



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

Final Dissemination Conference

*Enhancing skills for the reception of
Asylum Seekers and Refugees:
Recognition of operators'
professionalism and quality of services.
Which models?*

Proceedings



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been supported by the European Commission in the framework of the ERASMUS+ Programme. Project id: 2016-1-IT01-KA202-005593
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QUASER

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

E6 - European Dissemination Conference

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Editor: Università degli Studi di Roma Tor Vergata, Rome, Italy

Date of publication: July 2019



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INTRODUCTION



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WELCOME GREETINGS, *Annalisa Giovannini - Cittalia*

The final conference of the QUASER project is hosted by ANCI, the National Association of Italian Municipalities, of which Cittalia (project partner) is the Foundation, committed to promoting a culture of acceptance and integration, with the aim of strengthening the role of Italian Municipalities in the implementation of their public social policies.

It is a prestigious institutional site that amplifies the aims of the project. QUASER dealt specifically with the skills, employability and qualifications of operators working in the reception services for asylum seekers and refugees.

This project was born three years ago, almost on tiptoe, at a time when the partners (that I will shortly present) started to discuss the value of the skills and professionalism characterising this particular world, being a domain, a “laboratory” in which the different functions and operators’ professionalism are acted and confronted. It is not only a space and place of action, but above all it is a place of interaction. The interaction itself produces learning, self-training in some cases, long unrecognised, unencoded. I really like the expression used in the QUASER project, i.e. assuring the transparency of the learning processes. This is an inescapable step to be taken and the project has helped us in this direction.

For this I want to thank the partners, starting with the coordinator, the University of Tor Vergata in the person of prof. Volterrani. The University has been in charge of developing the solid

methodological approach of the project, which in my opinion turned out to be of the highest level and effectiveness.

I thank the Effebe Association, in particular prof. Spatafora, with whom we began three years ago to talk about the themes that were then addressed in QUASER. His expertise in the field of professional training and qualifications was a key element leading us to undertake the project path together.

Today we also have our European partners, whom I heartily thank: the Reception and Identification Service of the Ministry of Migration Policies and the training agency DIMITRA (Greece), the Folkuniversitetet of Uppsala (Sweden), Inercia Digital (Spain) which operates as a training centre for digital literacy.

Our Italian "testers" also participate in this conference, namely the SPRAR and SIPROIMI projects that have been involved as laboratories for experimentation, adaptation and use of the tools that have been developed in QUASER. I especially thank them, specifically the SPRAR projects of Molfetta, Barletta and Trani-Bisceglie.

I also wanted to thank INAPP, in the person of Mr. Scialdone.

Finally, I thank Gabriele Guazzo, who is the "QUASER frontman" for Cittalia, the one who has followed the project with continuity and even devotion.

Cittalia is very keen on the tackled themes, and the Central Service is, too. As you know, the Central Service coordinates the reception projects of the SPRAR network, now SIPROIMI. For about 20 years, at ANCI the Central Service has been committed to recognise and represent the operators' professional profiles, developing guidelines and manuals. This effort has certainly contributed to the creation of the common ground for the set-up of multidisciplinary teams involved in the projects. This is the common methodological kit. Today the results and the ideas offered by QUASER help us a lot; it is time for the recognition, and even for the maximum protection represented by certification, of the operators' skills, even from a training point of view.

Our work this afternoon will be divided into two round tables. The first table, coordinated by Mr Guazzo of Cittalia, will tell the results of the project. The second will be dedicated to a broader comparison on the topics related to strengthening the skills of operators in Italy and Europe, coordinated by prof. Spatafora.

WELCOME GREETINGS, *Andrea Volterrani - Università degli Studi di Roma Tor Vergata*

Today's hospitality and reception are elements that reveal the relevance of the work we have been carrying out in QUASER. The QUASER partners have already been presented. However, I still feel the urge to thank the colleagues of the partner organisations for this three-year endeavour, together with the other subjects who have given us a precious hand in putting the activities "to the test" of reality. Many things change in three years: people, situations, placements. It is not a short period. By now we are used to reasoning, through social media, in the immediate, current situation. Three years seem like an eternity. If we think about what Italy was like three years ago, even from a strictly political point of view, we find ourselves exactly on the other side.

We have enjoyed doing this project, imagining a different world. With QUASER we have made a joint reflection on the operators who work with migrants, that is to say the people who move, who move for many different reasons, not just political or because they run away from the war. Very often people move because there is a profound problem of inequality, everywhere in the world. QUASER is a small project, an experimental "laboratory". It has not been its intention to change the system. The project idea was developed starting from an important awareness: those who work with migrants learn something every day, in daily practice, in the so-called non-formal and informal paths, outside formal and certified educational and training paths.

On the basis of this assumption, the next question concerned the way in which what is learned can be brought to light, made "transparent", according to approaches, methods and procedures common to the countries participating in the project (besides Italy, also Sweden, Spain and Greece). The processes of "bringing to light" competences, and therefore their valorisation, are the key aspects we focussed on. We have found several elements of complexity, which will then be told, which must be "crossed" to allow these skills to be enhanced. Can we assume that different professional qualifications exist for reception operators, or can we refer to already existing qualifications?

Then there is a third step, certification, which however is not the subject of QUASER's work.

Those who have accepted to get involved with the QUASER path, which I thank deeply, have seen how much effort has been required for the identification and valorisation of skills and competences. This has also meant viewing oneself in the mirror, thinking carefully about what we have done and what we are doing, trying to understand how much of those "things" derive from previous skills and knowledge and how much is generated by work experience, which allows a constant acquisition of new skills and abilities. It is a mix of all this, one cannot delimit what derives only from experience from what derives from the study and training paths.

I wanted to highlight these three elements: identification/bringing to light, valorisation, certification, considering that we always observe a mix of knowledge, competences and skills. The operators, working in the field every day, know this well: due to the fact that they must study laws and regulations, to understand how to operate in the structures with the guests; or because they have to use foreign languages in their work.

It is always a combination of more or less theoretical knowledge, skills and competences.

ROUND TABLE: The QUASER project. New tools for the development of the skills of the operators in reception services for applicants and beneficiaries of international protection



INTRODUCTION, *Gabriele Guazzo - Cittalia*

QUASER was a three-year adventure, as it has been recalled, intense and beautiful. We had time to transform ourselves from companions to friends.

In this session, we intend to present a reconstruction of the path we have taken with the project, eliciting the methodological steps, the activities and the main results, to let you understand what was the effort for making skills and competences transparent and for their enhancement. The certification, as we will see, has not been an objective of the project, but represents the horizon of development in which we have moved, also in the perspective of future projects and common initiatives.

The project was designed in a different context from the current one, even if the needs are still the same: there are many operators working in reception and inclusion services for migrants, in Italy and in the other partner countries, who carry out specific tasks professionally and have very strong skills. Please, consider the Italian SPRAR / SIPROIMI system which, as Cittalia and ANCI, we coordinate at the central level. It is a system that, compared to the governmental one focused on Extraordinary Reception Services (CAS), is characterised by a higher quality level of operators' professionalism, as we have often been recognised.

The reception operators have a very complicated task, on the one hand managing complex procedures also from an administrative-bureaucratic point of view and, on the other hand, managing complex human relations, with their colleagues within the multidisciplinary teams and then with project beneficiaries. Only in the SPRAR / SIPROIMI system we counted about 11 thousand operators (data presented in the SPRAR Atlas, 2017), who work in the system. Imagine how many other operators work in the CAS. It is an important workforce and it is essential to think about how to proceed with the transparency and enhancement of their professionalism - made up of varied competences, knowledge and skills.

QUASER, ORIGINS AND OBJECTIVES, *Elisa Mancinelli - Università degli Studi di Roma Tor Vergata*

The speeches that preceded me have already anticipated the key themes, the needs to which the project intended to provide an answer. I would like to focus our attention on some key concepts that have already been partly mentioned.

The project's title already contains in itself the objective: to work on qualifications and transparencies, we felt the need to put into transparency what is called prior learning, the learning acquired both in formal and non-formal and informal environments. To give a strong boost, a "boost", to improve the quality of services for refugees and asylum seekers. Already bearing in mind the title of the project we can have the horizon in which QUASER has developed.

QUASER is a project supported by the Erasmus + Programme, Strategic Partnerships for Innovation. It is a very strong identity of the project. Seven partners from four European countries joined forces to address a key topic in the field of training, adult learning, to develop a working method and practices with high added value in terms of innovation.

The "formal" nature of QUASER must therefore be understood: it is a strategic partnership, that is to say an innovative action, with high added value shared on a transnational scale to tackle common problems in several countries in the field of education and vocational training.

The partners' intent is therefore to contribute to the advancement of methods and practices for the continuous training and professional development of a specific group of workers, the operators of the reception facilities for asylum seekers and refugees.

Three years ago (in 2016), when the project was written and then selected by the ISFOL National Agency, now INAPP, the situation for the operators employed in the reception facilities was reaching a critical point, in the face of a growing presence of asylum seekers and refugees, housed in reception facilities across Europe. The need for reception of ASRs involved and involves a complex and articulated perspective of inclusion: social and work inclusion, health and housing, recognition of prior learning, enhancement of formal, non-formal and informal experiences lived in Countries of origin, to support processes of citizenship and inclusion, in fact.

These are complex user needs, to which it is possible to respond only with great professionalism acted by the operators, which includes not only technical and operational knowledge and skills (for example, sector-specific - legal, health, etc.) but also soft skills and transversal skills to be able to collaborate in teams, as well as to be able to communicate effectively with guests.

QUASER intervenes on this human factor: starting from a survey on the distinctive work processes implemented in the reception facilities, QUASER proposes to ASR operators three qualification prototypes, a model for the assessment, an update path, training, professional development.

The basic assumption of QUASER states that operators must possess the competences, skills and abilities foreseen in the typical work processes, in order to provide users / asylum seekers and refugees with high quality, effective and punctual services.

The self-assessment, the positioning in function of qualification prototypes, the access to training and refresher courses created ad hoc, represent a professionalizing offer of great innovation,

which was well received and commented with great interest by the many operators in Italy, Spain, Sweden and Greece who participated in the validation / testing phase.

Compared to 2016, the scenario where we are operating has evolved towards increasingly punctual services to be guaranteed to asylum seekers and refugees, aimed at social, work, educational, health and housing inclusion. The multi-tasking nature of the operator's role is now clear: it is no longer just a question of being a reception operator, but an inclusion operator instead.

In the words of one of the operators involved in the validation phase, “More than focusing on reception for asylum seekers and refugees, it would be necessary to think of all the practices of social inclusion. We need to reorient our way of managing the support relationship with different beneficiaries and in different territories.”

In recent years, operators have acquired a better awareness of their profile and value, as well as of knowledge gaps and skills to be filled with ad hoc training courses.

The rapid evolution of the regulatory framework of reference, of the migration flows, of the profile of foreign guests of the facilities for Asylum Applicants and Refugees, of the intervention methods and professional practices, make the work of the operators - in the different levels and responsibilities - in constant tension. A project like QUASER can also be used to learn from good practices and exchange with other countries.

NEW TOOL FOR THE DEVELOPMENT OF THE SKILLS OF THE OPERATORS IN RECEPTION SERVICES FOR APPLICANTS AND BENEFICIARIES OF INTERNATIONAL PROTECTION, *Giusy Zollerano - Associazione Effebi*

The speech goes through the very first stages of the project, showing how Partners developed three professional qualifications prototypes addressed to Operators working with Asylum Seekers and Refugees (ASRs), starting from the analysis of the working processes within centres hosting ASRs in Partners' countries (Greece, Italy, Sweden and Spain).

A two-phase methodology has been applied to investigate the procedures practiced in the reception centres of reference.

The first phase was the composition of the National Reports based on desk research by the partners aiming to understand the external (national regulation and framework)/internal environment (internal organisational issues) 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. The questionnaire is structured in 4 columns: the first indicating working procedures already identified with the desk research at national level; the second an indicative list of Skills/Competences; in the third column the respondent indicates how important is to acquire/have those Competences/Skills mentioned in his/her opinion; the last column is a self-assessment, where respondents indicate the extent to which he/she thinks you already possess each Competence/Skill.

Results of both desk and field research were combined to produce the "Comprehensive and Comparative Report on work processes implemented in the Centres hosting Asylum Seekers and Refugees". The map of these working processes aimed at facilitating the better understanding of the challenges and the competences needed for quality services in the field.

The report highlighted commonalities and differences among the four project partners' countries and formed the basis for identifying the key competences needed to be enhanced by ASRs Operators.

It should be noted that these activities were carried out at the beginning of the project (2016-2017), in a different context compared to the current situation. More than one million migrants and refugees crossed into the EU in 2015. The migratory pressure in Europe remained high in 2016 (over 400 thousand persons crossed borders – FRONTEX Agency). Several services/organisations for protection of ASRs are active in the reception centres across Europe. ASRs operator as a profession has a crucial role and 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.

With reference to the results of the 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 organisational issues on reception and accommodation facilities and the professions occupied in hosting centres are almost similar among countries, however, the main differences are focused on the number of services that deal with ASRs (e.g., more than one in Greece, Italy and Spain and just one in Sweden).

Regarding the field research, 73 questionnaires were completed by ASRs working with ASRs in reception centres in the 4 countries (60 were envisaged in the project proposal). 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.

In conclusion, according to the data collected, the competences/skills considered of high importance and needed to be improved in Partners' countries:

- 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.

Based on the results of the working processes and competences mapping, the Consortium defined the steps to develop three European Professional Qualifications Prototypes. According to the previous needs analysis that Partners carried out for the preparation of the project proposal, it emerged also the need to define the qualifications in line with the national frameworks and European instruments for Lifelong Learning, in order to facilitate the transparency and recognition of ASRs operators' competences.

In particular, the three prototypes are developed according to:

1. The European Qualifications Framework (EQF) for Lifelong Learning: a common European reference framework which makes it possible for European countries to compare their qualifications. On the basis of a common reference framework, they will improve the transparency, comparability and portability of citizens' qualifications in the different Member States. It refers to 8 levels based on Learning Outcomes, defined in terms of Knowledge, Skills and Competences.
2. European Credit system for Vocational Education and Training (ECVET): common methodological framework to support the mobility of European citizens, facilitating the validation, recognition and accumulation of skills and knowledge acquired through formal, informal and non-formal learning. This framework is based on:
 - Learning Outcomes (LOs): statements of what the Learner knows, understands and is able to do on the completion of a learning process. These are represented in terms of knowledge, skills and competences
 - Units of LOs: component of the Qualification. Coherent set of Knowledge, Skills, Competences that can be assessed and validated with ECVET points.
 - CREDITS for assessed units: designates individuals' LOs which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications

- ECVET points: numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification
- 3. European Quality Assurance for Vocational Education and Training (EQAVET): a community of practice that develops and improves Q.A. in VET by using the European Quality Assurance Reference Framework

Very often, Operators have, although This profession requires several transversal skills and competences, in addition to those acquired through formal learning path (such as university degrees for example in law, psychology, political science, etc.). QUASER project has realised 3 specific professional qualifications prototypes for the recognition of the skills and competences of ASRs operators, most relevant for reception centres.

The Consortium commonly agreed to develop three levels of the same professional qualification: basic (EQF lev. 4) for operators, intermediate (EQF lev. 5) for professionals, advanced (EQF lev. 6) for coordinators, namely:

1. ASRs Inclusion Officer (EQF lev. 4)
2. ASRs Inclusion Professional (EQF lev. 5)
3. ASRs Inclusion Coordinator (EQF lev. 6)

The scope identified is the “inclusion” from different perspectives. The structure of the three qualifications is the same; indeed three main common units of Learning Output are foreseen:

Unit 1 – Introduction to Reception Services for Social and Inclusion Skills

Unit 2 – Social and Inclusion transversal competences (Soft Skills)

Unit 3 – Technical and Analytical Competences (Hard Skills)

Units are only differentiated for levels, being supposed to acquire (lev.4), implement (lev.5), master (lev.6) those skills accordingly.

The modules developed per each unit, considered topics relevant to the profession of Operator, such as:

UNIT 1 INTRODUCTION

- Processes and procedures
- Social commitment benefits
- Regulatory requirements

UNIT 2 – TRANSVERSAL SKILLS (SOFT SKILLS)

- Communication and Active listening
- Problem Solving
- Team Working

- Decision Making
- Critical thinking

UNIT 3 – TECHNICAL SKILLS (HARD SKILLS)

- ICT
- Health care
- Foreign language
- Cross cultural background
- Community services
- Financial and Budget

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The training courses and assessment are delivered on Moodle distant learning platform. Contents have been validated through testing and consultation phase, and the final version of the qualification, delivered by the end of the project, will include stakeholders' inputs.

All the documentation produced (in English and Partners' languages) is available on the project website: <http://quaser-asr.eu/>.

Working with Asylum Seekers and Refugees (ASRs) is a complex sphere, where different kinds of professionals are needed. And such professionals, in their turn, must possess multiple skills that are required to carry out a wide range of tasks that work with ASR demands. Therefore, it is no wonder that those employed in the sphere may have completely difference experience, knowledge and skills.

In order to place such different professionals working with ASR in line with QUASER project intervention model,

In order to identify which QUASER professional qualification prototype their skills suit,

In order to find out what they can learn in our QUASER learning programme, a thorough assessment of their knowledge and skills is needed.

The QUASER Toolkit for learning validation is created just for this purpose. The toolkit we developed serves as a liaison between QUASER qualification prototypes and the QUASER training programme.

In particular, the Toolkit facilitates the matching between the skills and competences the ASR workers have and QUASER professional qualification prototypes, the same time being an orientation tool for everyone who wants to acquire one of QUASER professional qualifications.

In a wider context, the Toolkit directly serves the project's general goal of increasing the employability of ASRs operators.

Besides both formal and non-formal educations, different ASR operators have many hidden experiences and skills that each person has through informal learning at the work place and volunteering. These experiences are often obvious to individuals and are related to the tasks they've being carrying out in their jobs or daily lives. However, these informal and non-formal skills are often not being taken in account while, for example, applying for a job or a different position. Just because people take them for granted or because they aren't simply aware of the whole scope of things they can do.

The Toolkit helps to solve this problem: it holistically accesses the whole ASRs operators' professional experience and helps them identify the concrete skills and competences developed throughout their working life.

Once their own skills are transparent to the ASR operators are and 'officially' recognised by the QUASER Toolkit, ASR operators become aware of their competences and have something to support this awareness with. Since the ASR operators will have their competences validated by the Toolkit assessment, they will feel much more empowered while applying for a new job and position, also being able to find a more relevant job for them.

The Toolkit consists of 6 tools for demonstrating and assessing skills and competences acquired through non-formal and informal learning. It gives ASRs operators the opportunity to 'tell their story' about their professional experience and helps them identify the concrete skills and competences developed throughout their specific activities in social services

Importantly, the tools are based on the qualifications prototypes, their KPIs and EQF Levels 4 and 5, as the competencies are being evaluated against the qualifications prototypes.

The developed tools are also based on adult education methods. One of the goals of adult education is to make it possible for people to influence their own lives. The reason for the effectiveness of adult education lies in the individual approach to the target group. The core postulate of this approach is that the individual should be at the center.

That's why the tools are divided into 2 blocks:

1. Situation analysis ("What do I have?")
These are the tools to map the existing skills and competences:
 - Tool 1. Personalised CV
 - Tool 2. Knowledge Map (Mindmapping)
 - Tool 3. Career Portfolio

2. Desired outcomes ("What do I want to achieve?")
These are the tools to detect missing skills and competences:
 - Tool 4. Mapping personal work areas
 - Tool 5. Personal development plan
 - Tool 6. Self-Interview

It is to be noted that all of the tools are also designed according to Problem-Based Learning principles, which means that they engage the person assessed, stimulate their creativity and critical thinking, allow them to own the process.

All of the tools are supposed to work in synergy, giving the assessed person a whole picture on their competences and skills acquired through informal and non-formal learning, the level of these competences and skills, as well development directions and opportunities for the person. Which was precisely the goal of the Toolkit.

THE QUASER DIGITAL TOOLS FOR LEARNING, *Susana Corona Cruz - Inercia Digital*

The role of Inercia Digital in QUASER mainly concerned the creation and updating of the digital platform where the contents for learning were uploaded for the participants.

Along with the other project partners, we created the contents and uploaded them onto the virtual learning environment, which is Moodle. You may have heard of it: it is an online learning platform, open source, available for everyone. It is a course management system and it has been specifically designed to help educators provide effective learning content online.

The PowerPoint presentation helps describe the key features and benefits related to the use of Moodle:

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- **Inercia Digital** from Spain had the task of making the QUASER course's contents accessible to participants via an online platform. The platform used to upload the course's digital content was MOODLE
- Moodle is an open-source learning platform, also known as course management system (CMS) designed to help educators create effective online learning content.

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It is very versatile, easy to use, and available in 120 languages. Because of this, being digital and online, it is ideal for remote learning and can be adapted to each learners' own pace, who can then administer their own learning at their own time.


It can be used on different devices: PC; laptop, tablet, smartphones and it can also integrate instant communication features, like chats and forums, to enable communication between the learner and the facilitator, and within the groups of learners.



Transparent qualifications for boosting
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A BIT MORE ABOUT



- Designed to provide educators and learners with a single, robust and secure integrated system for the creation of personalised learning environments
- Ideal for remote learning adapted to every student's pace
- Simple, easy-to-use interface available in 120+ languages
- Can be used across many devices (PC, tablets, smartphones)
- Instant communication features

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How did QUASER's learners access the course?


They had to visit the project's webpage, and go to the dedicated page, then click on the “Enrol in our Course” button:



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QUASER'S MOODLE PLATFORM:



The screenshot shows the QUASER Moodle platform website. The header includes the QUASER logo, navigation links (HOME, THE PROJECT, NEWS, GALLERY, CONTACTS), and a search icon. The main content area features a welcome message in multiple languages, a description of the project, and a red circle highlighting the "Enroll in our Courses!" button. Below this is a "News" section with three images.

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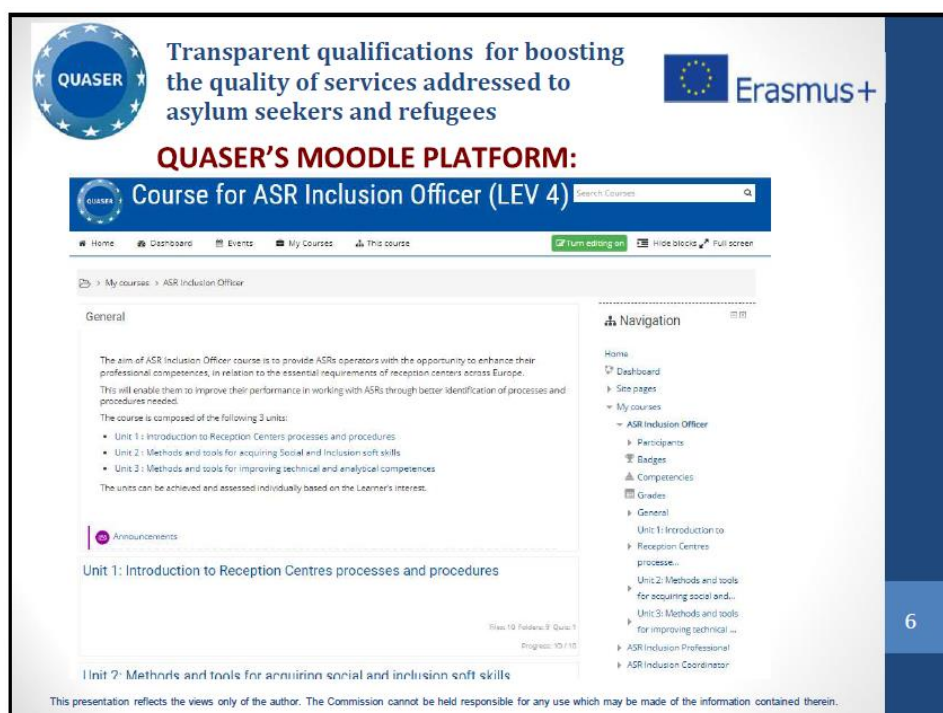
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Users would then be led to the registration form, where they have to enter their personal details to then receive the personal access code and login details via email. Once registered in the Moodle platform, users/learners would see the different courses available:

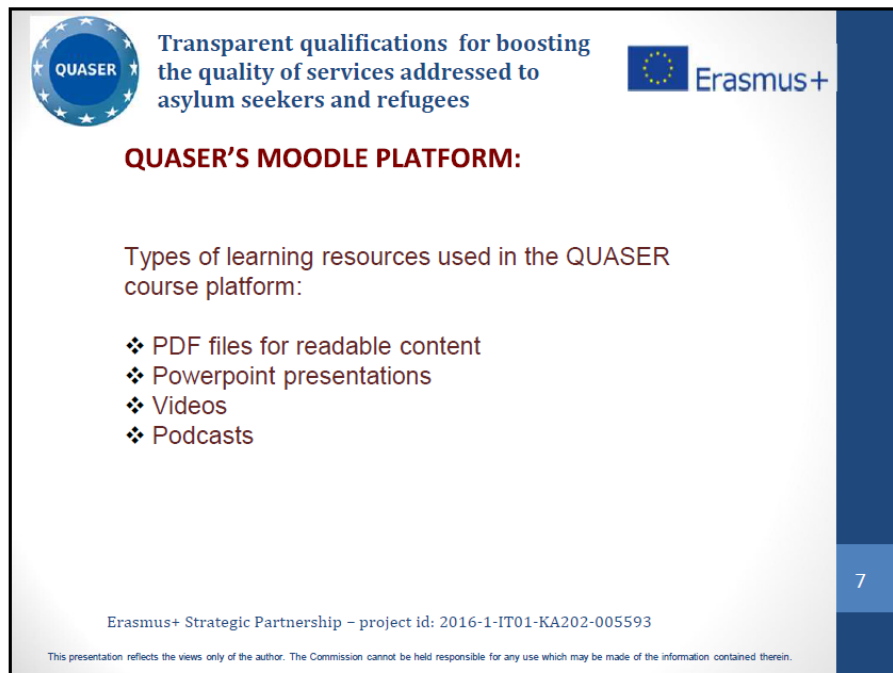


According to their profile, as emerged from the self-assessment process carried out using the QUASER toolkit, each user can access the relevant course in order to achieve the specific learning objectives. Once the course has been selected – in the example, I present the ASR Inclusion Officer course:



The learner would see the Units and the topics, adapted to the specific level or professional profile chosen (one of the three QUASER prototypes proposed). Paralleling the structure of the three qualification prototypes, the units of the courses for the three profiles are named the same, the contents within are different according to the course level chosen.

To access the different learning resources available on the platform, the learner has to click on the “Units”. Then, the learning contents will be shown in different formats:



QUASER'S MOODLE PLATFORM:

Types of learning resources used in the QUASER course platform:

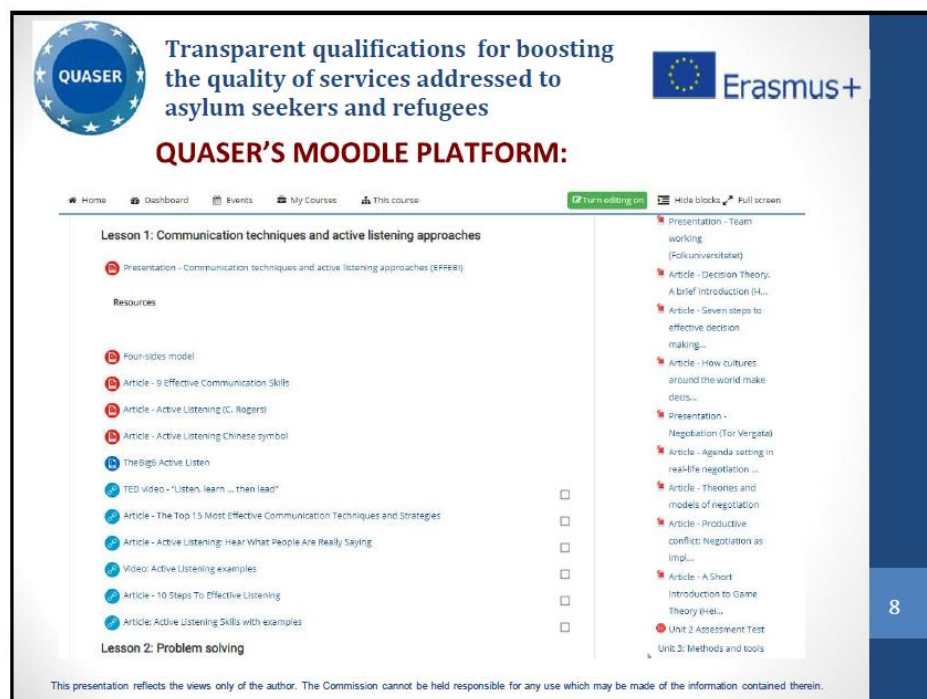
- ❖ PDF files for readable content
- ❖ Powerpoint presentations
- ❖ Videos
- ❖ Podcasts

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If you click on Unit 2, this is the list the learner would see:



QUASER'S MOODLE PLATFORM:

Lesson 1: Communication techniques and active listening approaches

Resources

- Presentation - Communication techniques and active listening approaches (EFFEBI)
- Four-sides model
- Article - 9 Effective Communication Skills
- Article - Active Listening (C. Rogers)
- Article - Active Listening Chinese symbol
- The Biggs Active Listen
- TED Video - "Listen, learn ... then lead"
- Article - The Top 15 Most Effective Communication Techniques and Strategies
- Article - Active Listening: Hear What People Are Really Saying
- Video: Active Listening examples
- Article - 10 Steps To Effective Listening
- Article: Active Listening Skills with examples

Lesson 2: Problem solving

Resources

- Presentation - Team working (Folkuniversitt)
- Article - Decision Theory: A brief introduction (H...
- Article - Seven steps to effective decision making...
- Article - How cultures around the world make decs...
- Presentation - Negotiation (Tor Vergata)
- Article - Agenda setting in real-life negotiation ...
- Article - Theories and models of negotiation
- Article - Productive conflict: Negotiation as Impl...
- Article - A Short Introduction to Game Theory (Hei...
- Unit 2 Assessment Test
- Unit 3: Methods and tools

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



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QUASER'S MOODLE PLATFORM:

- Home
- Dashboard
- Events
- My Courses
- This course

Turn editing on Hide blocks Full screen

Lesson 1: ICT Instruments

- Video - Word - Basic usage (Inercia Digital)
- Video - Word - Creating tables of contents (Inercia Digital)
- Video - Word - Using styles to create templates (Inercia Digital)
- Video - Excel - Basic usage (Inercia Digital)
- Video - Excel - Filtering and sorting data (Inercia Digital)
- Video - PowerPoint - Basic usage (Inercia Digital)
- Video - Reading and creating PDF (Inercia Digital)
- Video - Google Drive - Basic usage (Inercia Digital)
- Video - Google Drive - Sharing and collaboratively editing (Inercia Digital)
- Video - Compressing data (Inercia Digital)

Resources

Lesson 2: Foreign language

- Presentation - Foreign language (DIMITRA)

- Video - Compressing data (Inercia Digital)
- Presentation - Foreign language (DIMITRA)
- Presentation - Community services (Folkuniversitetet)
- Presentation - Local integrated services and netwo...
- Integrated services at local level
- Integrated social services in Europe
- Social cohesion and intercultural and inter-religi...
- Working Together for Local Integration of Migrants...
- Commission and OECD present report on the local in...
- POLICY BRIEF OECD- EU

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The learning reference materials are conceived as usable resources that can be of direct benefit for the learners, since they relate to real-life work situations.

Videos are also available, with the option of enlarging the screen to facilitate the view:



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QUASER'S MOODLE PLATFORM:

- My courses
- ASR Inclusion Official-ES
- Unit 3: Methods and tools for improving technical ...
- Video - Excel - Filtering and sorting data (Inercia Digital)

Video - Excel - Filtering and sorting data (Inercia Digital)



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 - ASR Inclusion Official-ES
 - Participants


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With regards to the method that we have used to validate the learning outcomes, for the QUASER validation phase we mainly used quizzes at the end of each Unit:



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QUASER'S MOODLE PLATFORM

Method used to validate learning outcomes:

❖ **Quiz at the end of each unit** - participants could verify the level of knowledge acquired as they moved from the contents of one unit to the next by doing a test with multiple-choice answers.


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This is what the test looks like:



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QUASER'S MOODLE PLATFORM:

Course for ASR Inclusion Officer (LEV 4)

Question 1

Not yet answered

Marked out of 1.00

Flag question

Edit question

A project is different from a process, in that a project:

Select one:

- ☐ a. Creates a unique result or service
- ☐ b. Monitor routine operations
- ☐ c. Creates something non-unique
- ☐ d. Is temporary
- ☐ e. Has a start and end date

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Quiz navigation

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Finish attempt...

Start a new preview


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The tests currently present on the Moodle are multiple choice tests. However, the QUASER partners are aware that, given the complexity of the competences and skills that learners are expected to acquire, more comprehensive and advanced evaluation proofs are to be designed should the course be adopted.

For QUASER, the digital learning platform has provided learners with an easy environment, accessible from anywhere at anytime.



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Advantages of Digital Learning Tools:

- Learning resources can be easily accessed from virtually anywhere at anytime on any internet-enabled device
- Suitable for learning on the go
- Can reach a wide variety of students regardless of geographical location (can also unite students from different geographical locations and foster educational exchanges among them)
- Allows each learner to study at their own pace in their own time – a flexible learning schedule
- Supports dynamic, interactive, visually engaging content (videos, slides presentations, infographics, podcasts, etc.)
- Allows educators to interact with students and viceversa through forums and chats
- Greener than traditional didactic methods (no textbooks or notebooks required)
- It's FREE

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THE VALIDATION PROCESS IN QUASER, *Alessio Ceccherelli – Università degli Studi di Roma Tor Vergata*

In the QUASER project the main activity assigned to the University of Tor Vergata group was the validation of the Toolkit and qualification prototypes, together with e-learning programme designed and built up for a first testing.

Two questionnaires were prepared in order to evaluate the Courses on the platform and the Toolkit, with a particular focus on the general coherence of the different objects produced during the project (qualification prototypes, toolkit, training curricula). Each Country has conducted a test with operators in reception services, with methodologies partly similar partly different, but using the questionnaires in order to have homogeneous results for a general overview and comparison. What I can describe more in detail is the Italian experience, carried out with the operators employed in the social cooperative “Comunità Oasi2 San Francesco” located in Trani (Apulia region): a particular attention was given to the use of the platform as means to carry out also the toolkit testing phase, so as to easily manage the entire process and create a coherent connection with the training curricula.

After a first virtual meeting where the objects to be tested were presented to stakeholders, we have met the selected participants in several face-to-face meetings to explain better the characteristics and the aims of the toolkit. The participants had more than a month to reflect on the tools tested, followed and consulted during the process by a facilitator expert in Identification of competences. The role of this facilitator was decisive because, even if the guidelines provided were appreciated, the tools require users a very hard self-reflection and self-assessment work, that is better understood with this help.

This is a first point to take into consideration: the toolkit may be a very powerful instrument, but the actions required are usually not familiar to users. It is difficult to re-think our life and look at the different events and things done in a different way, give them a meaning that was not so evident in the moment we lived them. So, an expert help is really necessary.

After this phase, and also on the basis of the results of the toolkit, the participants were asked to choose a training curriculum and give a look to the layout, the syllabus, the contents, the assessment instruments.

Beyond the two questionnaires, the participants' feedback was collected by a focus group taken on 22nd March, 2019 at the end of the whole process, so as to have some more extensive comments.

Ultimately, the results underline a general appreciation of the three outputs of the project, and particularly a real need of a specific training for the operators. The main issues regard the lack of some specific contents in the training curricula, some perplexity for what concern the definition of the qualifications (in particularly the differences between officer and professional), and – as mentioned – the importance of a facilitator for carrying out the instruments of the toolkit.

ROUND TABLE: Towards a professionalisation system for migrants' reception and integration operators in Europe



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INTRODUCTION, Mario Spatafora - Associazione Effebe

Europe is made up of peoples who confront and build models and practices together.

A reflection on the future is expected from the second Round Table, projecting us forward. There are many suggestions that QUASER inspires us. One of these concerns, in my opinion, the issue of managerial skills and competences for reception and inclusion services dedicated to unaccompanied minors.

The central role of operators in reception services and the need to strengthen and recognise their competences and skills has already been mentioned. We will try to understand, therefore, through the different experiences of the participants at the round table, *if a transparent European system of qualifications is possible, to improve work processes and offer quality services in reception centres; what additional tools can be developed for this purpose; the role of training in the field of reception of migrants, in particular what are the obstacles to improving skills / competences.*

As in the QUASER experience, professional development programmes can also be implemented with the support of technologies to facilitate access to the enhancement and growth paths of a large number of operators.

In a future perspective, *what are the proposals to increase the professionalisation of the operators, both at national and European level?*

Starting from what you said, when I think about the future, I imagine that a first step can surely lead to looking towards services for unaccompanied minors, with the intention of working together to reflect about how to match the skills to be acquired and managerial skills.

I would like to continue with the reasoning, considering a "step 2" and then a "step 3".

A relevant and interesting area for future collaboration and experimentation focusses on the possibility to create shared work paths between Italians and people of other nationalities, to build skills together. I am interested in the existing and future bridges between these three worlds: the young Italians, the young Italians of new generation born and raised in Italy, and those who have recently arrived. These groups express completely different needs. However, if we fail to build bridges between these three worlds, projects and policies may be short-lived. In perspective, I would like to work much more to build a different culture of hospitality among Italians. In my opinion, we have to intervene in this area in an effective way, to modify and improve the reception path. The operators who are in this room know this very well: without considering all the difficulties that exist in first reception - that is, at the time of the emergency -, second reception raises questions and problems for all the host countries, whether they are Italy or Sweden, Spain or Greece. These are issues that have to do with all the populations that are confronted with a diversity that they do not know. Contact and interaction sometimes succeed, but most often these fail to happen.

In this area we have to intervene by strengthening above all skills and competences, while knowledge seems less urgent. I imagine that the skills and competences to welcome and accommodate diversity can be acquired through dialogue with national residents. If we fail to do this, in the medium-long term I fear that we will see phenomena of exclusion and intolerance that will mark the defeat of all.

I believe that the effort of multiple actors, which must continue to collaborate in an interdisciplinary way, must be confirmed and strengthened: the Public Administration and the public sector in general, local and national; the world of civil society and business. Indeed, it is my belief that through work it is possible to build "bridges" to overcome diversity. The academia also has an active role, which implies that the university cannot stand aside and look, judging those "who know" and "who do not know". To build this kind of partnership, a great deal of humility is needed on the part of each individual.

This attitude of openness and listening is often difficult to find, but it is possible. In QUASER we have succeeded, though sometimes with some difficulty, with discussions and comparisons. It is a sign of the vitality of voices and of the different points of view.

Beside considering the target groups, I believe it may be more meaningful to innovate the working method, overcoming the fractures between worlds (Italians, new generations, foreigners, minors and adults, public and private sector, third sector, civil society) and building bridges. I am thinking of some situations that I have recently encountered in Lecce in Apulia, for example, for a path that I am following for FQTS (Training for Senior Executives of the Third Sector in the South). I have had the opportunity to talk to operators about some SPRAR projects based in small towns in the province of Lecce. The respective SPRAR projects worked well, but their difficulty arose in the relationship with local communities.

This means that the role of SPRAR operators is not recognised as it should be. The bridges with the communities were missing and lacking. Local communities and operators live and work pursuing objectives and responding to different emergencies; although they live in the same context, their paths almost never cross. But when this encounter occurs, people realise that the problems and goals are similar. We realise that by working on the problems of the community and on the paths for growth people and communities can meet. We should overcome the idea that the encounter can take place only to share ethnic food, and we should focus on mutual understanding and acceptance which occur when working together in everyday life, on measures for the benefit of the local community. This is true in all countries.

Such interventions would be very interesting because it they would contribute to fill gaps, cleavages that exist and must be cared for before these become deeper and more difficult to manage.

The SPRAR system, currently in a phase of transition to SIPROIMI, is a national public system of great value that continues its work of second-level reception and inclusion in the territories.

I believe that, as QUASER shows, what matters is working and "doing things" together. The SPRAR network is developed in the territories, throughout Italy. Some numbers, updated to January 2019, give the size of the sector: to date, the entire second-reception SPRAR system includes 875 projects in all Italian regions. The total number of places on the SPRAR system is 35,650. The complex model of intervention is hinged on the public, on local authorities. This allows a standardised service level that is monitored and evaluated continuously.

In many cases the SPRAR projects manage to build those "bridges" of which prof. Volterrani spoke in terms of local planning. The SPRAR network system was built bearing in mind the possibility of designing and implementing services according to the specificity of the territories, also in consideration of what, by law, is defined as "local autonomy", so as to allow each territory follow processes at its pace. These are "processes" that are activated with respect to the reception and integration objectives; results are achieved both in the short term and in medium-long term, with outcomes for the entire local community.

Therefore, also from an identity perspective, for the operators to be able to say "what we are" and "what we can do", considering not only the formal and vertical competences, but also the transversal ones is fundamental, as it has already been pointed out by dr. Ceccherelli.

In the SPRAR network there are many important experiences that show how "development" can be encouraged: development of local welfare, of the territory, of the economy. The approach is a bit like that of the "after us": we need to deal with what is outside the SPRAR project, where people will go to live and work, autonomously. We therefore keep in mind the ideas and practices of capacity building, multi-stakeholder partnerships, and multi-level governance. If I think of a possible action to be carried out on a national but also European scale, we can find within the national network many resources useful for dealing with a series of issues with respect to various needs - including managerial training which is undoubtedly a perceived need - and various targets.

The SPRAR network is a large laboratory, an open "social construction site", from which to draw ideas and inspiration, to improve the quality of services and the professionalisation of the operators

It is great to share with you the experiences and the achievements we managed through our QUASER project.

I would like to start with a question for all participants: *Who is working in services related to reception and social inclusion?*

Please, raise your hand. I think that many people have such experience.

I have another question, I swear it is my last: *Who has time, I stress the word “time” in your daily work and life programme, to devote for training?*

I can only see one hand. I expected that. This is the situation we find in all the QUASER countries for professionals. You are in a very demanding and complex work, every day, a sensitive work, which implies complexity and interdisciplinarity.

My organisation, Dimitra, was responsible for the first project phase, focussed on the identification of the competences and skills that are required to all people working in the sector, starting from the work processes and related tasks performed in reception centres. What we found was a long list of competences and skills that are required to carry out the many tasks of reception operators. We then ended up with a long, I would say an endless, training programme.

For operators, we have understood that we need something different: first of all, we have to provide them a “perspective” connected to the professional development and training programme. In Greece, the involved operators kept asking:

“What are we going to get from this self-assessment path? A certificate?”

“And then what are we going to do with the training? A better post? A new qualification?”

“Are you going to certify us?”

“How can we go through this long training? We do not have time”

All participants expected a training programme that could be adjusted to the individual needs. That is why we opted for an elearning solution, with a courseware that is modular, adaptable according to the specific learning needs of each learner, and acquire only those specific missing competences as emerged from the self-assessment path.

All operators have qualifications, university degrees and diplomas, consistent experience, and only a limited amount to devote to their continuing professional development. The QUASER model and its different tools have been designed to be user-friendly and easy to use, and more than that easily adjustable to each user’s requirements and availability.

The other major question is related to the possibility to have a certification at the end of the self-assessment and training path. The possibility of having a certification recognised at national level, and even more important and European level, is a key concern for users. Operators in the different countries are dealing with the same job, tasks, problems, issues. That is the aim for QUASER’s next step: to build a European certification, a joint qualification.

Dimitrios Georgiadis - *First Reception Service, Greek Ministry of Migration Policy*

I work for the First Reception Center in Greece. I speak Italian because I graduated from Bari. It gives me great pleasure to see all the Apulian operators participating in the conference.

I am the manager of the largest open accommodation facility for asylum seekers in Greece, named Eleonas.

I am pleased to know that we have the same problems and the same needs as the Italian SPRAR operators.

In QUASER we have been able to collaborate in a very constructive way, overcoming national diversities: there is no Italy, Greece, Spain, Sweden. But there is a competent working group that deals with problems common to the different territories and develops solutions.

Another element I would like to add is the specificity of Greece. What we experienced in 2015 is not even imaginable. We were in full economic crisis, there were no ready-made solutions. But we created new solutions and welcomed incredible numbers of migrants. I am thinking about 65,000 asylum seekers whom we hosted.

I also want to add that when we talk about migrants and their reception services, we must always remember that they are human beings. We as a State, have created filters, especially towards local communities. The situation in Greece is still evolving: on 7th July we will have the political elections and in the programme of many candidates there is the closure of the reception facilities.

At the moment, operators have fixed-term contracts in the reception facilities. It would be very useful to have a system or tool, even digital, in which a new colleague who arrives in the structure can see the competence profile that s/he must have, self-evaluate and access the training or updating path necessary to be able to work effectively in a short time.

Those who work with migrants know that the service does not end at the end of the shift: we take a thousand thoughts home. There is always little time to train. The risk of burn-out syndrome is always around the corner. Therefore, having an integrated system like QUASER would help us a lot, first of all to remember that we are specialists, operators with great skills and knowledge; therefore, it would help us to optimise training and updating times, also by sharing experiences, practices and knowledge among (local and distant) colleagues.

Henry Massieux – *Spanish Red Cross*

My name is Henry. I have been working for the Spanish Red Cross since 2010. I started in the "Settlements" program and, for the past two years, I am in the "Refugees" (ASR) programme. In my day-to-day activities, I attend the people seeking International Protection and Refugees, in the place where they stay (a hotel). There, we have an office that is open from Monday to Sunday, all day. In general, I welcome new users and I am available in these two modalities:

- First reception - When the user asks for Protection, or Asylum, and has no place to stay and neither economic means to defray their maintenance costs. (food, lodging, health, etc.).
- Temporary Host - When the asylum seeker has been assigned a place while waiting for his resolution and also lacks the financial means to meet his/her basic needs.

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In the case of the First Reception, as they only have the right to maintenance from the programme, we provide something else such as language learning or access to a gym and other forms of leisure time, as well as psychological care and legal support. My job is to assist them in their needs, concerns and other circumstances and situations that may arise. I dedicate myself, first to explain how the centre works, according to the modality in which they are (1st Home or Temporary Shelter). At first, I deal with the issue of health through a protocol that we have with the Ministry of Health and then, they are referred to Spanish classes, if they need it. But, above all, I listen to them. I try to make a personalised attention because I know that each person has their own peculiarity and the idea is to transmit a feeling of security, tranquillity and confidence because none of them is here on vacation.

In the centre there are several nationalities from different continents and cultures. Even so, coexistence is good. I think it's thanks to the things mentioned above: Treat each person individually within the group. Obviously, sometimes there are tensions, conflicts for various reasons, usually not very important or frequent.

In the centre, we encourage the users to share their cultures through activities that speak of their respective countries and ways of seeing life because we believe that this facilitates understanding and, therefore, avoids tensions.

As for the course, it is a good proposal on the part of QUASER to provide a harmonising outlook to the qualifications. I would recommend it to all those who work in this field because I think it did not reach everyone who needs it. In my case, I found out by chance and late. I suggest, then, that they be advertised more extensively so that whoever is interested can take advantage of it.

For me the main obstacles that impede the improvement of skills, is the lack of specific training, such as that proposed by QUASER, for example, also, a certain rigidity, with certain cases, on the part of the administration and / or of their own centres. Likewise, the "omission" of the point of view, and / or the experience, of the person who is in direct contact with the users (beneficiaries of international protection or asylum seekers), on the part of his directive.

What I propose is to improve the level of professionalism of the operators, is to organise participatory meetings to share experiences and points of view where all the contributions of the ASR workers are taken into account, in order to improve the attention to the users.

Nicoletta Ilaria Chiapperino - *Comunità Oasi2 San Francesco, Trani*

I am Ilaria Chiapperino, a social worker in the Oasi2 San Francesco Community located in Trani (Apulia region). I thank prof. Volterrani and the QUASER project for giving us the opportunity to be among the subjects that have carried out the experimentation, with the whole work team.

OASI2 is a social cooperative which has been working in the area of social policies for the past thirty years, starting back then with measures to fight addictions and trafficking in human beings. Over the years, I have been involved in building multidisciplinary teams for the implementation of the reception activities in the framework of the SPRAR projects. We have strived to build an intervention model which is consistent with our values and our history. Before the SPRAR experience, the cooperative had managed Extraordinary Reception Centres (CAS).

Over time we have therefore tried to conceive what I will call “the reception chain”, considering and enhancing the organisational structure, which includes multiple services. We started our reflection considering the informal settlements, that is the mobile units, active in the countryside of Foggia and in the south of Salento, which mainly carry out activities to combat labour and sexual exploitation. In these activities, we regularly intercept many applicants and holders of international protection, as well as many people who do not materially have the opportunity to proceed with the formalisation of requests for international protection. These operators of ours are operators of mobile units, they are legal counsellors, counsellors, linguistic-cultural mediators, and many of them are peer-operators of foreign origin. Within this process of the “reception chain”, these operators are connected with the operators of the first reception, as well as with the operators of the second reception who develop the processes of training, social and work inclusion for the people we have in charge.

We have created an intervention model that is integrated, starting from the detection and evaluation of the needs that are in the territories. Territories not always very open and welcoming, I must say. Setting up the network in the territories is not easy for us in Puglia, because we need to break down a series of prejudices, to oppose a system that in some cases does not facilitate material access to services. We go at different speeds, and we have always known this. The third sector goes at a speed and often public institutions and services go at another speed.

This is a common and widespread situation. Therefore, we need to establish connections in the territories to allow the beneficiaries and the people we have in charge to stay in an adequate context that guarantees them the basic conditions for training, social and work integration.

In setting up the teams of professionals, we consider a number of factors related to the local context, made by actors referring to the social-health services, health registry, offices and local authorities, very diversified associations, as well as training agencies, which have a fundamental role. Furthermore, we have also to take into consideration the interventions already in place, dealing with welfare and addressing various forms of vulnerability, which are not only those strictly connected to the condition of the immigrant.

Our teams are organised as follows: there are multidisciplinary teams and one transversal psychological team. The set-up of the transversal psychological team has allowed us to make a very important leap forward. Made up of psychologists with an ethno-clinical and ethno-psychological approach, the psychological team accompanies all the services that we have, also

in the communities for substance addictions. In the residential communities the service of the ethno-clinical psychologists has greatly supported the applicants for international protection.

The adoption of the case management approach has been equally important. The case manager is assigned to the individual teams, and is also trained to support the other local service providers involved in the reception of the beneficiaries of our projects. The case manager is able to achieve an integrated management of the beneficiaries, implying on the one hand, the integrated collaboration among all local services, and on the other hand the integrated composition of teams so to make it possible a synergistic and comprehensive work mode.

This has been fundamental for us and has allowed us to carry out projects with an interesting territorial impact. In some cases, we have failed, in many others we have accomplished our goals. On many occasions we have had the opportunity to experiment and understand that each operator's skills are indispensable. Each of them, with her/his own skills, competences and professional qualification, in collaboration with the others, succeeds to providing an essential contribution in the management of many different cases (e.g. the care of vulnerable families, or the treatment of persons victim of trafficking for the purpose of sexual or labour exploitation, or of the vulnerable suffering from psychiatric pathology).

In the management of reception services, what I described has been of crucial importance for us. Our intervention model allows us to manage emergence events, that is the possibility of giving a person the possibility of accessing a service, i.e. for housing, up to the completion of a process of inclusion and interaction with the territory and with the people who live in that territory, achieving the goal of feeling all part of the same context.

CONCLUSIONS



My contribution today focusses on the importance that ANCI recognises to the themes that the QUASER project addresses, which are ultimately the themes of reception and of the operators' profile. These matters, at the specific moment in which we are living, are increasingly important.

ANCI's commitment on these issues has been strong and constant over time, with major events such as the National Conference of Operators organised in February 2018, with the participation of more than 1,300 people. It is our intention to organise another similar event in the coming months, specifically aimed at understanding how the SPRAR system must evolve in response to the changes underway.

Certainly, the professional world of those who are engaged in reception is undergoing a delicate and complex phase. This situation is known, perceived and shared. I feel rather baffled regarding the possibility and the ability to respond to increasingly pressing questions, also coming from the public opinion. We often hear people say: *"Go and look for a real job!"* not even imagining that being a reception operator is a real job, with significant impacts in the territories.

Among the operators there is not, perhaps, this awareness. We do not know the answer to the questions: *"What is the impact of what I do?"* and *"What would happen if I didn't do it?"* Let's think, for example, of the valuable work that operators do in projects dedicated to mental distress.

The difficulty of the work of social workers - who work with migrants or other fragile groups - is to limit the negative impact, to make prevention in the territories, preventing tearing and conflict. It is a complex mandate and it is difficult to measure its value. It is always difficult to measure the value of a preventive intervention, which occurs before a problem becomes an emergency.

Another question that the operators ask is: *"Can my work and the skills I possess be valued and used in other sectors of the welfare system?"* The starting point is that the operators are key players of the public welfare system, they are able to detect and explain the needs, and then to give answers using the tools and resources available in the territory, acting within an institutional framework that is given from the SPRAR system.

How can this complexity be represented and how can it be communicated to a third party to allow full recognition of the value of the operators' work? The element of certification is certainly an essential step to facilitate this recognition.

In thinking about this issue, it is important to enhance the public nature of the SPRAR network, which is a network composed of public entities, the Municipalities, financed by public funds. The recognition and, in perspective, the certification of the competences of the SPRAR operators must move considering the public sector in which they work, in which processes and procedures are defined and shared within a national network. This must be done, even rather quickly.

The present season is also characterised by an incredible rapidity with which we are moving from a positive stigma - the work of the operator, albeit precarious, is perceived as an intervention that makes people feel better - to a negative stigma (*"go look for a real job"*).

In QUASER we tried to neutralise this uncertainty, proposing a solid and standardised model, applicable in several European countries. The issue of evaluation is central, in my opinion, in QUASER. Evaluating and self-evaluating skills, competences and knowledge introduces elements of subjectivity that must be clarified and overcome.

Then, obtaining a certification can have a strong value in terms of individual and group motivation.

In this context, it is essential that common work be initiated also with trade unions, training and certification bodies, research and business. We need to extend the scope of our interlocutors so as to be well aware of the challenges facing us.

