



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

O4 – European validation report of the Toolkit and qualification prototypes

National Testing and Consultation Report: ITALY



QUASER

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

O4 - European validation report of the Toolkit and qualification prototypes

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1. Introduction

In November 2018 the validation phase was launched by the University of Tor Vergata, with the support of Cittalia (for the selection and engagement of reception centres) and Associazione Effebe (for the participation in the preliminary presentation sessions).

The involved Centres for the reception of asylum seekers and refugees are “Comunità Oasi2 San Francesco” and “Centro Sociale Ex Canapificio”, both located in the south of Italy. Both organisations are located in two regions in Southern Italy, *Apulia* (Puglia) and *Campania*. These are all “SPRAR” centres. As explained in O1¹ 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 organisations for the management of reception and integration services: local authorities – mainly municipalities – are the backbone of this system. Following the Law no. 132 of 01/12/2018, the SPRAR system is gradually changing purpose, scope and reach. However, for the aims of the QUASER validation, the SPRAR network of reception centres was still operating.

The following Centres were involved:

- SPRAR Molfetta
- SPRAR Trani
- SPRAR Barletta
- SPRAR Caserta



¹ QUASER: “Comprehensive and Comparative Report”, Chapter 3, page 14

Validation activities were carried out in parallel in the two sites (in Apulia and Campania). Therefore, the results of validation are presented in an aggregated form.

The contacts were set off with a letter of invitation sent to the Directors of the centres. Signed by the Project coordinator, prof. Volterrani of University of Rome Tor Vergata, the letters were followed by direct contacts between Cittalia and the SPRAR structures. The adhesion of the two centres was almost immediate, in November 2018: the managers expressed great interest in the proposed activities and managed to involve a meaningful group of colleagues as “pilot users”.

2. Key features of the two Italian organisations for the reception of ASRs

2.1 The “Comunità Oasi2 San Francesco” ONLUS in Trani (Apulia)

Oasi2 is a non-profit organisation which is located in the Apulia region. It manages 5 reception centres. It was created in Trani in 1986 and it pursues goals of individual and collective wellbeing, promoting several rights: to health, to work, to participation and citizenship, thus fighting against discrimination and exclusion.

Oasi2's activities are distributed through a decentralised and networked reception structure in relation to its beneficiaries:

- Third country nationals, refugees and International protection seekers; victims of trafficking of human beings.
- People with cognitive distress and their families.
- People with addictions to substances such as drugs and alcohol; gambling.
- Minors who have being abused and/or who have suffering from childhood depression.

To support these vulnerable groups, Oasi 2 manages:

- 1 Extraordinary reception centre (CAS) for third country nationals who are seeking international protection.
- 3 Centres SPRAR - System of protection for asylum seekers and refugees.
- 1 Project for the reception, protection and social inclusion of victims of trafficking implemented in a protected location.

On a yearly basis, these centres offer shelter to approximately 250 persons; of these, 150 are asylum seekers, refugees and third country nationals who are seeking international, subsidiary and humanitarian protection.

Oasi2 employs 74 specialised workers, who are used to working in multidisciplinary teams. Their professional profiles are:

- Educator
- Anthropologist

- Language and cultural mediator
- Peer mediator
- Operator
- Expert in migration law
- Social worker
- Italian Teacher L2
- Sociologist
- Psychologist
- Counsellor
- Employee with degree in philosophy



The operators involved in the QUASER pilot activities, relaxing in the sun

Its working methods and training activities are based on the notion and practices of *case management*, implying the activation of multidisciplinary teams, adopting collaborative working methods (e.g. team work) and relying on methodological supervision and relational supervision so to ensure that a balanced and consistent approach is applied for each case.

Oasi2 management is very keen on the development of its workforce and collaborators. Training needs are regularly detected and specific provisions are made available for continuing training. The main training needs that are taken into account are the following:

- Competences to understand the operator's changing role: from being a "change activator" to being a real "beneficiary" of the transformation triggered in the relation with the assisted person.

- Competences to connect with the beneficiaries and to read/understand their hidden or unexpressed needs.
- Competences to assure respect for ethno-cultural diversities in training programmes.
- Specific study and research to monitor the emergence and/or evolution of social phenomena.

Oasi2 is always looking for the worker's fulfilment and wellbeing, using tools for continuing training, conflict mediation, psychological supervision and prevention of burn-out.

Oasi2 currently manages three SPRAR projects, located in the Apulia towns of Molfetta, Barletta and Trani, which are the services participating in the QUASER pilot activities.

- To support the identification process
- To provide healthcare and related services
- To provide psychological support to ASRs
- To support integration process through a number of activities:
 - Language courses
 - Events with local communities
 - Cultural events including cooking, entertaining etc.
 - Creative activities for children
- To improve living and hygienic conditions
- To solve legal issues (e.g., application for asylum, identification etc.)

The main professionals occupied in the majority of the ASR camps are:

- Medical staff (general doctors, nurses, paediatrics, midwives, dentists etc.)
- Psychologists
- Social workers
- Mediators
- Teachers
- Staff for cleaning

The Oasi2 involved operators were:

- Mr Onofrio De Palma - Manager of the SPRAR located in Molfetta

- Ms Laura Trimini - Manager of the SPRAR located in SPRAR Barletta
- Ms Valeria Sallustio - Manager of the SPRAR located in SPRAR Trani- Bisceglie
- Ms Carla Romito - Legal advisor for the SPRAR located in Molfetta
- Ms Roberta Ricatti - Manager for healthcare services for the SPRAR located in Barletta
- Mrs Florentina Vidra Paduraru- Cultural and language mediator for the SPRAR located in Trani
- Ms Nicoletta Ilaria Chiapperino – Director for local centres
- Mr Antonio Casarola – Director for social services

Oasi 2's full **contact details** are:

Address: Via Pedaggio Santa Chiara 57bis – Trani (BAT)

Telephone: +39 0883 582384

Contact person: Nicoletta Ilaria Chiapperino

Email: segreteria@oasi2.it

2.2 The “Centro Sociale Ex Canapificio” in Caserta (Campania)

Caserta is home to the largest SPRAR in Campania, recognised at national level for the qualitative level of the actions carried out for “bilateral” social inclusion, that is the collaboration between refugee citizens and residents, with the goal of improving the local community.

The “Centro Social Ex Canapificio” located in Caserta is one the partners managing the local SPRAR project. Since 2016, the Municipality of Caserta together with a local network of associations and institutions has been promoting the reception facility which can currently host 200 asylum seekers and refugees. So far, they have been mainly young people with an average age of 25. Over the years this initiative has contributed to create paths of social inclusion. The project is promoted by the Committee for the Social Centre, Casa Rut, the diocesan Caritas, the Città Viva Committee, the Department of Political Science of the Luigi Vanvitelli University, the Municipality of Casagiove, the C1 territory, the Sports association “Stella del Sud”, the Department of Mental Health and Physics and Preventive Medicine of the second University of Naples. The SPRAR Caserta network also includes the Kalifoo Ground artistic musical laboratory and the Senegalese Association.

With solid local roots, the SPRAR Caserta is committed to:

- Support ASRs and institutions in the identification process.
- Provide healthcare, psychological support and related services to ASRs.

- Support inclusion processes through a number of activities:
 - Language courses
 - Events with local communities
 - Cultural events including cooking, entertaining etc.
 - Creative activities for children
- Improve living and hygienic conditions of ASRs.
- Solve legal issues (e.g., application for asylum, identification etc.).

The SPRAR project provides for the “holistic” care of the hosted ASRs: housing, legal, health, education, social and employment care of beneficiaries holding various forms of protection and asylum seekers. A fundamental characteristic of Caserta's SPRAR is its widespread acceptance: ASRs live in small rented apartments, distributed in the municipalities of Caserta, San Nicola la Strada, Casagiove. ASRs are engaged in socially-relevant activities, where they teach English and French, animate urban regeneration initiatives with the planting of trees, the creation of murals, the care of common green areas.

The main professionals employed in the SPRAR Caserta are:

- Medical staff (general doctors, nurses, paediatrics, midwives.).
- Psychologists.
- Social workers.
- Mediators.
- Educators/Teachers.



Ms Virginia Anna Crovella, involved in social initiatives for a “thriving Caserta”

The Centro Sociale’s involved operators were:

- Mrs Claudia Campolattano, Administrative officer.
- Ms Virginia Anna Crovella, Manager with specialisation in education and social inclusion.

It needs to be mentioned that, due to a judicial inquiry, the SPRAR Caserta had to suspend its participation in the pilot activities. The two employees participated in the initial webinar and in the first steps in the use of the Toolkit. Ms Crovella managed to fill in the competence-based CV and then had to withdraw from the activities. Considering the effective timeframe, it was not possible to replace the SPRAR Caserta with another pilot site. *De facto*, only a partial validation was carried out.

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The Centro Sociale Ex Canapificio's full **contact details** are:

Address: Viale Ellittico (406,60 km) - 81100 Caserta (CE)

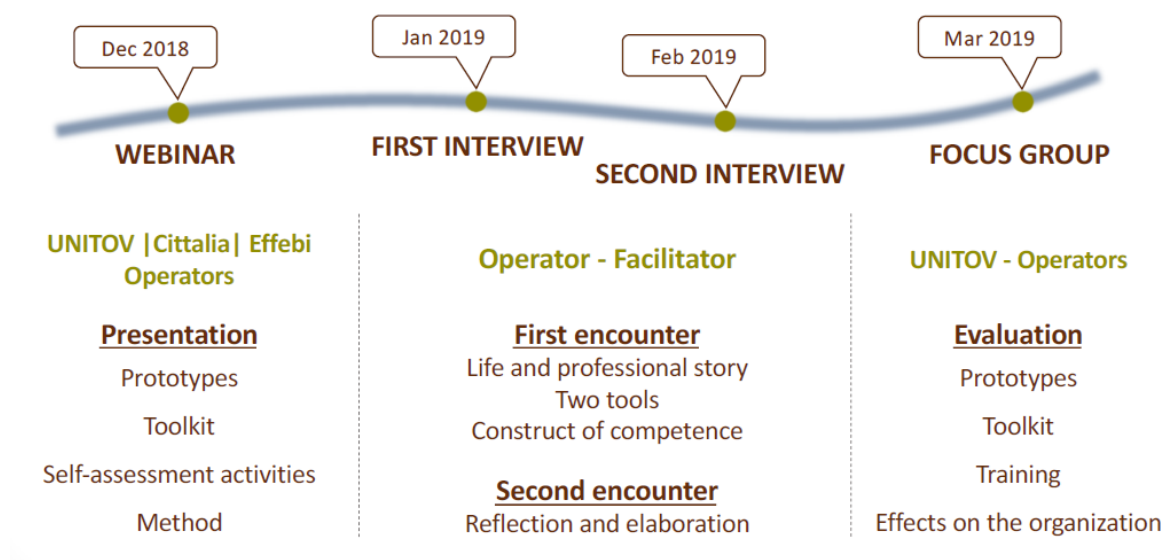
Telephone: +39 0823 216332

Contact person: Virginia Anna Crovella

Email: virginiacrovella@gmail.com

3. The validation activities

The timeline of the validation activities carried out in Apulia and Campania can be represented as follows:



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In November 2018, following contacts with the Centres' managers, the University's staff set off the practical steps so to launch the pilot activities at the very beginning of 2019. In particular, participants were selected, based on their managers' indications and individual motivation to go through the QUASER path.

On December 17th, 2018, via distance communication tools (the proprietary platform AdobeConnect) the University of Rome Tor Vergata, with Effebe and Cittalia, held a webinar with selected participants from Oasi2 and Ex Canapificio, with the aim of:

- Presenting the project objectives with respect to the testing/validation of the original toolkit, the self-assessment activities and the method, the qualifications, and the training programme.
- Sharing the "engagement rules" with users.
- Sharing the reference materials, such as the Guidelines.

In January and February 2019, the University's facilitator met with the participants and carried out the planned activities: self-assessment using two or more tools; positioning against the three QUASER qualification prototypes; development of a possible individual training path using the

Moodle-based learning resources. Each participant was involved in two interviews with the University's facilitator using an autobiographical, narrative, non-directive and dialogical approach:

- a) 10th-11th and 21st January, 2019. During the first meeting, the operators told their life and professional story; the facilitator presented two tools and she explained their rational and use; she defined the construct of competence, which is dynamic, recursive and emergent process.
- b) 13th-14th and 18th February, 2019. During the second meeting, the operators reflected on what they had written for each used tool; they made an elaboration and a processing of their lifelong and life-wide experiences.

Thanks to the tools, the interviews and the facilitator's support the participants had the opportunity to:

- be the actors of their self-awareness process;
- dedicate themselves time and to think about their knowledge, attitudes, skills and competences;
- tell their storytelling with the description of detailed examples, specific and concrete events which give tangible substance to their individual resources' mobilization;
- organize and reassemble their past in the light of their present with the purpose to make their common thread clear;
- make a process of reconstruction of their informal and non-formal experiential learnings (learning-by-doing process);
- identify the repetition, reiteration and the recursive process of their actions;
- recognize the transferability and the cross-cutting nature of their skills and competences put in action every day in professional, social and personal life.

In between meetings, the University's facilitators granted distance support with a twofold objective: on the one hand, to clarify in real time participants' doubts and queries about the tools and training path; on the other hand, to make sure that they all shared a sense of "belonging to the QUASER community" of operators. This latter point proved to be extremely important to support participants' motivation and commitment to the pilot activities.

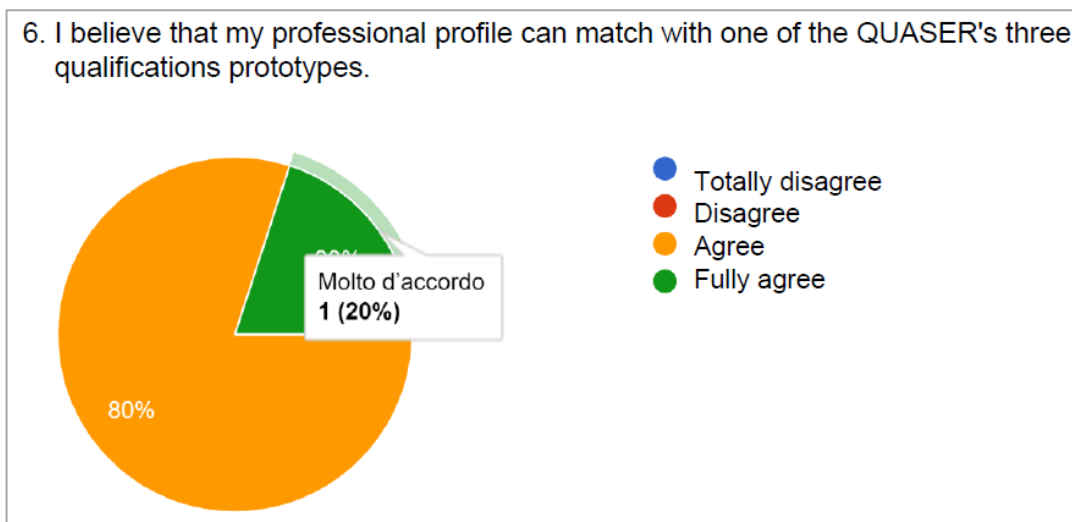
Throughout the validation phase, users were asked to provide their feedback using the questionnaires that the University's facilitators made available on the Moodle platform. In this respect a particular attention was given to the use of the platform as means to carry out also the

toolkit testing phase, so as to easily manage the entire process and create a coherent connection with the training curricula.

At the end of the phase, a focus group was organised with the aim of collecting structured feedback. The event was open also to other stakeholders, so to represent a real local multiplier event taking stock of participants' rich experience and critical viewpoints.

3.1 Feedback on the Qualification Prototypes

In general, the involved operators recognised that the QUASER qualifications prototypes match with real-life profiles and contain coherent references to professional profiles and practices:



However, despite the overall acceptance, the respondents highlighted a few elements to be improved. As a matter of fact, they assumed the prototyping exercise as being fundamental for their present career and future professional growth, and stressed the need to have a viable and realistic model in the shortest time possible. Thus, in their opinion, the qualification prototypes framework does not always match their professional practice:

- a) They cannot agree with the choice to slot the qualification prototypes into fix geometry, subject to the years of experiences in a reception centre and the school qualifications.
For example, In Italy there are many coordinators who are not graduated.
- b) In terms of terminology, QUASER qualification prototype “Coordinator” corresponds to their chief of one single centre.

In their work organization, their coordinator covers upper layers: he/she is the supervisor of all the services and all the centers SPRAR located in a wide area. (In their case, she is in

charge of the 5 reception centres). He/she has a more complex vision and a higher level of responsibility than the QUASER Coordinator.

- c) In Italy, in terms of duties, many QUASER Professionals' activities line up to QUASER Operators' tasks: they carry out several tasks related to the material reception and hospitality.
- d) In Italy, in terms of autonomy and responsibility, there is not a strict separation between QUASER professional prototype and the coordinator of a single service/department.

Many QUASER Professionals apply competences related to this qualification prototype, but they also put in action some competences attributed to the QUASER Coordinator qualification prototype.

So, in Italy the ASRs' workers (the operators, the professionals and the coordinators) have multitasking roles and they assume a high level of responsibility connected to the decision making, the problem solving and the organization of the work load of their team. The distinction among the professional qualification prototypes is not based on the decision process hierarchies but on the areas of intervention, like material reception, local services and community/network, health, housing, work, training, legal protection, linguistic and intercultural mediation, social inclusion.

Here are some comments expressed by the participants:

"I feel I belong to two of the three course profiles outlined in the Guidelines."

"In our regulatory environment, the main differences among profiles are not focused on the level of responsibility, nor the autonomy, but on the areas of intervention."

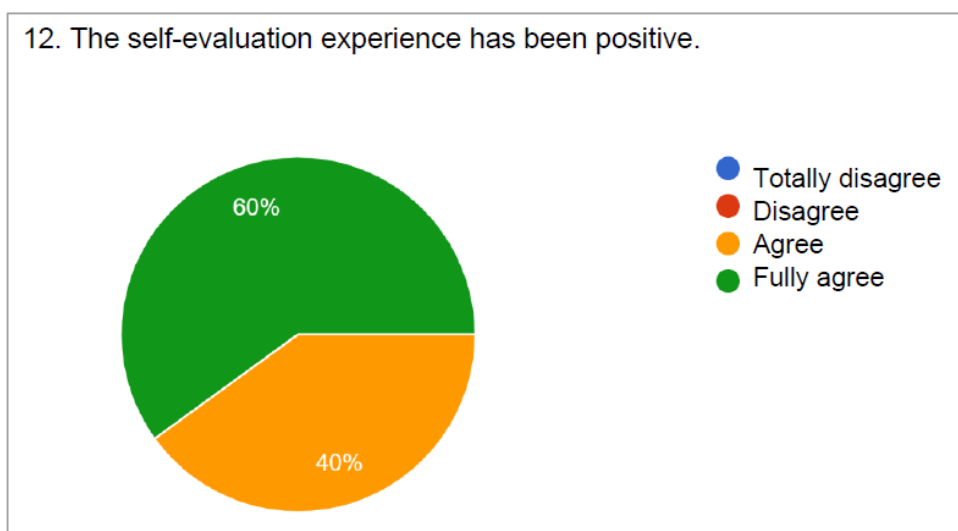
"I propose a 4th qualification prototype profile: a Social Manager, who is for us the Coordinator of many centres and services."

3.2 Feedback on the Toolkit and the Guidelines

The involved operators filled out two tools, the Personalised competence-based CV and the Knowledge Map (as planned, each partner could choose a couple of tools, so in the Italian pilot sites we decided to select the Personalised competence-based CV and the Knowledge Map, because they seemed to be connected to each other and they could synergistically elicit self-assessment and self-awareness).

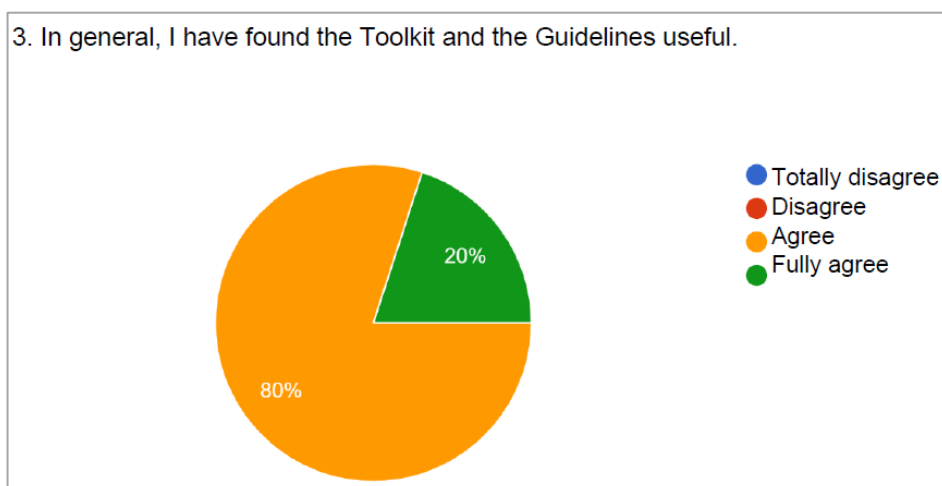
First of all, in the Personalised competence-based CV we made a broad translation of “skills” in “capacities/capabilities” because the term “capability” can indicate skills, but also attitudes and competences.

In general, the participants’ feedback was positive, with respect to the overall self-evaluation process:



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Furthermore, positive comments were expressed for the following areas, also with some criticisms:



4. The Guidelines helped me clarify QUASER's objectives and the proposed profiles.



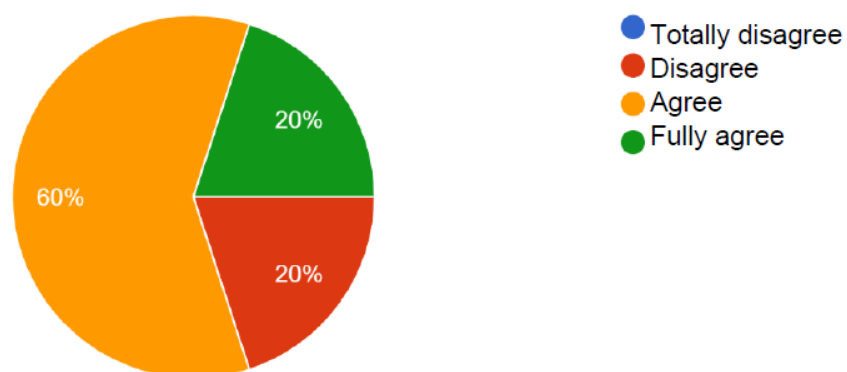
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5. The Guidelines have been useful to explain the aims of the training programme and guided me in choosing the appropriate training course.

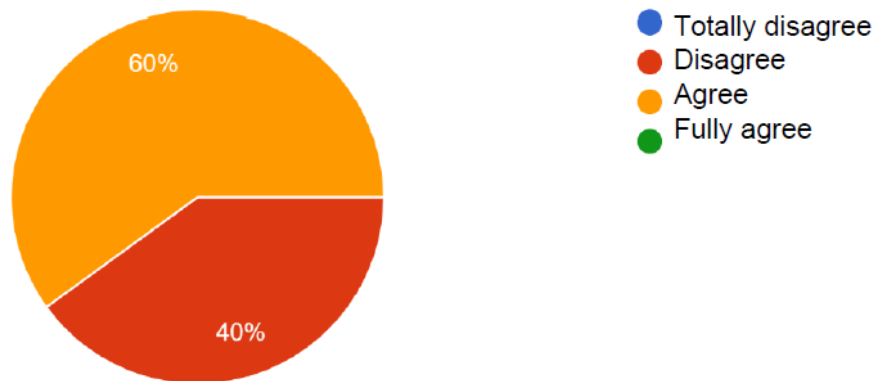


The tools were also rather easy to fill in, although the time available for piloting was for many respondents not enough:

8. It was easy to complete the tools.



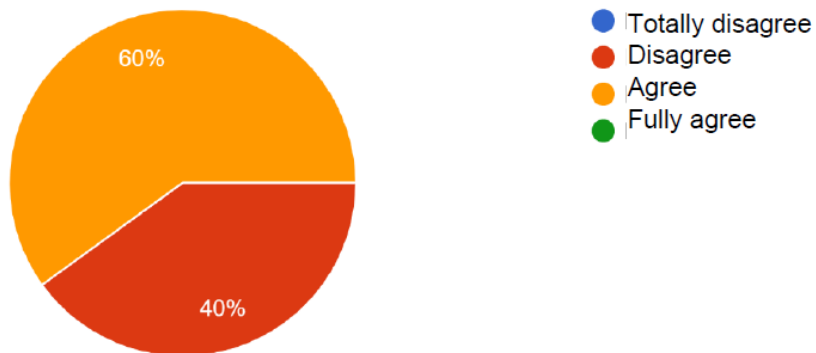
9. We have had enough time to complete the tools.



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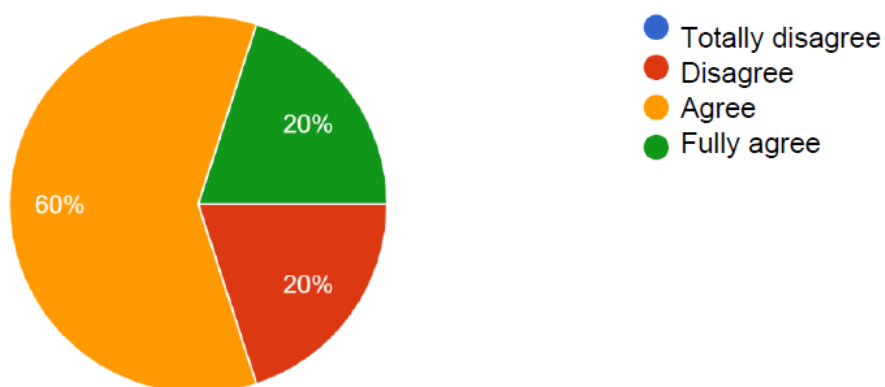
The tools' overall consistency was generally appreciated, although for a relevant minority such coherence was not so clear:

10. In each tool, the sections to be filled in/completed were clear and consistent with the tool's aims.



This lack of coherence was also found with respect to the proposed progression of the tools:

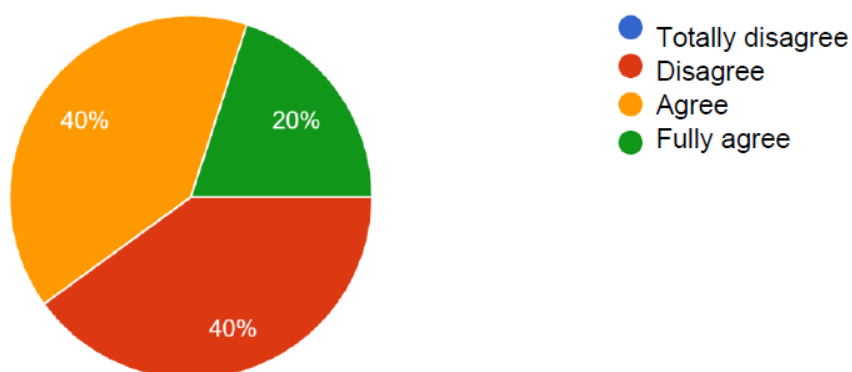
11. The progression of the tools was coherent and rational.



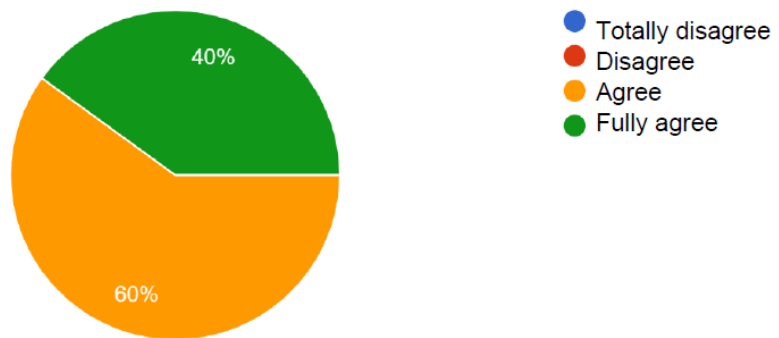
18

Time was indeed a critical variable, for the entire pilot/validation phase. Participants found the time for the self-evaluation quite enough – in the qualitative comments they expressed, it came to light how important it was for them to “stop and reflect” about what they were doing (professionally) and how they could improve. They barely have the time for updating and mandatory training, so the proposed self-evaluation was perceived as a great opportunity for their personal and professional development.

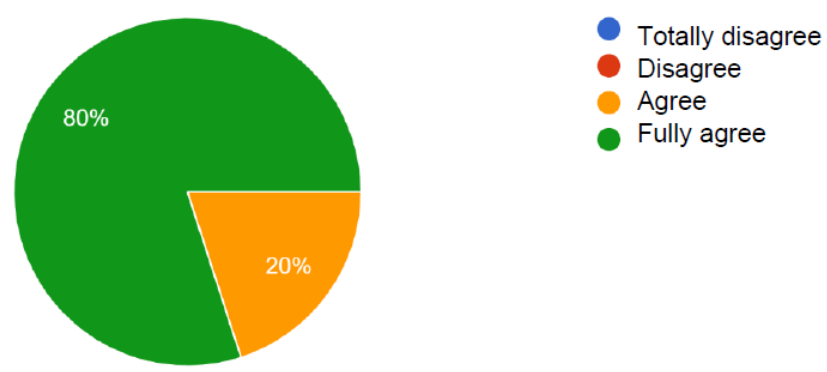
13. We have had enough time to complete the self-evaluation.



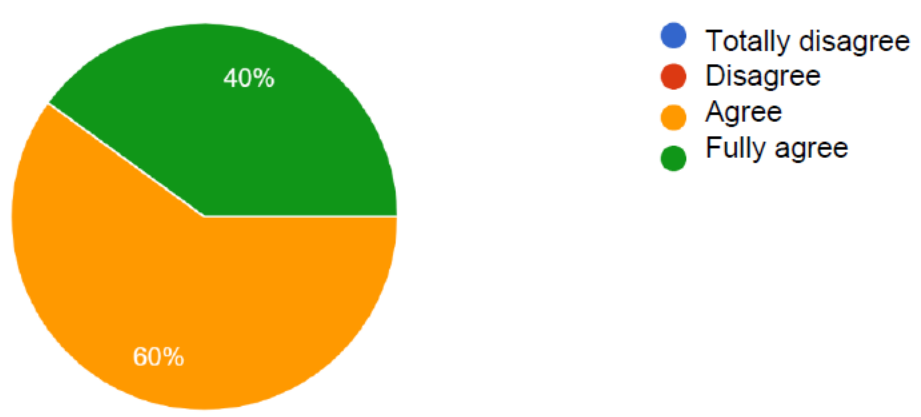
14. The tools for self-evaluation have been consistent with the objectives of developing my sense of self-efficacy and of supporting awareness about the role I have.



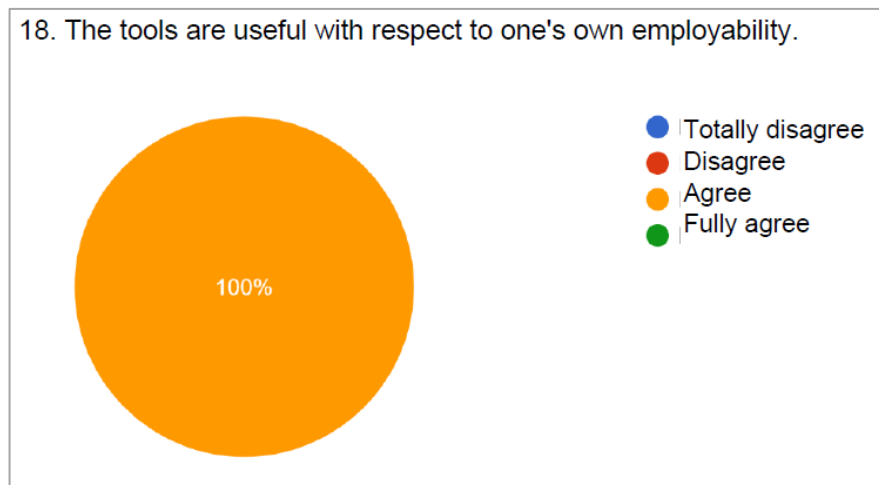
15. I managed to identify my skills and competences, and my areas for development.



16. I am aware of my career aspirations.



Most important, all participants recognised the value that structured self-evaluation can have for their employability profile and opportunities:



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Critical points of view were expressed and explained in the qualitative evaluation sessions, in particular during the focus group. The following opinions were articulated:

- a) In the operators' opinion, toward self-assessment and self-empowerment the tools can be useful only with the facilitator's help. In each tool, the items to fill out need additional explications.
- b) The tools are not completed, because they don't ask some information, such as:
 - the identity of the person involved in the process: name, surname, date and place of birth, place of residence;
 - the filters that can help to recognize their competences:
 - the context in which they are put in action,
 - the time during which they are put in action,
 - the meaning, the significance attributed to the performances that give substance to competences,
 - the degree of autonomy and responsibility in which competences are subject to declining.
- c) Towards the training orientation, the tools alone are not decisive to orientate the choice of their corresponding profile.
- d) The involved operators preferred to invert the progression of the tools, with the Personalised competence-based CV as first tool, before the Knowledge Map.
- e) They would have much more time to fill out all the tools.

Here are some of the participants’ statements:

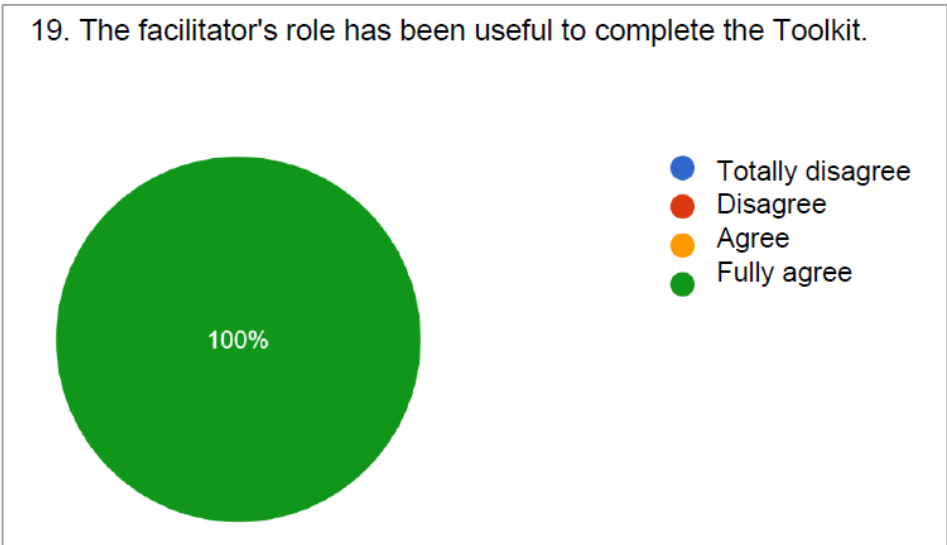
“The Guidelines are quite clear; the tools are useful but non exhaustive: they need the facilitator’s explication and the integration of some important information.”

“The tools need a confrontation with a third party.”

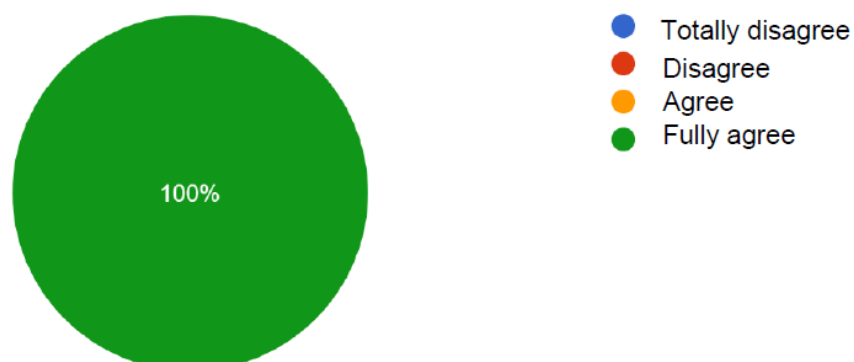
“Without the Personalised competence-based CV, I could not fill out the Knowledge Map. I would leave it blank. The first tool let me recognize an order in my mind useful to draw the map.”

The role of facilitation

- a) All participants appreciated the facilitator’s support with a dialogical and maieutical approach, focused on the narrative and constructive thought.
- b) They considered the facilitation a successful method to develop self-awareness, self-efficacy, self-empowerment and employability. It is a third glance with a different perspective that solicits reflection, recognition and enhancement of knowledge, skills and competences, that are often taken for granted.
- c) They declared that they would have much more time to go through with the process of self-awakening.



20. The facilitator's role has been useful to understand the self-evaluation process.



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Here are some of the participants' statements:

"With the facilitator's support, something changed: I could stop myself and think about myself; I could be conscious of what I am and what I'm seeking to achieve."

"Without the facilitation, I could not fill out the self-assessment tools with awareness and efficacy."

"Thanks to the facilitation, I could give a name to my attitudes, skills and competences."

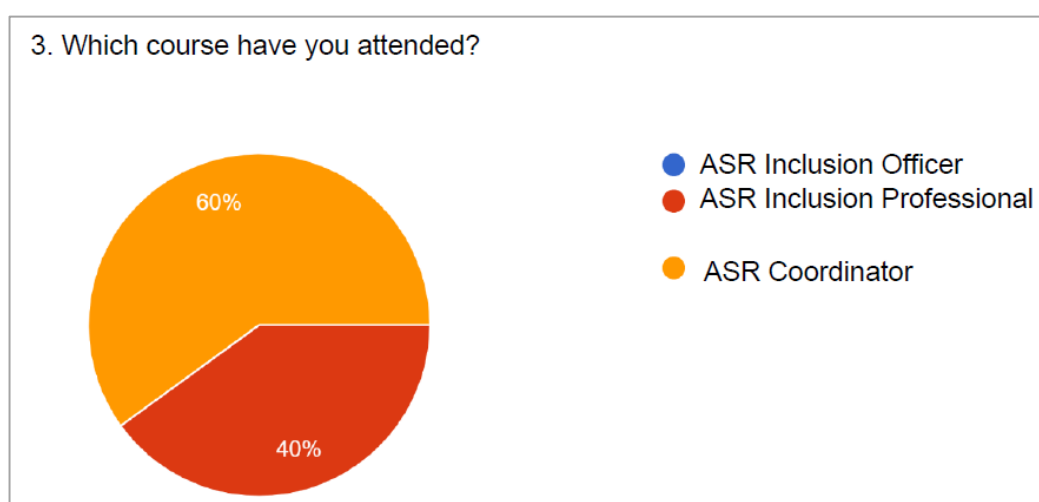
"The facilitation was a big ego boost."

3.3 Feedback on the Training programme

Based on the results emerged from the self-assessment path carried out using the Toolkit, the participants were asked to choose a training curriculum and give a look to the layout, the syllabus, the contents, the available evaluation instruments. Their positions were further explored in a dedicated focus group, where qualitative comments and suggestions for improvements were presented.

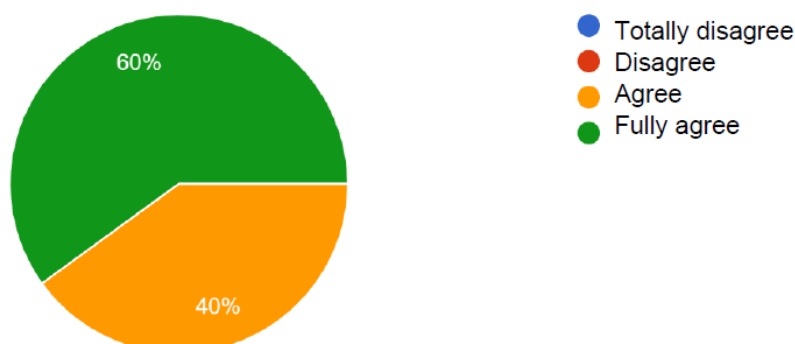
Most participants attended the course for “ASR Coordinator”, whilst none of them followed the one for ASR Inclusion Officer.

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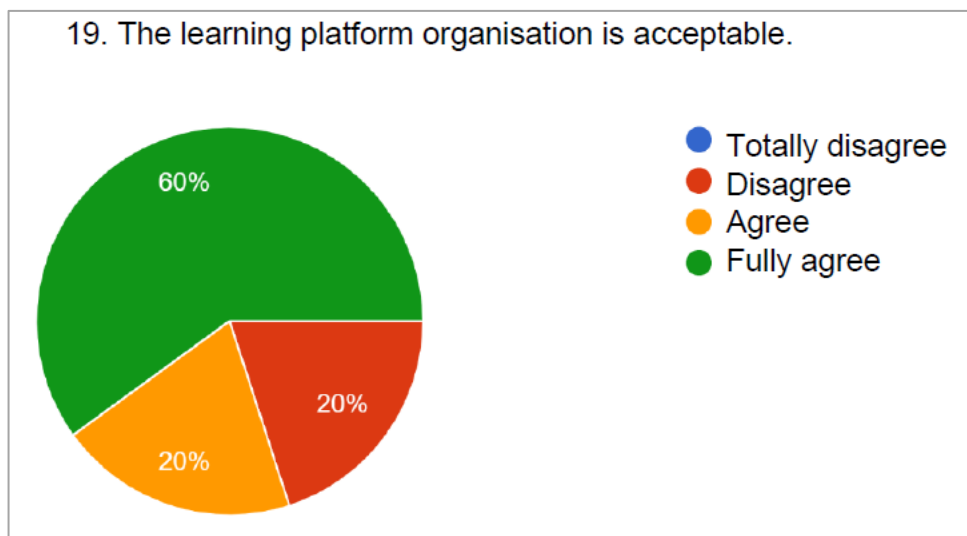


As a general statement, all participants found the training programme useful for professional purposes:

17. The QUASER training programme can help me improve my professional/career path and develop strategic sectoral competences.

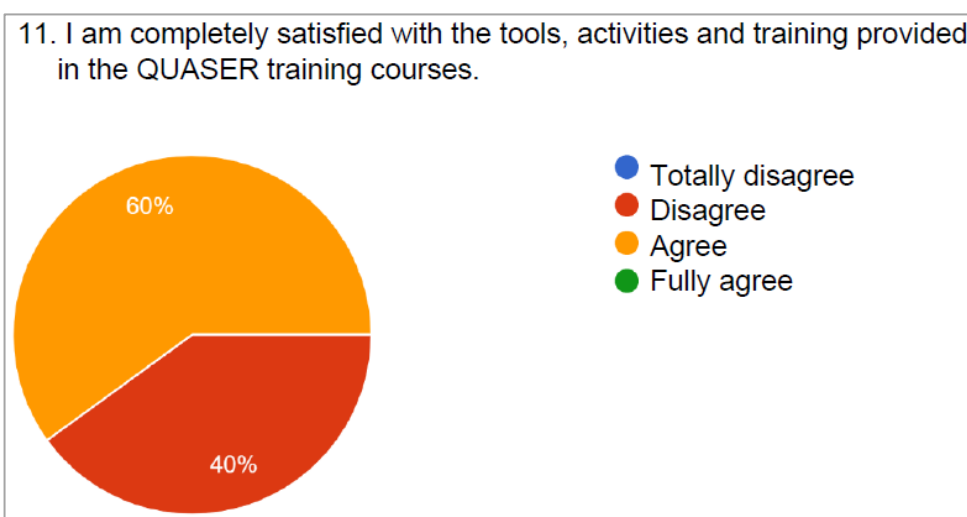


The elearning mode and the adopted platform (Moodle VLE) were considered as effective solutions to support operators' continuing training:



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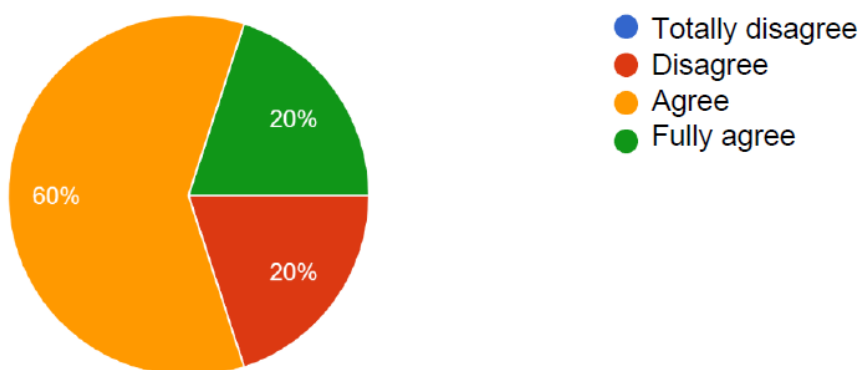
However, users found the structure of the course too rigid, considering that the profile of Italian operators is often “blurred” and does not match completely to the qualifications prototypes developed in QUASER. In this respect, for instance, the health and prevention areas are not dealt with in a usable way, with no clear indications about which solutions can be adopted for specific problems and demands.



The “webliography” and bibliography are indeed very useful, offering specialised documentation. This “repository function” has been considered as a really positive aspect, which can greatly facilitate users to retrieve the learning resources they need.

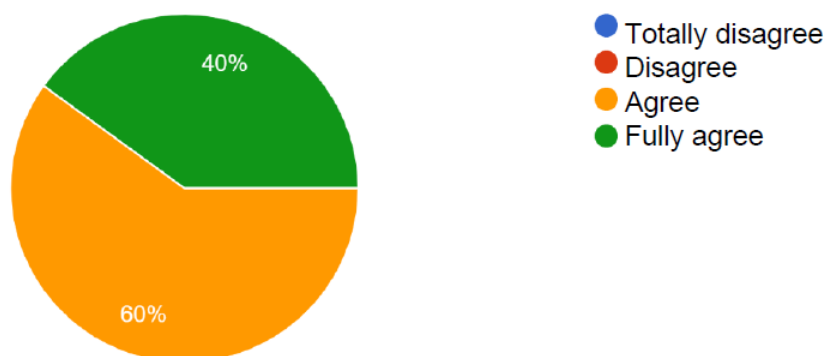
The learning resources were generally consistent with the operators’ background knowledge and competences and were generally easy to understand and use:

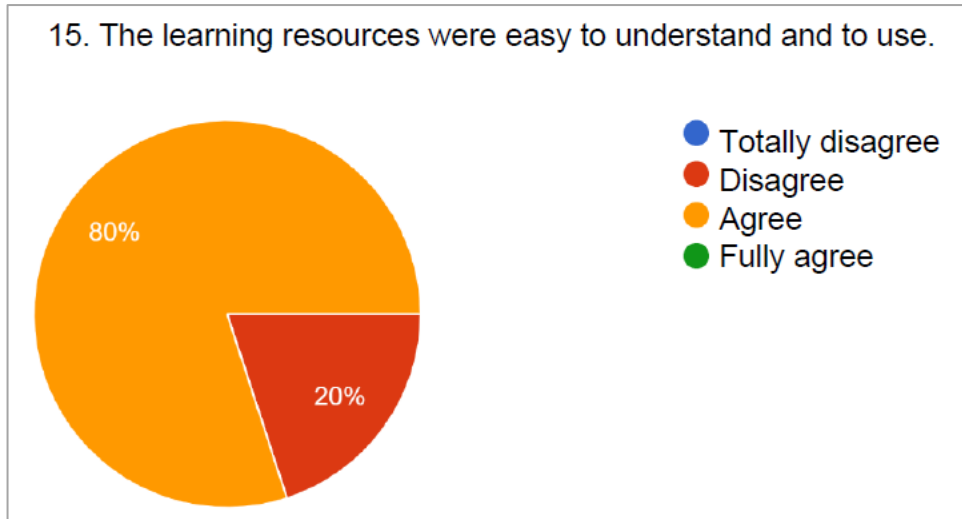
4. The overall course organisation (layout, sections, information) is acceptable.



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14. My background knowledge was sufficient to understand the course contents.





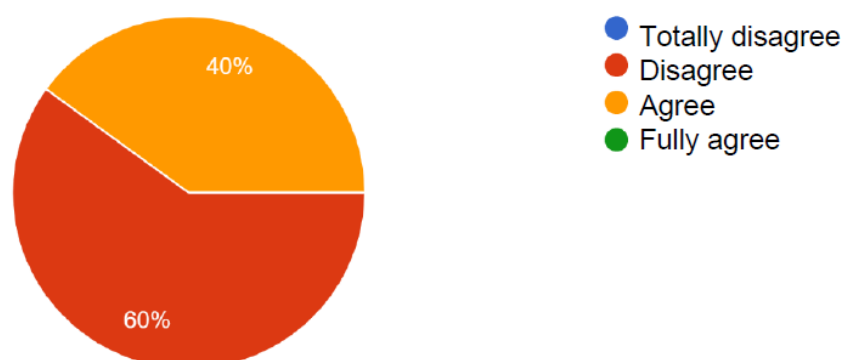
A few respondents considered that, whilst most of the available learning resources appeared to be rather theoretical, the daily professional practice of operators can be the ideal “test bed” for the learned notions. In this respect, a greater integration should be ensured between the practices and the available contents. The training function cannot be improvised but needs to be a recognised organisational function, also in smaller organisations.

It has also been stressed that the QUASER training programme cannot be proposed as an “inception training”, for any of the professional profiles. It can accompany the professional development of operators (with different responsibilities) but cannot replace the initial training which is expected for newcomers.

Among the criticalities, the following have been highlighted by most respondents:

- There is an underlying flaw concerning the inconsistency between the stated learning objectives, expected learning outcomes, and the provided contents and activities:

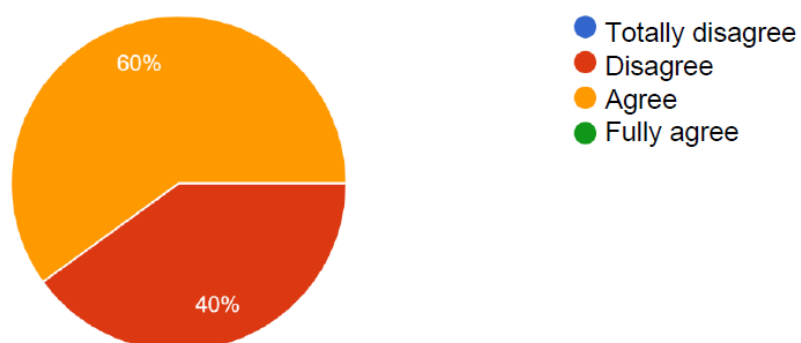
7. There is a clear connection between the proposed contents and the stated learning outcomes.



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- A few contents are missing, when considering the Italian services, especially with respect to the support functions (in favour of the ASRs) and to specific processes related to job search, work insertion and housing. Also references to the particular method of “case management” are not in place.
- A few contents are only theoretical and have no links with reality. This is the case of the units about design of social interventions and about soft skills. The practical activities are totally missing, and the related quizzes are not consistent.
- A few contents are redundant and not specifically adapted for the different profiles.
- More examples would be useful about good and best practices. The exchange of experiences among operators and among organisations is considered as a key topic to be included in any professional development path to be offered to operators. Given their limited time left for training, they need to access focussed and applicable learning resources.
- Particular attention should be given to the overall course structure: as it was during the pilot phase, it gave users the impression of containing a huge amount of resources hardly manageable and accessible.
- The evaluation/tests were not appropriate to assess not only knowledge, but also newly acquired skills and competences:

12. The tests are appropriate to evaluate the acquired knowledge and competences.

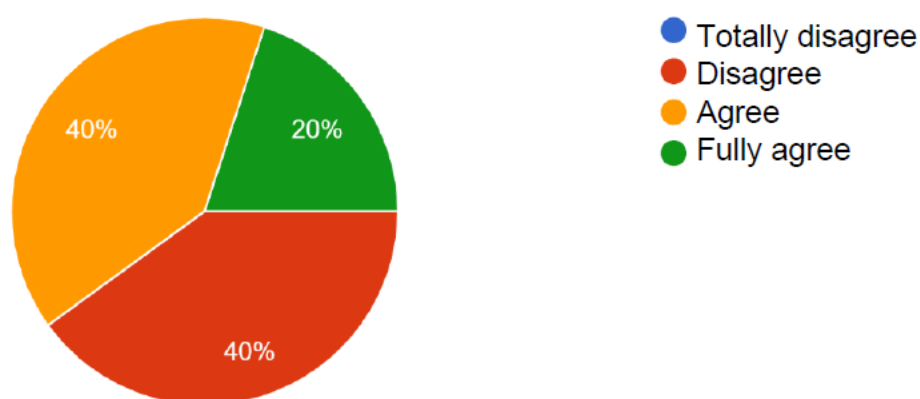


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Ultimately, a few respondents highlighted the risk that a single training provision to be used in different countries becomes too general and theoretical, in the attempt of being applicable transnationally. Training providers need to take into account the operators' need for contextualised and customised contents, which are meaningful and directly applicable in their professional practice.

The majority of participants would anyway advise a colleague/friend to attend the QUASER training programme:

18. I would advise a colleague/friend to attend the same course.



4. Concluding remarks


The need to grant reception services to Asylum Seekers and Refugees 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.

All participants expected a self-assessment path and a training programme that could be adjusted to the individual needs. The QUASER provision partly met these requirements. The involved operators who participated in the validation phase found that:

- a) The Qualifications Prototypes were in line with the current practices and existing professional profiles. Notwithstanding a certain rigidity (which is due to the transnational value of the prototypes which need to be applied in very different national contexts), the prototypes opened up interesting perspectives for a common qualifications framework that could greatly improve the employability and employment opportunities of operators throughout Europe.
- b) The Toolkit, its facilitation, and the attached Guidelines, is a powerful instrument whose outcomes can greatly influence the current and future career of operators.
- c) The training programme was the most critical part, which the participants assessed in a severe way. The elearning solution was positively accepted, considering the autonomy and accessibility granted to learners/trainees. However, the available learning resources were “too much”, in terms of quantity, quality and needed study time. The adaptability that Moodle allows was not really experienced, thus causing respondents to express negative comments and suggestions for improvements.

5. Annexes

5.1 Letter to Coordinators/managers



UNIVERSITÀ DEGLI STUDI DI ROMA "TOR VERGATA"
Scuola Istruzione a Distanza - IaD

Gent.mo Coordinatore,


La contatto per chiederLe la disponibilità del progetto di accoglienza da lei coordinato a partecipare ad una breve fase di test che l'Università di Roma Tor Vergata, insieme a Cittalia e ad altri cinque enti da Spagna, Grecia e Svezia, sta organizzando nell'ambito del progetto "QUASER - Transparent qualifications for boosting the quality of services addressed to asylum seekers and refugees", co-finanziato dal Programma ERASMUS+.

Nei prossimi mesi, infatti, dobbiamo "testare" i seguenti strumenti che abbiamo predisposto per favorire l'auto-valutazione, valutazione e valorizzazione delle competenze degli operatori dell'accoglienza:

- gli standard di qualifica per tre ruoli rilevati nei centri di accoglienza: operatore, specialista, coordinatore;
- gli strumenti/Toolkit **per l'analisi della situazione personale attuale** (mappatura delle conoscenze/mind mapping, CV personalizzato basato sulle competenze, career portfolio) e **strumenti per lo sviluppo professionale** (mappatura delle aree di lavoro personali, piano di sviluppo, self-interview).

In sintesi, Le chiediamo la Sua disponibilità e del Suo staff per le seguenti attività:

Attività	Disponibilità richiesta	Tempistica
1. Webinar. Presentazione da parte del team di progetto degli Standard di Qualifica e del Toolkit	Partecipazione di almeno 2 operatori (uno dei quali può essere il coordinatore). Sarà chiesto ai partecipanti di esprimere i propri commenti "a caldo" rispetto all'applicabilità degli standard e del toolkit.	Webinar di 1h e ½. Data da decidere insieme, possibilmente tra il 17 e il 18 dicembre 2018.
2. Prima fase di test	Partecipazione dei 2 operatori (già coinvolti nel webinar) in 1 sessione individuale di analisi e compilazione di 2 strumenti e in attività online.	Almeno 6 ore/persona, tra incontro in presenza con un facilitatore di Università Tor Vergata e attività online. Da svolgere tra dicembre 2018 e gennaio 2019.



Università degli Studi di Roma Tor Vergata
Scuola Istruzione a Distanza - IaD
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C.F. 80213750583 - Partita I.V.A. 02133971008

3. Seconda fase di test	Partecipazione dei 2 operatori (già coinvolti nel webinar) in 2 sessioni (anche di gruppo) di individuazione degli standard di qualifica rispetto al proprio percorso professionale e di fruizione del percorso formativo costruito <i>ad hoc</i> . Al termine sarà organizzata una sessione di valutazione rispetto alla "coerenza" del modello QUASER.	Almeno 6 ore, tra incontri in presenza con un facilitatore di Università Tor Vergata e attività online. Da svolgere tra febbraio e marzo 2019.
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Il feedback che raccoglieremo da questa esperienza servirà a mettere a punto il modello sviluppato, potenziando gli strumenti affinché possano essere concretamente adottati in altre strutture e progetti in Italia e su scala europea.

Gli esiti della sperimentazione saranno utili anche ai fini dello sviluppo di corsi/master ad hoc, nonché della modellizzazione e della certificazione su scala europea dei principali profili professionali impegnati nell'accoglienza.

RingraziandoLa per la considerazione, attendiamo un suo riscontro e rimaniamo a disposizione per qualsiasi chiarimento e per fornire informazioni aggiuntive sul progetto e sulle specifiche attività proposte.

Per ogni informazione e delucidazione potete contattare le persone sotto indicate:

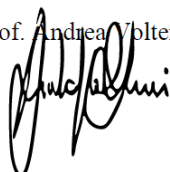
Elisa Mancinelli
E-mail: emancinelli@gmail.com
Cellulare: 346 7417416

Alessio Ceccherelli
E-mail: alessioceccherelli@gmail.com
Cellulare: 328 2078604

Cordiali saluti

Roma, 26 novembre 2018

Prof. Andrea Polttrani




Università degli Studi di Roma Tor Vergata
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5.2 Mapping data: “Comunità Oasi2 San Francesco” ONLUS, Trani

TEMPLATE TO MAP CENTRES/STRUCTURES WHICH PARTICIPATE IN THE VALIDATION PHASE

GENERAL INFORMATION

1. Name of the Centre/Structure: **Comunità Oasi2 San Francesco” ONLUS**
2. Complete address and contact details:
 - ☐ Street and nr: **Via Pedaggio Santa Chiara 57bis**
 - ☐ Town: **Trani (BAT)**
 - ☐ Region: **Apulia**
 - ☐ Country: **Italy**
 - ☐ Tel.: **+39 0883 582384**
 - ☐ Email: segreteria@oasi2.it
3. Type of structure: **SPRAR projects**
4. Coordinator/Manager: **Nicoletta Ilaria Chiapperino**
5. Contact details
 - ☐ Tel.: **+39 0883 582384**
 - ☐ Email: segreteria@oasi2.it
6. Short description of the centre/structure (mission, activities, etc.):

Oasi2 is a non-profit organisation which is located in the Apulia region. It manages 5 reception centres. It was created in Trani in 1986 and it pursues goals of individual and collective wellbeing, promoting several rights: to health, to work, to participation and citizenship, thus fighting against discrimination and exclusion.

Oasi2’s activities are distributed through a decentralised and networked reception structure in relation to its beneficiaries:

 - Third country nationals, refugees and International protection seekers; victims of trafficking of human beings.
 - People with cognitive distress and their families.
 - People with addictions to substances such as drugs and alcohol; gambling.
 - Minors who have being abused and/or who have suffering from childhood depression.

To support these vulnerable groups, Oasi2 manages:

 - 1 Extraordinary reception centre (CAS) for third country nationals who are seeking international protection.
 - 3 Centres SPRAR - System of protection for asylum seekers and refugees.
 - 1 Project for the reception, protection and social inclusion of victims of trafficking implemented in a protected location.

On a yearly basis, these centres offer shelter to approximately 250 persons; of these, 150 are asylum seekers, refugees and third country nationals who are seeking international, subsidiary and humanitarian protection.

DIMENSIONS AND KEY CHARACTERISTICS OF THE STRUCTURE

7. (Average) number of asylum seekers and refugees in the structure: **250**

8. The “numbers” of the staff:

- Coordinator: 1 per SPRAR project
 - Profile/training and professional experiences:
Different profiles: educator; social worker; psychologist; sociologist.
- Number of ASR operators per sector:
 - Cultural and language mediation:
 - Reception:
 - Guidance to access local services:
 - Vocational training and re-training:
 - Guidance for employment:
 - Guidance for housing:
 - Guidance for social inclusion:
 - Guidance for legal issues:
 - Psychological, social and health care:

Oasi2 employs 74 specialised workers, who are used to working in multidisciplinary teams. Their professional profiles are:

- Educator
- Anthropologist
- Language and cultural mediator
- Peer mediator
- Operator
- Expert in migration law
- Social worker
- Italian Teacher L2
- Sociologist
- Psychologist
- Counsellor
- Employee with degree in philosophy

CONTACT DETAILS OF THE STAFF MEMBERS INVOLVED IN THE “QUASER” ACTIVITIES

- ☐ Name and Surname: **Nicoletta Ilaria Chiapperino**
- ☐ Function: **Coordinator of local services at the social cooperative OASI2**
- ☐ Contact details (tel. and email): ilaria.chiapperino@gmail.com

- ☐ Name and Surname: **Antonio Casarola**
- ☐ Function: **Manager and project manager at the social cooperative OASI2**
- ☐ Contact details (tel. and email): antoniocasarola@gmail.com

- ☐ Name and Surname: **Florentina Vidra Paduraru**
- ☐ Function: **Mediator at SPRAR Trani**
- ☐ Contact details (tel. and email): fpaduraru86@outlook.it

- ☐ Name and Surname: **Valeria Tea Sallustio**
- ☐ Function: **Coordinator of the SPRAR Trani-Bisceglie**
- ☐ Contact details (tel. and email): valeria.sallustio@gmail.com

- ☐ Name and Surname: **Roberta Ricatti**
- ☐ Function: **Healthcare manager**
- ☐ Contact details (tel. and email): robertaricatti@live.com

- ☐ Name and Surname: **Laura Trimini**
- ☐ Function: **Coordinator of the SPRAR Barletta**
- ☐ Contact details (tel. and email): laura.trimini@gmail.com

- ☐ Name and Surname: **Carla Romito**
- ☐ Function: **Legal advisor of the SPRAR Molfetta**
- ☐ Contact details (tel. and email): carlaromito85@gmail.com

- ☐ Name and Surname: **Onofrio Depalma**
- ☐ Function: **Coordinator of the SPRAR Molfetta**
- ☐ Contact details (tel. and email): onofrio.depalma@gmail.com

5.3 Mapping data: “Centro Sociale Ex Canapificio”, Caserta

GENERAL INFORMATION

1. Name of the Centre/Structure: **Centro Sociale ex Canapificio**
2. Complete address and contact details:
 - ☐ Street and nr: **Viale Ellittico (406,60 km)**
 - ☐ Town: **81100 Caserta (CE)**
 - ☐ Region: **Campania**
 - ☐ Country: **Italy**
 - ☐ Tel.: **+39 0823 216332**
 - ☐ Email: virginiacrovella@gmail.com
3. Type of structure: **SPRAR Project**
4. Coordinator/Manager: **Virginia Anna Crovella**
5. Contact details
 - ☐ Tel.: **+39 0823 216332**
 - ☐ Email: virginiacrovella@gmail.com
6. Short description of the centre/structure (mission, activities, etc.):

The voluntary association "Committee for the social centre" is an association, established in 1995. Over the years the association has been carrying out a regular social action on the territory, whose effectiveness and social and civil utility is now unanimously recognised by citizens and institutions. This association promotes opportunities for vulnerable young people and marginalised citizens. The reception facility for ASRs has been established as a SPRAR project. Since 2016, the Municipality of Caserta together with a local network of associations and institutions has been promoting the reception facility which can currently host 200 asylum seekers and refugees. So far, they have been mainly young people with an average age of 25. Over the years this initiative has contributed to create paths of social inclusion. The project is promoted by the Committee for the Social Centre, Casa Rut, the diocesan Caritas, the Città Viva Committee, the Department of Political Science of the Luigi Vanvitelli University, the Municipality of Casagiove, the C1 territory, the Sports association “Stella del Sud”, the Department of Mental Health and Physics and Preventive Medicine of the second University of Naples. The SPRAR Caserta network also includes the Kalifoo Ground artistic musical laboratory and the Senegalese Association.

DIMENSIONS AND KEY CHARACTERISTICS OF THE STRUCTURE

7. (Average) number of asylum seekers and refugees in the structure: **200**
8. The “numbers” of the staff:
 - ☐ Coordinator: 1

- Profile/training and professional experiences:
Administration and finance
- Number of ASR operators per sector:
 - Cultural and language mediation:
 - Reception:
 - Guidance to access local services:
 - Vocational training and re-training:
 - Guidance for employment:
 - Guidance for housing:
 - Guidance for social inclusion:
 - Guidance for legal issues:
 - Psychological, social and health care:

CONTACT DETAILS OF THE STAFF MEMBERS INVOLVED IN THE “QUASER” ACTIVITIES

- Name and Surname: Claudia Campolattano
- Function: Manager
- Contact details (tel. and email): claudiacampolattano@gmail.com

- Name and Surname: Virginia Anna Crovella
- Function: Operator – education and social inclusion area
- Contact details (tel. and email): virginiacrovella@gmail.com

