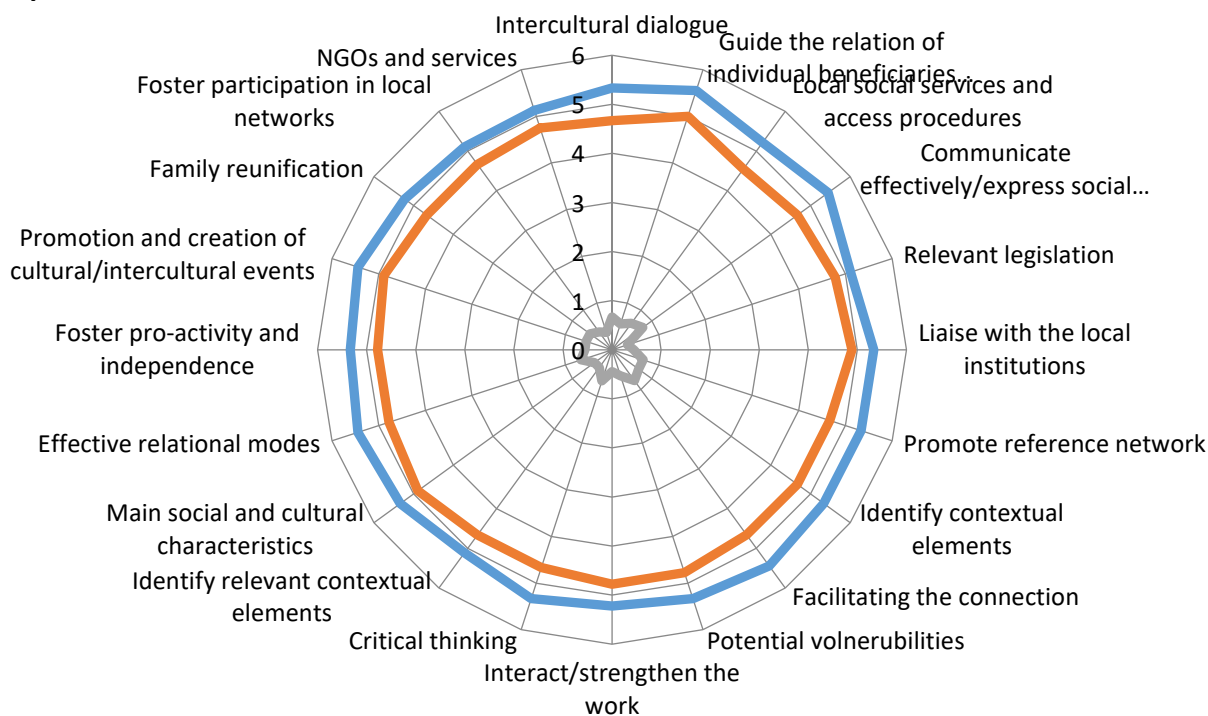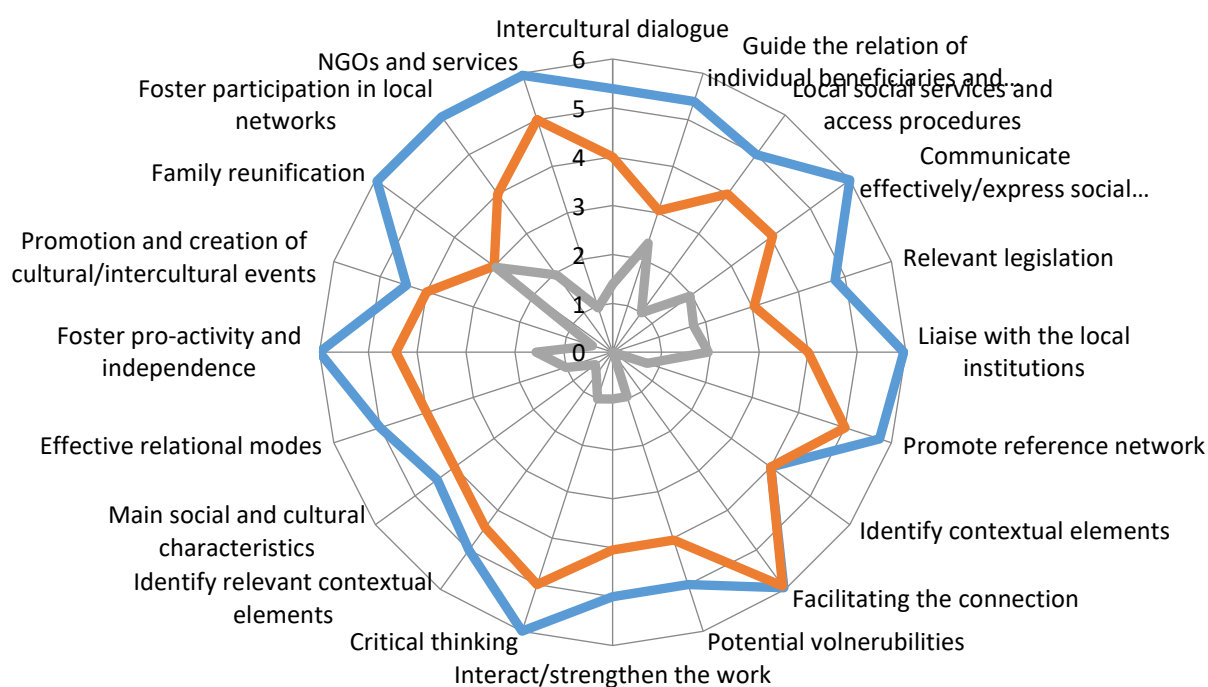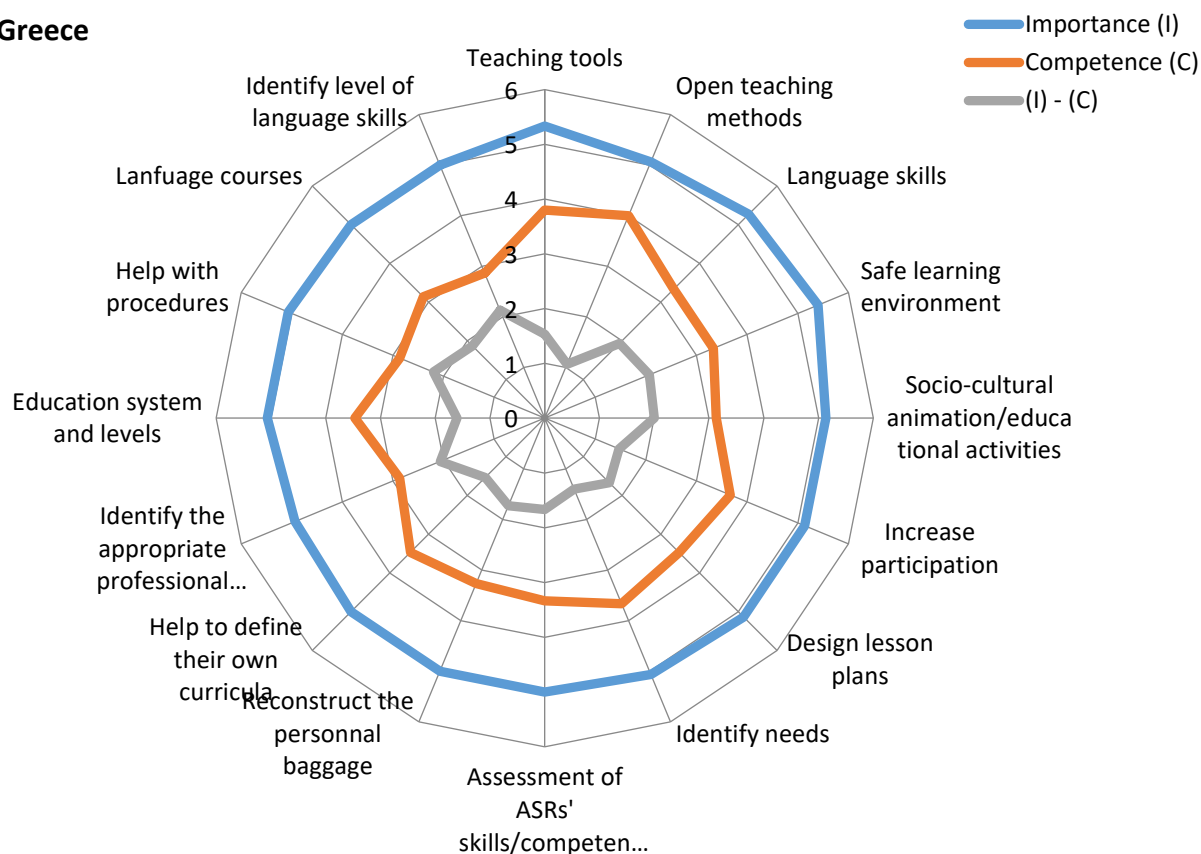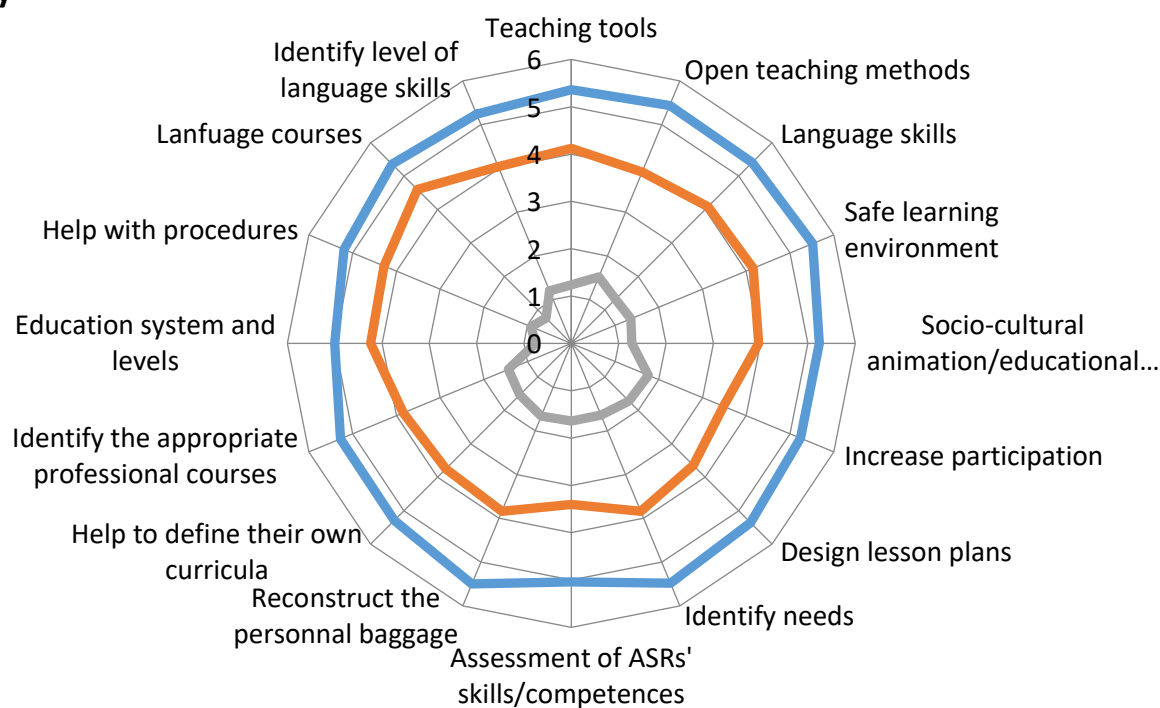
- *Education and training (including language courses)*

According to the following spidergrams (Figures 21-24), in Italy and Greece, the score of all key procedures regarding education and training is ranged between 1 and 2, while in Spain and Sweden, the score is less than 1.
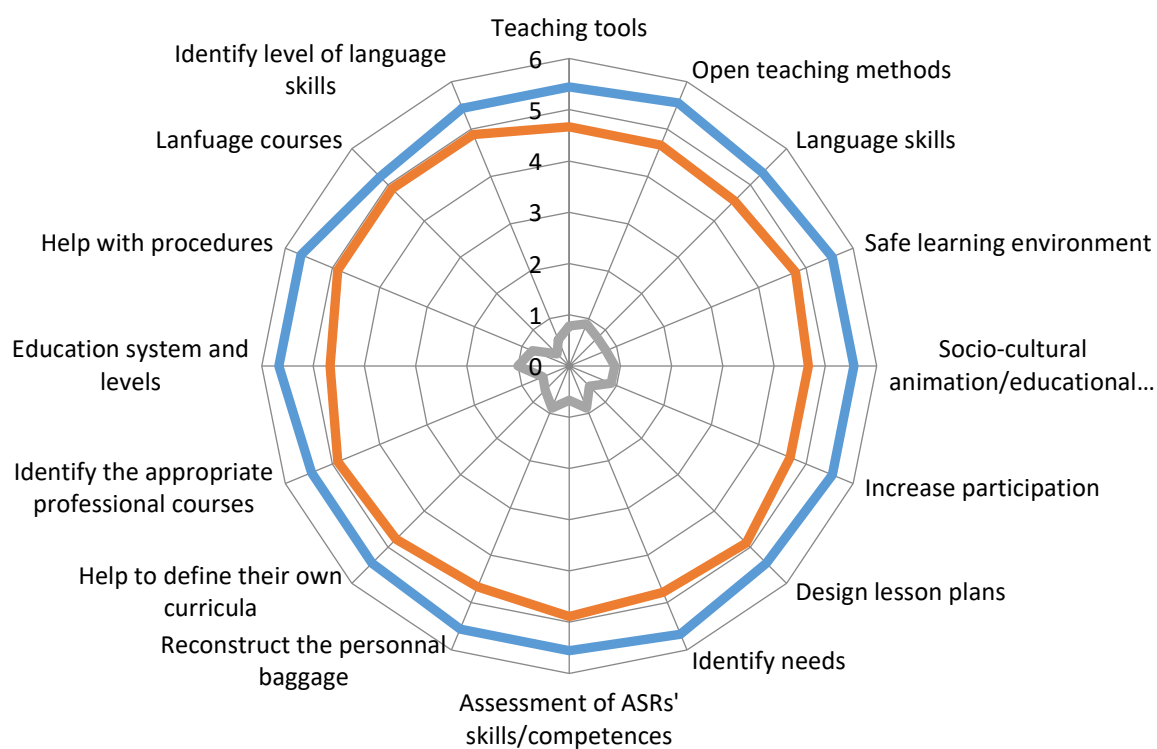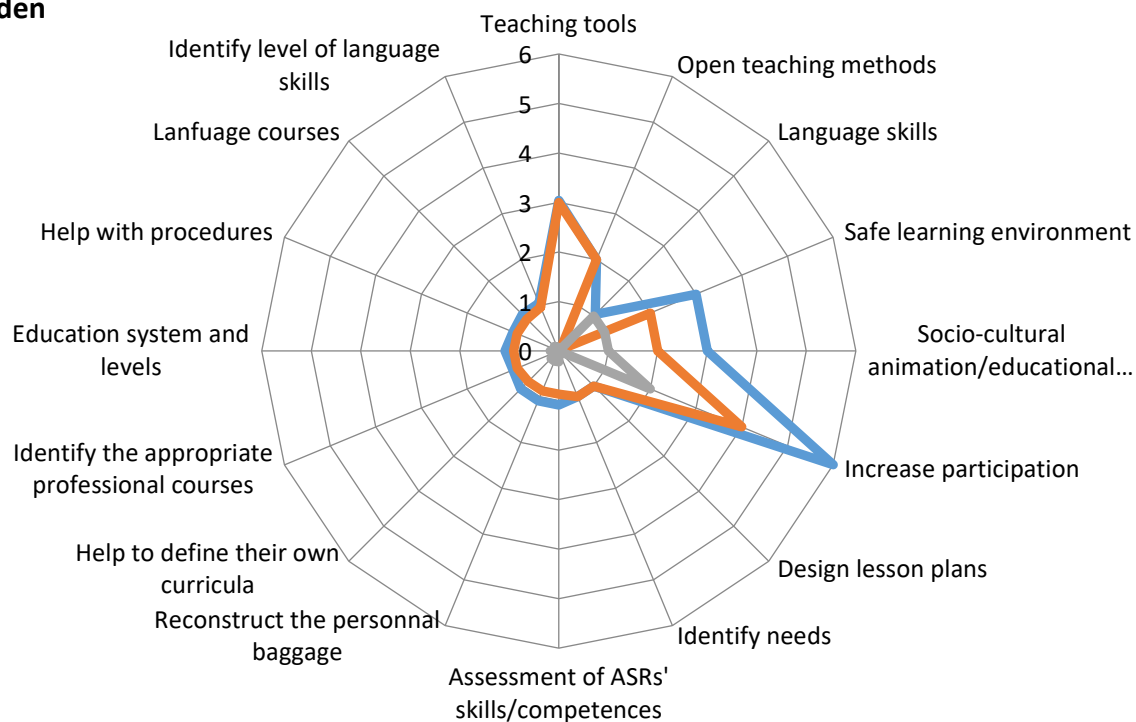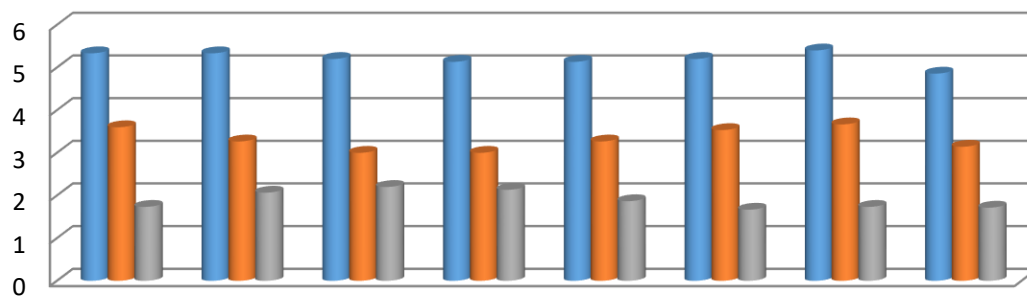
**Italy**



**Spain**

**Sweden**



**Figures 21-24.** Education and training in four partner countries
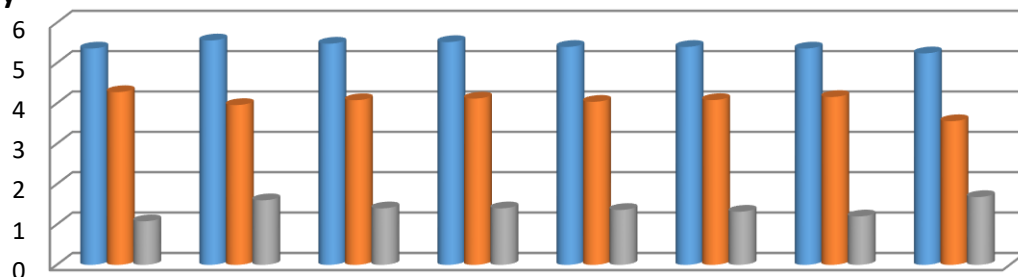
- *Access to employment*

According to Figures 25-28, the access of ASRs in the labour market is of high importance for all partner countries. In 75% of countries, need of tailored plan for labour inclusion and identification of skills presents a score approx. 3.
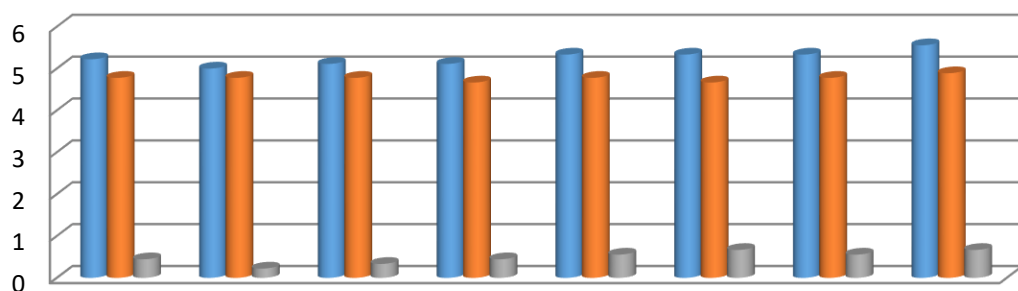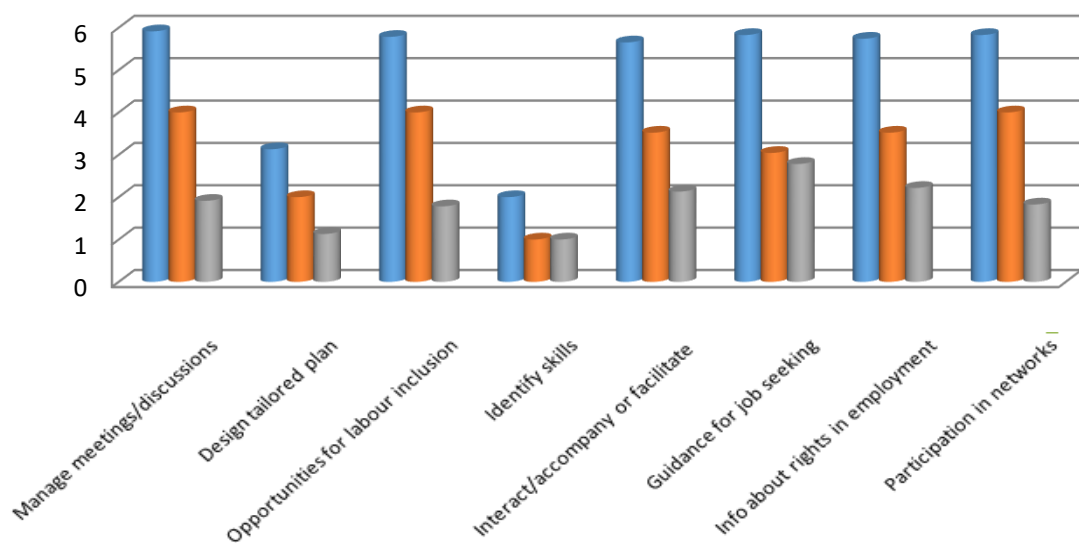
**Figures 25-28.** Results of key procedures regarding access to employment as given in four partner countries

# 5.   Concluding remarks

According to the data collected through research survey, a comparative table of all partner organizations' concluding remarks was developed. The comparative table aims to facilitate the comparison process in order to identify the common ASRs operators' competences among countries, which need to be enhanced. The comparative table is given in Annex 2.

According to the survey results, an effort was made to combine qualifications of different categories of key procedures, as there is a common need among partner countries to  enhance a wide range of competences.

The training curricula and modules will be developed for the following qualifications:

1. Ability to foster pro-activity and independence of the ASRs in connecting with the local community
2. Capacity to identify victims of trafficking in human beings and to detect the existence of special needs and potential physical and/or mental vulnerabilities
3. Ability to design appropriate tailored plan for labour inclusion based on the skills analysis / skills balance

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UPPHANDLINGSPROTOKOLL, Tillfälligt boende för asylsökande Nr 5, Område 3 Öst Kristina Fröjd 3.2.2-2014-34735

*Annex 1. QUASER Research Questionnaire - Transparent qualifications for boosting the quality of services addressed to Asylum Seekers and Refugees*

**INSTRUCTIONS**

This questionnaire allows you to assess a range of competences/skills to identify those that you may need to develop.

**(1).** The first column focuses on the **work procedures** identified by the desktop research already implemented at national level.

**(2).** The second column contains an indicative list of **Competences / Skills** and space for additional ones to be added by you.

<u>Please complete this questionnaire by **circling** the appropriate numbers according to:</u>

**(3). How important** you think it is that you **should possess/acquire** each Competence or Skill of those mentioned per work procedure**.**

**(4).** The extent to which you think **you already possess each Competence /Skill** (your self-assessment) of those mentioned per work procedure.

**(5).** Write in the score of (3) minus the score for (4)

The highest scores here belong to skills with the biggest gaps between questions A and B. These are skills, which you would need to develop because you think they are important but you do not think you are very good at them.

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| **A. Work procedures** | **List of Competences / Skills** | **IMPORTANCE**<br>High<br>Low | **COMPETENCE LEVEL**<br>High          Low | **(3 minus 4)** |

| (1) | (2) | (3) | | | | | | | (4) | | | | | | | (5) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A. Work procedures** | **List of Competences / Skills** | **IMPORTANCE** | | | | | | | **COMPETENCE LEVEL** | | | | | | | **(3 minus 4)** |
| | | High | | | | | Low | | High | | | | | Low | | |
| **General (needed in several work procedures)** | 1. Ability to **deal with** stressful situations and difficult individual cases | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 2. Ability to **work in team** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3. **Boundary setting**: ability to set appropriate boundaries and the right distance towards ASRs as a **protection from burn-out** and in order to keep focus on established goals | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 4. Ability to **guarantee respect for the privacy** of the beneficiary | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 5. **Empathy** and ability to **communicate** and **interact** with other people | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 6. **Reliability** and ability to establish a relationship of **trust** with the ASR | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 7. Knowledge of **intercultural communication tools** and **intercultural communication skills** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 8. **Active listening**: ability to pay attention to, and remember, the things said/reported by ASRs. | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 9. Ownership of **psychology operational methodologies** and **psycho-social support methodologies** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 10. Ability to **mediate problems** and **solve conflicts** between stakeholders | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 11. Ability to provide guidance on **bureaucratic procedures** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 12. Capacity of **accompaniment** to institutions | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

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| (1) | (2) | (3) | | | | | | | | (4) | | | | | | | | (5) |
|-----|-----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|
| **A. Work procedures** | **List of Competences / Skills** | **IMPORTANCE** | | | | | | | | **COMPETENCE LEVEL** | | | | | | | | **(3 minus 4)** |
| | | **High** | | | | | **Low** | | | **High** | | | | | **Low** | | | |
| | 13. Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 14. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 15. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| *First Reception procedures* and *provision of material needs* | 1. Ability to **interface with the institutions** responsible for migration policy and operations | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 2. Provision of **appropriate screening** and **collection of information**, while respecting legislative provisions and adopting necessary humanitarian cautions | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 3. Ability to provide a preliminary **assessment of the actual needs** and expectations of the ASR | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 4. Ability to guide the migrant through the first **bureaucratic steps** and to canalize them towards the most **appropriate reception facility** | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 5. Ability to **identify minors** among the migrants arrived and to address them to the right **reception/protection path** | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 6. Capacity to **identify** victims of **trafficking** in human beings and to detect the existence of **special needs** and potential **physical and/or mental vulnerabilities** | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 7. Ability to **set up** adequate admission procedures / rules (i.e. regulation of the facility, reception "contracts") | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 8. Ability to understand and assess specific **material needs**, including those eventually emerging during the reception phase | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |

| (1) | (2) | (3) IMPORTANCE | | | | | | | (4) COMPETENCE LEVEL | | | | | | | (5) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A. Work procedures | List of Competences / Skills | High | | | | | Low | - | High | | | | | Low | = | (3 minus 4) |
| | 9. Ability to assess the **level of autonomy** and to identify the modalities for **direct involvement** of the ASRs in the **fulfilment of their material needs** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 10. Ability to provide the **material services needed**, through appropriate **planning and periodical meetings** with the beneficiaries | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 11. Ability to adequately **manage material reception** tools (i.e. attendance register) and to **control the costs** (i.e. telephone, pocket money, etc.) | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 12. Ability to progressively **foster responsibility and autonomy** of the beneficiaries in the management and **fulfilment of their own material needs** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 13. Knowledge of **admission procedures** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 14. Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 15. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 16. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| Information, counselling and mediation (linguistic and cultural) | 1. Provide information about the **country in General** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 2. Knowledge of the **personal stories** of the ASRs and of the **main geopolitical and cultural characteristics** of their home countries | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3. Ability to create and effectively manage a personal dossier which **reports the personal** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1)<br>A. Work procedures | (2)<br>List of Competences / Skills | (3) IMPORTANCE<br>High | | | | | Low | | (4) COMPETENCE LEVEL<br>High | | | | | Low | | (5)<br>(3 minus 4) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **story** of the ASR | | | | | | | | | | | | | | | |
| | 4. Appropriate language skills and ability to **translate and provide interpretation** of complex concepts | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 5. Understanding of the **cultural background** and of the **specific life experience** of each ASR | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 6. Ability to improve the **conditions of intercultural communication** within the reception project, between the beneficiaries and in the relation of the beneficiaries with the local services / local community | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 7. Ability to **manage relational complexity intervening in any conflict** that may arise, and helping the parties to overcome communication blocks | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 8. Ability to **support the team** on the occasion of specific **procedures/relations** (i.e. admission interview, formal acceptance of the facility rules, preparation for the audition/interview with the Territorial Commission competent for the assessment of the application for international protection, etc.) | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 9. Ability to **support the multidisciplinary team** in the confrontation and definition of educational and relational approaches to be adopted, with **respect and understanding of diversity** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 10. Ability to **interact** with the local services and community and to **strengthen** the work with the **network of local services** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1) | (2) | (3) | | | | | | | | (4) | | | | | | | (5) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A. Work procedures** | **List of Competences / Skills** | **IMPORTANCE** | | | | | | | | **COMPETENCE LEVEL** | | | | | | | **(3 minus 4)** |
| | | **High** | | | | | **Low** | | | **High** | | | | | **Low** | | |
| | 11. Information about the **first bureaucratic steps** that immigrants should do **after reception** | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 12. Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 13. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 14. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| *Information on the asylum procedure* | 1. Knowledge of **legal aspects** and **law enforcement** procedures | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 2. Ability to provide the migrant with all **necessary information** in order to appropriately assess his/her own position and **issue an application for international protection** (Asylum Seeker Card) | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3. Capacity to **provide guidance and legal information** on the international, European and national **legislation on asylum**, (including information on family reunification) | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 4. Ability to prepare and **update the personal file** of the applicant/beneficiary of protection international | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 5. Ability to provide information about the **accommodation, food and money** that the interested persons can apply for. | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 6. Ability to **set up** adequate **admission procedures** | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| *Health care and care of vulnerable* | 1. Ability to **perceive, understand, interpret and evaluate** the actual health-related needs of the ASRs, also through diagnostic screening for the | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1) | (2) | (3) | | | | | | | (4) | | | | | | | (5) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A. Work procedures** | **List of Competences / Skills** | **IMPORTANCE** | | | | | | | **COMPETENCE LEVEL** | | | | | | | **(3 minus 4)** |
| | | **High** | | | | | **Low** | | **High** | | | | | **Low** | | |
| *people* | assessment of the overall ASRs' health status | | | | | | | | | | | | | | | |
| | 2. Ability to **support and accompany** the beneficiaries on an ad hoc path of protection of their health, including registration in the National Health Service (NHS) | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3. Knowledge of the **national and regional regulations** in the **health field** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 4. Ability to define a map of **social and health services and facilities** locally available, with respect to the beneficiaries and the type of care needed | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 5. Capacity to **detect the existence or the emergence** of potential **health problems or vulnerabilities** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 6. Ability to **initiate forms of dialogue and collaboration** with the local health districts/structures/agencies, including by activating specific memoranda of understanding | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 7. Ability to **interact with the local services and community** and to **strengthen the work** with the network of local services | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 8. Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 9. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 10. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| *Guidance and support to housing* | 1. Ability to inform ASRs on **housing operations and on the housing market opportunities**, such | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1) | (2) | (3) | | | | | | | (4) | | | | | | | (5) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | IMPORTANCE | | | | | | | COMPETENCE LEVEL | | | | | | | |
| **A. Work procedures** | **List of Competences / Skills** | High | | | | | Low | | High | | | | | Low | | **(3 minus 4)** |
| *inclusion* | as the different types of contracts, the possibility of access to micro-loans (advance / security deposit), the paperwork, the minimum habitability standards (electrical installations, furniture, etc.), utilities, condo fees etc. | | | | | | | | | | | | | | | |
| | 2. Ability to inform the beneficiaries about the **most important rules for living in condominium**, responsible use of energy, water and gas consumption, waste separation, and **"rules" of good neighbourliness** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3. Ability to **liaise with estate agents**, municipal services, industry bodies, private owners and their associations and to **promote memoranda of understanding** for the provision/utilisation of houses at local level | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 4. Capacity of **promotion, support and mediation** between the ASR and the leasor in relation to the negotiation of leases | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 5. Ability to **arrange** for a varied set of **housing solutions** taking in consideration co-housing, social condominium, co-construction | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 6. Ability to **facilitate the match** between the **housing market** and the **living/housing expectations** of the ASR | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 7. Ability to **detect resources**, within and outside the reception project, to **support housing autonomy** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 8. Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 9. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1) | (2) | (3) | | | | | | | (4) | | | | | | | (5) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A. Work procedures** | **List of Competences / Skills** | **IMPORTANCE** | | | | | | | **COMPETENCE LEVEL** | | | | | | | **(3 minus 4)** |
| | | **High** | | | | | **Low** | | **High** | | | | | **Low** | | |
| | 10.  -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| *Basic information on the legal system: rights and obligations / Legal support and counselling* | 1.  Knowledge of the procedure for the **recognition of international protection**, of the **judicial protection mechanisms** and of the related legal and administrative steps | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 2.  Ability to **identify and correctly apply** the relevant **legislation** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3.  Ability to provide **orientation and accompaniment** to meetings and talking with institutional actors in charge of the various phases of the **approval procedure of international protection** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 4.  Ability to provide **guidance and coaching** on administrative and bureaucratic procedures and practical support to the fulfilment of the procedure | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 5.  Availability to provide **legal orientation** even on matters not strictly related to the procedure for the recognition of international protection | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 6.  Knowledge of the **legal rights and obligations** of the person | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 7.  Knowledge on **asylum procedures on appeal** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 8.  Knowledge on legal **rights regarding appealing** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 9.  Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1) A. Work procedures | (2) List of Competences / Skills | (3) IMPORTANCE High → Low | | | | | | | (4) COMPETENCE LEVEL High → Low | | | | | | | (5) (3 minus 4) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 10.  -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 11.  -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| *Basic information and guidance on the cultural and social characteristics of the host state for achieving active participation and inclusion* | 1.  Enhancement of **intercultural dialogue** within and outside the host project | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 2.  Ability to **guide the direct relation** with both the **individual beneficiaries** and with the **host communities** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3.  Specific knowledge of **local social services and access procedures** (i.e. enrolment in the registers of registered residence, issue of the tax code at the tax office; access to National Health Service; schooling procedures for minors; entry to learning courses and study of the national language, registration for education courses for adults). | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 4.  Ability to **communicate effectively** with ASRs and to put them in a position to **express their social needs** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 5.  Knowledge of **relevant legislation** and administrative rules related to access to local services | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 6.  Ability to **liaise with the local institutions** (law enforcement institutions i.e. local governmental institutions i.e. Prefecture, and Municipality) | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 7.  Awareness and ability to make **use** of and to **promote reference networks** (institutional, social, relational, informal) | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 8.  Ability to **identify contextual elements** which are relevant for an individualised/tailored | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1) | (2) | (3) | | | | | | | | (4) | | | | | | | | (5) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **IMPORTANCE** | | | | | | | | **COMPETENCE LEVEL** | | | | | | | | |
| **A. Work procedures** | **List of Competences / Skills** | High | | | | | Low | | | High | | | | | Low | | | **(3 minus 4)** |
| | **reception/protection/integration** | | | | | | | | | | | | | | | | | |
| | 9. Proactivity in **facilitating the connection** of the ASRs with local services | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 10. Capacity to detect the emergence of **potential vulnerabilities** connected to social inclusion paths | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 11. Ability to **interact** with the local services and community and to **strengthen the work** with the network of local services | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 12. Ability to apply **critical thinking**: using intelligence, creativity and kindness to better understand beneficiaries' needs, assess available resources and applicable law, and foster access to social services | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 13. Ability to **identify relevant contextual elements** in which it is necessary to situate the reception, protection and integration intervention | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 14. Knowledge of the **main social and cultural characteristics** of the host community | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 15. Ability to promote and implement **effective relational modes between** ASRs and the local community | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 16. Ability to **foster pro-activity and independence** of the ASRs in connecting with the local community | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 17. Creativity in the **promotion and creation of cultural/intercultural events** fostering the involvement of both ASRs and local community | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |
| | 18. Information about the **family reunification** | 6 | 5 | 4 | 3 | 2 | 1 | - | | 6 | 5 | 4 | 3 | 2 | 1 | = | | |

| (1) A. Work procedures | (2) List of Competences / Skills | (3) IMPORTANCE High ... Low | | | | | | | (4) COMPETENCE LEVEL High ... Low | | | | | | | (5) (3 minus 4) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19. Ability to **foster participation** in local networks and community activities | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 20. Knowledge on **NGOs and services** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 21. Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 22. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 23. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| *Education and training (including language courses)* | 1. Knowledge of **main frontal teaching tools** and ability to **communicate** with people with different backgrounds | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 2. Ability to apply **open teaching methods** which allow for direct involvement/participation of the ASRs | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3. Analysis of **language skills** of the ASRs | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 4. Ability to create a **safe learning environment** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 5. Ability to plan and carry out **socio-cultural animation** and **informal educational activities** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 6. Ability to take in consideration the **factors potentially** able to **increase participation and attendance** of ASRs | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 7. Ability to **design lesson plans** to meet ASRs' needs and **create a scope and sequence** that provides them with enough time to master the | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1) | (2) | (3) | | | | | | | (4) | | | | | | | (5) |
|-----|-----|-----|---|---|---|---|---|---|-----|---|---|---|---|---|---|-----|
| **A. Work procedures** | **List of Competences / Skills** | **IMPORTANCE** | | | | | | | **COMPETENCE LEVEL** | | | | | | | **(3 minus 4)** |
| | | **High** | | | | | **Low** | | **High** | | | | | **Low** | | |
| | standards | | | | | | | | | | | | | | | |
| | 8. Be able to **identify and address** ASRs' needs, strengths and learning difficulties | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 9. Knowledge of techniques and specific methodologies for the **assessment of ASRs' skills/competencies** (management of tools such as educational sheets, self-assessment questionnaires, recovery of personal biography, analysis of previous experiences, tests and simulations) | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 10. Ability to **reconstruct the personal baggage** of the ASR in terms of skills, abilities, past experiences, interests, aptitudes and aspirations | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 11. Ability to **help** the beneficiaries in **defining their own curricula**, through empowerment of their personal skills | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 12. Ability to **set up and identify the most appropriate professional courses** aimed at acquiring or updating theoretical and practical skills for performing specific professional roles (courses for first insertion, qualification, retraining, specialization, updating and improvement). | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 13. Knowledge of the **education system and its levels** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 14. Capacity to **help with procedures** to access education | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| (1) A. Work procedures | (2) List of Competences / Skills | (3) IMPORTANCE High → Low | | | | | | - | (4) COMPETENCE LEVEL High → Low | | | | | | = | (5) (3 minus 4) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 15. Knowledge of the **available** language courses | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 16. Ability to **identify the level** and needed language skills | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 17. Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 18. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 19. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| *Access to employment* | 1. Ability to **manage meetings / discussions** with the individual beneficiary in order to **understand the needs** and **provide guidance** through appropriate communication | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 2. Ability to design **appropriate tailored plan** for labour inclusion based on the skills analysis / skills balance | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 3. Knowledge of the **opportunities and potential opportunities** for **labour inclusion** in the host territory | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 4. Ability to help people in **identifying their skills** | | | | | | | - | | | | | | | = | |
| | 5. Ability to **interact** with the local services, institutions, agencies and companies and to **set agreements/arrangements** with the network of local economic players in order to **accompany or facilitate the access** of ASRs to training programmes, traineeships, vouchers, job exchange, etc. | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

QUASER

| (1) | (2) | (3) | | | | | | | | | | | | | | | (5) |
|-----|-----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|
| **A. Work procedures** | **List of Competences / Skills** | **IMPORTANCE** | | | | | | | **COMPETENCE LEVEL** | | | | | | | | **(3 minus 4)** |
| | | **High** | | | | | **Low** | | **High** | | | | | **Low** | | |
| | 6. Ability to **provide reliable information** and **effective guidance** to ASRs for job seeking | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 7. Ability to **provide information** about the rights in **terms of employment** | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 8. Active **participation in networks** for employment | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 9. Please write any skills required and not included above | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 10. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |
| | 11. -//- | 6 | 5 | 4 | 3 | 2 | 1 | - | 6 | 5 | 4 | 3 | 2 | 1 | = | |

| B. Please use this space to insert <u>any other competences</u> or Skills, that you consider as important based on your experience. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | 6 | 5 | 4 | 3 | 2 | 1 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. | 6 | 5 | 4 | 3 | 2 | 1 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. | 6 | 5 | 4 | 3 | 2 | 1 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. | 6 | 5 | 4 | 3 | 2 | 1 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. | 6 | 5 | 4 | 3 | 2 | 1 | 6 | 5 | 4 | 3 | 2 | 1 |

| C. From the whole questionnaire, please try identifying up to 5 Competence/skills you could most usefully develop at this stage of your career/development. |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

*Annex 2. Comparative table among partner countries based on the survey results*

| Italy | Greece | Spain | Sweden |
|---|---|---|---|
| **1. Ability to interact with the local services and community and to strengthen the work with the network of local services: this is the ability to activate and promote the local network of services in relation to a variety of services, with the aim to facilitate in line with italy but in higher level the integration of the ASRs** | 1. Ability to work in team | 1. Participation in networks and community activities. <br> 2. Accompaniment to entities and organisations. | 1. Coordination of structure cooperation with stakeholders in the community (municipal structure, Public Employment Services, Regional Health Care institutions and NGOs) <br> In line with Italy but at a higher level (coordination) |
| 2. Ability to foster pro-activity and independence of the ASRs in connecting with the local community: this is the capacity of the operators to promote a progressive **autonomy** of the ASRs during their reception and integration paths <br> 3. Ability to design appropriate tailored plan for **labour inclusion** based on the **skills analysis / skills balance**: labour inclusion is a key work process and this competence/skill reflects the customization of the reception/integration intervention aimed at fostering the access of the ASRs to labour market, which h**as to be tailored on the characteristics of the beneficiary** as one of the main features of the SPRAR system. | | 3. Information about social and working resources. | 2. Structure for **Mapping of individual need**s |
| 4. Capacity to identify victims of trafficking in | | | |

| | | | |
|---|---|---|---|
| human beings and to detect the existence of **special needs and potential physical and/or mental vulnerabilities**: very importantly, the theme of the identification of THB victims, potential victims and/or other vulnerabilities has been highlighted by a lot of interviewees | | | |
| **5.** Ability to arrange for a varied set of **housing solution**s taking in consideration co-housing, social condominium, co-construction: housing inclusion is one of the work procedures which according to the survey is characterized by a wider gap between the importance and the level of competences owned by the operators; in the framework of this work process, this specific competence / skill is of great importance | | | 3. Tender and tender procedures concerning purchases of accommodation services offered by other organisation whether private or municipal<br>4. Better definition of demanded services by accommodation centres<br>5. Structured evaluation procedures of accommodation centres |
| **Additional competences**<br><br>● Ability to improve the conditions of **intercultural communication** within the reception project, between the beneficiaries and in the relation of the beneficiaries with the local services / local community<br>● **Management of co-living and intercultural rules in the reception structure and in the relations with the neighbourhood / local community** | 4. Ability to set up adequate admission procedures<br>5. Knowing of admission procedures | 4. Knowledge about admission, extension of stay and request for aid procedures. | 6. Intercultural communication |
| ● **Capacity to improve communication and to store and tell successful stories and initiatives (story telling)**<br>● **Ability to reconstruct the personal baggage** | | | |

| | | |
|---|---|---|
| of the ASR in terms of skills, abilities, past experiences, interests, aptitudes and aspirations<br>● Facilitating family / school dialogue<br>● assistance in school learning | | |
| ● **Boundary setting: ability to set appropriate boundaries and the right distance towards ASRs as a protection from burn-out and in order to keep focus on established goals and ability to deal with stressful situations and difficult individual cases** | | |
| ● **Recognition of previous training paths** | 4. Ability to identify and correctly apply the relevant legislation | 5. Knowledge of foreign legislation and asylum. |
| ● **For a future edition of the project, mapping of the training courses offered by universities, reception centres, etc.** | 5. Ability to provide guidance on bureaucratic procedures | |
| <span style="color:red">**National frameworks**</span><br><br>**The inclusion of the professional in the social professions classification. For example, in Italy, see Professional Classification 2011, Reintegration and social integration technicians** | | |