

**Rapport intermédiaire – Italie**

**Novembre 2022**

**Partenaires**: Consorzio Veneto Insieme, Glocal Factory and Refugees Welcome Italia

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**WP7**  
Rapport intermediaire

**Pays**: Italie

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**Date du rapport**: 30 septembre 2022

**1. Contexte**

**1.1 Demandeurs d’asile, réfugiés, et autres personnes sous protection internationale: Résumé de la situation locale et nationale**

Le système d’accueil des migrant-e-s en Italie est à deux niveaux: d’abord, le premier accueil, qui comprend des hotspots et centres d’accueil, et ensuite le deuxième accueil, qui s’agit du SAI (Système d’accueil et d’intégration) et d’un centre hybride premier-deuxième accueil, le CAS (Centre d’Accueil Spécial).

Le premier accueil se fait dans des centres collectifs où les nouveaux-elle-s arrivant-e-s sont identifié-e-s et peuvent ou non commencer une procédure asile. En particulier, les hotspots accueillent des migrant-e-s dès leur arrivée en Italie. Là, ils et elles peuvent accéder à des soins, sont identifié-e-s et photographié-e-s et peuvent demander la protection internationale.

Après la première évaluation, les migrant-e-s qui vont demander l’asile sont transféré-e-s (en principe dans les 48 heures) aux centres de premier accueil, où ils et elles vont rester le temps de trouver une solution au sein du deuxième accueil.

Une fois passé-e-s par les hotspots et centres de premier accueil, les demandeur-se-s d’asile obtiennent une place dans le deuxième accueil, le SAI.

## SAI

Le Ministère de l’Intérieur, en collaboration avec l’Association nationale des municipalités italiennes (ANCI), coordonne le SAI. Les localités qui participent au SAI peuvent demander des financements du Ministère à tout moment, en répondant à un appel à projet. Une fois la demande acceptée par le Ministère, la localité reçoit un financement sur trois ans pour mettre en place le projet d’accueil sur leur territoire. La localité doit alors établir un cahier de charges pour passer les ressources à un organisme gestionnaire, qui doit être à but non lucratif (les coopératives, mais aussi les associations). Le meilleur projet reçoit le contrat de gestion du projet, alors que la localité reste en charge du projet.

Les demandeur-se-s d’asile et les protégé-e-s peuvent accéder au système.

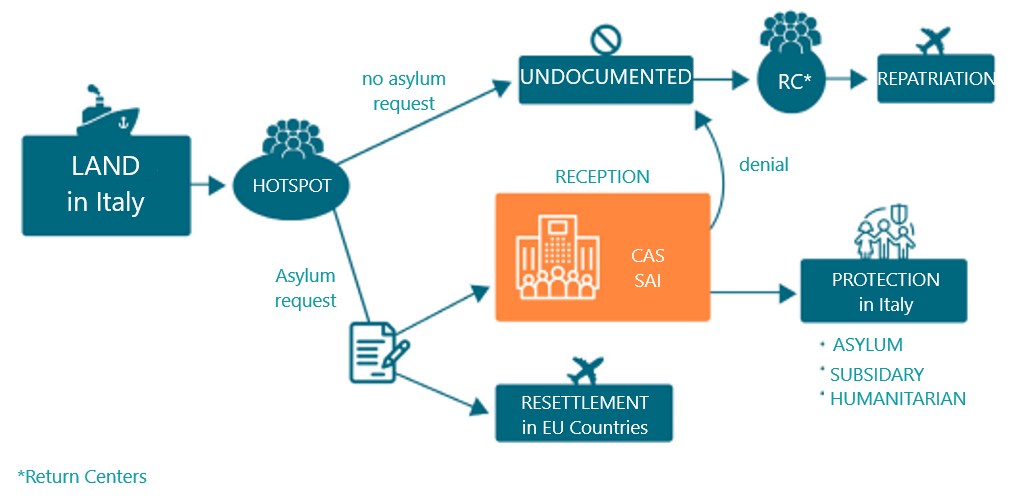
Les demandeur-se-s d’asile reçoivent du soutien matériel, légal, en matière de santé, et dans l’apprentissage de la langue. Les bénéficiaires de protection ont davantage de services liés à l’intégration et la recherche d’emploi. Le CAS est utilisé s’il n’y a plus de place au sein du SAI.

Both asylum seekers and protection holders have access to the system.

## L’accueil spécifique: le CAS

Le système d’accueil des migrant-e-s en Italie tel quel est insuffisant pour les centaines de milliers de demandeur-se-s d’asile qui sont arrivé-e-s en Italie entre 2014 et 2017. C’est alors que les CAS ont été conçus, en tant que structures temporaires prêts à s’ouvrir en cas “d’arrivées constantes et rapprochées des demandeur-se-s” (Décret 142/2015, art. 11) qui ne peuvent rentrer dans le système ordinaire.

Pourtant, le CAS est devenu d’usage courant, le nom n’est donc pas adapté: il est en fait le mode ordinaire d’accueil des migrant-e-s, depuis 2015.



## Accès au travail

En Italie, les demandeur-se-s d’asile peuvent travailler légalement 60 jours après le dépôt de leur demande d’asile (complétion du modèle C3).

Par contre, le permis de séjour “asile” ne peut pas être changé pour un permis de séjour pour motif de travail.

L’étranger-e qui obtient la protection internationale (asile ou protection subsidiaire) se voit délivrer un permis de séjour pour asile politique ou protection subsidiaire, les deux valables 5 ans, renouvelable, sans restrictions sur le travail.

**Mise à jour de la situation locale -** Comme souligné par ActionAid et Openpolis dans leur rapport publié janvier 2022, en trois ans, de 2018 à 2020, le nombre de personnes accueillies en Italie s’est réduit par 42%, mais 7 sur 10 restent dans les centres d’accueil spécifique. Le décret de sécurité de 2018 a signalé un changement net dans les modalités d’accueil, pour favoriser les grands centres CAS, au profit d’investisseurs privés. Le nombre diminué d’opérateurs financés conjugué avec le nombre d’accueilli-e-s a résulté en des pertes massives d’emploi, et les services diminués ont fait de l’accueil la seule gestion de nourriture et d’hébergement. Cela a eu un impact négatif sur les territoires aussi, en matière d’intégration et de revenus. D’autant plus, le Décret 130/2020 fait une distinction entre les services dédiés aux demandeur-se-s d’asile et ceux aux bénéficiaires de la protection qui ne fait que répéter la logique erronée selon laquelle on réserverait des ressources pour l’intégration à ceux et à celles qui bénéficient de la protection, au contraire d’une logique de protection généralisée, qui ralenti notamment l’autonomisation des demandeur-se-s d’asile. Depuis le début de la guerre en Ukraine et la décision d’acter le directif 2001/55/EC, l’Etat a fait des décrets sous-tendus par les ordonnances de protection civile. Les interventions sont double: d’abord, augmenter la capacité du système d’accueil (les centres CAS et SAI), ensuite d**e mettre en place des formes alternatives d’accueil** (y compris l’hébergement citoyen) et du soutien financier.

**1.2 Initiatives locales et autre information concernant les demandeur-se-s d’asile et les réfugié-e-s**

Sur les vingt dernières années, la société civile italienne a développée plusieurs modes d’accueil civil pour soutenir les réfugié-e-s et demandeur-se-s d’asile. Parmi elles, les plus significatives:

* l’hébergement citoyen, tel qu’organisé par Refugees Welcome
* les couloirs humanitaires mis en place par Caritas et la Communauté Sant’Egidio
* l’engagement des coopératives sociales
* des réseaux engageant de divers acteurs, voire (comme à Padoue) l’existence d’associations de deuxième ligne, fondées par des syndicats et de grandes associations, pour réunir les différents acteurs du secteur à but non lucratif.

**1.3 S’il-vous plaît décrivez les actions, les activités, et le schéma pilote planifiés au niveau local pour le projet RaCIP**

## CONSORZIO VENETO INSIEME

## Cible: migrant-e-s

CVI a mis en place un programme de formation pour les mentors locaux de soutenir les demandeur-se-s d’asile et les réfugié-e-s dans le contexte du marché de travail. L’objectif principal est de former les mentors sur les notions administratives de base, afin qu’ils et elles puissent accompagner les mentoré-e-s dans leur recherche d’emploi.

Après une formation compris de 5 interventions d’expert-e-s (juridique, assistant-e social-e, psychologue), les mentors sont mis en lien avec 16 mentoré-e-s, tous-te-s hébergé-e-s dans les CAS, et les usager-e-s des guichets d’emploi gérés par les coopératives sociales locales.

Vu les particularités des coopératives sociales italiennes et la capacité des coopératives de type B d’embaucher des personnes en situation vulnérable, les 16 mentoré-e-s, grâce à l’accompagnement des mentors, ont été embauché-e-s au sein de deux coopératives de la CVI, dans le cadre du “Progetto PUOI”: un projet d’intégration par le travail, financé par Anpal, qui s’adresse spécifiquement aux demandeur-se-s d’asile et aux réfugié-e-s.

En particulier, les activités mises en place dans ce cadre ont permis aux mentoré-e-s d’avoir un accompagnement pour trouver un emploi, et ensuite dans le cadre de l’emploi trouvé.

Dans un premier temps, les mentoré-e-s ont été soutenu-e-s par un premier groupe de mentors, pendant le processus de sélection et les procédures administratives: rédaction du CV, préparer l’entretien d’embauche, et l’ouverture d’un compte bancaire.

Ensuite, la deuxième partie de l’accompagnement commence, avec un deuxième groupe de mentors, responsables des activités de production. L’accompagnement du premier groupe de mentors continue en parallèle.

## Groupe cible: organisations/parties prenantes/institutions/groupes

Les rencontres avec les autres parties prenantes a permis une meilleure collaboration entre les partenaires du projet.

RaCIP a créé un espace de discussion et de soutien entre les organisations, chacune ayant sa propre spécificité de service aux demandeur-se-s d’asile et réfugié-e-s.

Notamment, ça a permis des tables rondes sur des thématiques spécifiques (emploi, intégration sociale, etc), afin de combiner ses forces et connaissances, et, éventuellement, de faire face à des problèmes spécifiques.

**REFUGEES WELCOME ITALIA**

RWI a intégré les activités prévues par le projet RaCIP dans ses programmes existants de mentorat et hébergement citoyen. En premier, nous avons mené la formation pour les mentors et les hébergeur-se-s, à l’objectif de les sensibiliser sur les origines sociales et culturelles des réfugié-e-s, l’expérience de la migration forcée, et les parcours d’accès à la protection; les valeurs d’accueil et les objectifs de l’expérience d’accueil; partage d’outil et de ressources pour construire un lien qui favorise l’indépendance des réfugié-e-s; gestion des attentes. La formation comprend 4 modules: 1. Refugees Welcome Italia (mission et valeurs) et présentation du projet RaCIP; 2. les réfugié-e-s, qui sont ils et elles et d’où ils et elles viennent: aperçu du phénomène migratoire. Données, routes migratoires, pays d’origine, pays de transit, démographie des personnes qui arrivent en Italie. 3. Cadre légal: aperçu du système d’accueil italien, de la procédure asile, les différentes formes de protection. 4. Faire du lien: aspects psycho-sociaux et culturels. Le rôle des hébergeur-se-s et des mentors, comment aborder les différences culturelles et les attentes, l’écoute, les limites de la relation, et l’autonomisation.

Jusque là nous avons fait 7 binômes mentor/mentoré-e-s et 7 binômes hébergeur-se-s/hébergé-e-s dans le cadre du projet RaCIP.

La méthodologie de travail dans le cadre du projet RaCIP se base sur les étapes suivantes:

*Sélection et matching*: Refugees Welcome Italia gère la sélection et l’évaluation des hébergeur-se-s, mentors, et réfugié-e-s, afin de créer des binômes cohérents avec les besoins, le quotidien, et les caractéristiques de chacun-e.

*Facilitation*: Refugees Welcome Italia soutien à la fois les hébergeur-se-s et metnors et les réfugié-e-s pendant toute la durée de leur connaissance. Nous suivons les binômes et évaluons la relation.

*Accompagnement à l’autonomie*: Refugees Welcome Italia aide les réfugié-e-s à développer leur plan individuel à l’autonomie: trouver ou changer d’emploi, commencer une formation, reprendre les études. Chaque binôme est soutenu et accompagné par des bénévoles formé-e-s qui peuvent aider, conseiller, et qui sont responsables, avec les travailleur-se-s sociaux-ales, de suivre leur relation.

## GLOCAL FACTORY

La coopérative sociale Glocal Factory a intégré au projet, en tant qu’associés, des entités en lien direct avec les demandeur-se-s d’asile, telles que Paratod@s laboratoire autogéré et l’association “Sulle Orme”. Ensuite, elle a formé 10 bénévoles (étudiant-e-s universitaires); étant donné l’âge et le contexte culturel des apprenant-e-s, le modèle RaCIP a été adopté pour donner un caractéristique spéficique au sens de la participation. La sélection de mentoré-e-s a alors été faite, parmi les environ 30 réfugié-e-s et demandeur-se-s d’asile qui vivent depuis avril 2022 dans un squat nommé “Il Ghibellin fuggiasco” en référence à Dante Alighieri (qui a trouvé son premier refuge à Vérone). Etant donné la flexibilité de l’engagement des étudiant-e-s, il a été décidé de complémenter le mentorat 1-1 avec un mentorat de groupe. Les activités sont conçues pour développer à la fois le réseau social des mentoré-e-s et pour les accompagner dans les démarches de base (documents, travail, santé, logement, etc.)

**2. Methodologie**

**S’il vous plaît, décrire en détail le processus de collecte de données pour le rapport intermédiaire: les participant-e-s à l’évaluation, quelles méthodes, et toute autre information jugée pertinente pour ce processus. Inclure les points de discussion et les commentaires.**

## CONSORZIO VENETO INSIEME

L’évaluation intermédiaire a été faite par les mentors nationaux, par des entretiens individuels avec les mentoré-e-s. Les réponses ont été quantifiées avec une échelle de 1 à 6 selon le suivant: 1-2 bas, 3-4 moyen, et 5-6 haut. Les mentoré-e-s devaient répondre selon leur autoévaluation d’où ils et elles seraient sur cette échelle. Une fois les entretiens faits, nous avons calculé les moyennes.

Nous avons appliqué la même méthode pour suivre les partenaires et autres partis prenants. Nous avons passé des entretiens avec au moins un membre de chaque organisation, selon le nombre de personnes ayant participé à la formation.

## REFUGEES WELCOME ITALY

Les participant-e-s étaient des migrant-e-s, mentors, et hébergeur-se-s. Nous avons choisi une méthode informelle pour la collecte de données: entretiens informels menés par des travailleur-se-s sociaux-ales qui connaissent d’emblée les participant-e-s, pendant lesquels ils et elles pouvaient partager leurs expériences. D’autres informations ont déjà été connus par les travailleur-euse-s sociaux-ales via les outils existants tels que des entretiens approfondis qui touchent des dimensions spécifiques liées aux expériences de mentorat ou d’hébergement citoyen, et le processus général d’intégration des migrant-e-s.

## GLOCAL FACTORY

Les participant-e-s étaient: migrant-e-s, mentors (étudiant-e-s universitaires ou récemment diplômé-e-s). Nous avons fait des entretiens individuels avec les migrant-e-s, dans un cadre informel (le cas échéant avec un-e médiateur-trice culturel-le et linguistique, pour échanger avec des garçons qui ne parlaient pas l’anglais, l’italien, ou l’arabe, tous maîtrisés par le chercheur.)

**3. Matrices**

## CONSORZIO VENETO INSIEME

## MIGRANT-E-S

| **Dimensions** | **Indicators** | **Parameters** |
| --- | --- | --- |
| Participation of  migrants | Number of migrant people contacted | 23 |
| Number of migrant people which participated in activities | 15 |
| Number of migrant people which participated in the final evaluation | 15 |
| Main reasons for withdrawing from activities (when available) | Qualitative  No interest in the progect as a support process.  Focus mainly in the economic compensation |
| Socio-demographic profile | Age | 26-65 (medium age 29 years old) |
| Gender | Men: 10  Women: 5  Total: 15 |
| National background | Nigerian: 6  Afghans: 5  Pakistani: 3  Togolese: 1 |
| Migrant status | Asylum seekers: 8  Refugees: 4  Under international protection: 1  “Casi Speciali”, Italian temporary protection: 3 |
| Number of years of schooling | 27% 4 years or less  60% 9-12  13% 13 or more |
| Professional situation | 100% employed (87% stage; 13% fixed-term contract). |
| Type of profession | 100% manual occupations |
| School situation (when in school) | 6% enrolled in the Provincial Centre for Adult Education (CPIA) |
| Other information | 13% of the migrants have some kind of disability or disabling disease |
| Communication  skills | Ability to hold simple conversation with a local language speaker | 40% low  33% medium  27% high |
| Ability to hold work, education, health, and services conversations | 73.3% low  13.3% medium  13.3% high |
| Reported confidence in using technology to access digital services | 60% low  40% medium |
| Well-being and  connection to  community | How the migrant describes his/her life | 60% who considered his/her life regular,  40% who considered his/her life regular good |
| Well-being | 20% low feelings  47% medium feelings  33% high feelings |
| Attitudes relating to local community Feelings of “belonging” to community | 13% low feelings of “belonging” to community,  27%medium  60% high |
| Feeling of safety when walking alone outside during the day / night | 13% medium feelings of safety  87% high |
|  | Reporting experience of racial, cultural, religious harassment or incidents or hate crime  Feelings to able to practice religion freely | 80% low reporting of racial, cultural or religious harassment or incidents or hate crime,  20% high reporting  100% high feelings to be able to practice religion |
| Feelings of support by community members  Feelings of support by social workers  Feelings of support by mentors | 13% low support  27% medium support  60% high support  6.6% low support by social workers,  26.6% medium support by social workers,  66.6% high support by social workers  ,  20% medium support by mentors  80% high support by mentors |
| Identity, social skills, and expectations | **Self-representation:**  Have confidence in him/herself  Feels control over his/her life  Feels him/herself as important  Feels optimistic about the future  Feels autonomy to solve own problems  Awareness of procedures for complaining about goods and services  Awareness of key institutions, rights, supports and pathways to participation | 7% medium self-confidence  93% high self-confidence    33% medium perceived control over life  67% high perceived control  7% medium of self- importance  93% high of self-importance  7% low of optimism about the future,  13% medium of optimism,  67% high of optimism  13% low of perceived autonomy  60% medium of perceived autonomy  27% high of perceived autonomy  26.6% low of awareness of procedures for complaining  26.6% medium of awareness  46.6% high of awareness  6.6% low awareness  26.6% medium awareness  66.6% high awareness |
| **Social skills**  Confidence to interact with neighbours of all backgrounds  Confidence interacting with co-workers  Reports having friends from the same background  Reports having friends from different background  Cooperates in groups  Participating in a community organisation  Motivation to participate into community activities | 20% medium of confidence to interact  80% high of confidence  7% low confidence  93% high confidence  20% low report having friends same background  7% medium report  73% high report  33.3% low report having friends different background  33.3% medium report  33.3% high report  7% medium capacity to cooperate in groups  93% high capacity  6.6% low value placed on helping others  6.6% medium value  86.6% high  100% high motivation |
| **Expectations**  Professional aspirations and plans  Educational aspiration and plans | 20% low professional aspirations,  7% medium  73% high  13% low educational aspirations  87% high educational aspirations |

## MENTORS

| **Dimensions** | **Indicators** | **Parameters** |
| --- | --- | --- |
| Participation | Number of mentors contacted (individually or in group sessions) | 7 |
| Number of mentors which participated in the project | 6 |
| Number of mentors which participated in the final evaluation | 5 |
| Main reasons for quitting the participation (when existing cases) | Qualitative  The mentor had to quit the training due to personal reasons. |
| Socio-demographic profile | Age | Age range (from-to); 18-25; 26-65  Medium age: 33 |
| Gender | Men: 2  Women: 3  Total: 5 |
| Ethnic background | 4 mentors with ethnic background  (Senegal, Cameron, Colombia, Pakistan) |
| Education | 20% primary  60% secondary  20% undergraduate |
| Professional situation | 100% employed |
| Profession | 100% qualified; |
| Status | 100% workers in a participant institution |
| Recruitment | Modality of recruitment | The mentors have been selected within social cooperatives, compromised in the employment of vulnerable people. |
| Experience | Previous experience in mentoring | No |
| Motivations | Motivations to be a mentor | * For the mentors who are themselves asylum seekers or refugees, the training has provided them with tools to facilitate their peers in their social and economic integration * To improve job placement processes within their cooperatives |
| Training in mentoring | Participation in RaCIP mentor's training | 6 mentors (100%) participated in RaCIP training.  5 of the mentors has concluded the training  1 mentor has not concluded the training.  Reasons for leaving/withdrawing of the training: the mentor had to quit the training due to personal reasons. |
| Description of the training | Number of training hours: 12.5 hours (5 meeting of 2 ½ hours each one)  Main contents  Description of the role of a mentor and the tools (formal and informal) that are required to provide a good accompaniment,  An overview on the legal procedure for the recognition of international protection and national protection (the so-called “Casi Speciali”, special cases).  An overview of the social and economic needs of migrants, and on the efforts and resources offered by the territory public and private institutions;  An overview on hard and soft skills required by the Italian labor market, that has to be developed by the beneficiaries.  Methodologies  The training was organized to provide the opportunity to be joint both on presence and online.  Each meeting forces a theoretical explanation of the main topic, and a Q&A moment, which has provided the participants the possibility to interact directly with the trainer.  The meetings had included a participatory activity and/or a testimony of asylum seekers and refugees in order to analyze the needs, difficulties of migrants and resources needed for their social and economic inclusion.  Trainers’ profile  Project Manager, master’s in international Cooperation  Coordinator of reception facilities, Master in Migration Studies  Social Worker, undergraduate in Social Services |
| Satisfaction with the organizational aspects of the training | 100% high satisfaction |
| Satisfaction with the content of the training | 20% medium satisfaction  80% high satisfaction |
| Satisfaction with the performance of the trainer | 100% high satisfaction |
| Satisfaction with training about mentoring | 20% medium satisfaction  80% high satisfaction  Qualitative description of the most positive aspects of the training about mentoring identified by the participants  Particularly appreciated by the participants was the lesson dedicated to empathy (second lesson).  The presence of a psychiatric that had presented the topic, had represented the opportunity to better understand the necessity to provide not only their futures manatees with psychological and emotional support, but also (and first of all) the mentors, as a tool to face the difficulties and challenges the role itself entails.  The methodology of the course, focused on the interaction between the trainers, experts and trainees, in order to provide a less frontal teaching methodology and a safe space for discussion and confrontation between the participants.  Qualitative description of the most challenging aspects of the training about mentoring identified by the participants  The physical spaces provided for the training, which could be improved in the logistical organisation.  For those who had participated online, it was not possible to provide them with the same amount of involvement the trainees in presence had experienced. |
| Usefulness of the training about mentoring | 10% medium high usefulness  90% high usefulness |
|  | Relevance of the training about mentoring | 10% medium relevance of the training about mentoring  90% high relevance of the training about mentoring |
| Mentoring process | Matching procedures | Qualitative description of the process of matching between mentors and mentees  Once the mentees had been defined, the matching with the mentors has been determinate the nationality of both the mentee and the mentor, in order to have a cultural and linguistic mediation whenever is possible, and according to the task employed by the mentees in the cooperative.  Once the mentees had been defined, the matching with the mentors has been determined the nationality of both the mentee and the mentor, in order to have a cultural and linguistic mediation whenever is possible, and according to the task employed by the Mounties in the cooperative |
| Type of activities carried out | Qualitative description of the mentoring activities  The mentoring activities consist in the support of the minute in order to help them to familiarize with the formal and informal rules the mentees will eventually face in a "non-protected" labour environment: schedules, permits, holidays, payrolls, relation with their colleagues and superiors. Furthermore, the mentor supports the minute in order become aware of those services, provided within our territory, useful for job placement. |
| Institutional contexts | Where the activities did take place (associations, schools, public institutions…)  Within the social cooperative where the mentees are currently employed  Within the reception facilities. |
| Length of the mentoring | Total number of hours of contact (range from-to) (medium)  Number of encounters  Meeting frequency (regularity)  Length (weeks, months)  The mentoring activities provided to our beneficiaries can be defined as an *in-progress* mentoring, provided on an almost daily base by the mentors at work. More over the mentees are followed by a second group of mentors (to work), in order to be supported in topics not directly linked with their “productive activities”.  Mentoring at work  Total number of hours of contact (medium): 2.5 hours per week  Number of encounters: 5 encounters per week (once a day)  Meeting frequency (regularity): daily Length: 6 months  Mentoring to work  Total number of hours of contact (medium): 3 hours per month  Number of encounters: 2  Meeting frequency (regularity): every 15 days  Length: 6 months |
| Type of mentoring | 100% of individual mentoring |
| Impacts | Increased knowledge about refugees  Increased knowledge about Private Sponsorship  Increased knowledge about refugees’ integration | 20% medium increased knowledge about refugees  80% high increased knowledge  20% medium increased knowledge about Private Sponsorship,  80% high increased knowledge  80% medium increased knowledge about refugees’ integration  20% high increased knowledge |
| Methods | Please describe how information on participant mentors was collected | The information has been collected within a focus group, where the mentors have been asked to describe their experience within the training path, and to evaluate it. |

## ORGANISATIONS/PARTIS PRENANTS/INSTITUTIONS/GROUPES

| **Dimensioni** | **Indicatori** | **Parametri** |
| --- | --- | --- |
| Participation | Number of organisations contacted | 6 |
| Number of organisations that participated locally in the RaCIP project | 4 |
| Number of organisations that participated in the final evaluation | 4 |
| Previous experience with refugee integration | 100% yes (4) |
| Institutional profile | Type of organisation | 1 Social Cooperative (type B – social enterprise)  2 Social Cooperatives (type A – CAS, SAI)  1 Association |
| Dimension of organisation | 3 organisations have less than 50 workers/members  1 organisation has more than 50 workers/members |
| Primary activities organisation provided before RaCIP project | 4: housing  1: reducing prejudice/informing about refugees  1: social and cultural activities  2: supporting people into employment |
| Satisfaction | Satisfaction with participation in the RaCIP project | 100% high satisfaction    Qualitative description of the most positive aspects of the participation identified by the organisations  RaCIP has given the space to the organizations to better know each other, and to think some of their social inclusion interventions and activities in conjunction, maximizing the efforts for a better result.  Qualitative description of the most challenging aspects of the participation identified by the organisations  To schedule meetings where all the stakeholders can participate |
| Relevance and usefulness | Relevance of the RaCIP project  Usefulness of the RaCIP project | 100% high relevance  100% high usefulness |
| Impacts | Increased knowledge about refugees  Increased knowledge about Private  Sponsorship  Increased knowledge about refugee integration  Changes in policies, values, administration  related to participation in RaCIP Project | 100% low increased knowledge about refugees  20% medium increased knowledge about Private Sponsorship,  80% high increased knowledge  100% high increase knowledge about the services offers by the other stakeholder regarding refugee integrations. |
| Methods | Please describe how information on participant organisations was collected | The information has been collected within a focus group, where the mentors have been asked to describe their experience within the training path, and to evaluate it. |

## REFUGEES WELCOME ITALIA

## MIGRANT-E-S

| **Dimensions** | **Indicators** | **Parameters** |
| --- | --- | --- |
| Participation of migrants | Number of migrant people contacted | 24 |
| Number of migrant people which participated in activities | 13 |
| Number of migrant people which participated in the final evaluation | 7 |
| Socio-demographic profile | Age | 19-50 |
| Gender | Men: 20  Women: 5  Total: 25 |
| National background | Pakistan: 4  Gambia: 5  Niger: 1  Guinea: 1  Mali: 2  Sierra leone: 1  Colombia: 1  Egitto: 2  Senegal: 2  Somalia: 1  Haiti: 1  Nigeria: 1 |
| Migrant status | Asylum seekers: 5  Refugees: 2  Other migrants: 17 |
| Number of years of schooling | 37,50% 4-9 years  62,50 less than 4 years |
| Professional situation | Employed: 80%  Unemployed: 20% |
| Type of profession | 8,3% professional; 91,7 % non-professional or manual occupations |
| School situation (when in school) | 12,50% enrolled by type of education and school year |
| Communication skills | Ability to hold simple conversation with a local language speaker | 50% low ability  37,50% medium  12,50% high |
| Ability to hold work, education, health, and services conversations | 10,20% low ability  37,50% medium  52,3% high |
| Reported confidence in using technology to access digital services | 75% low confidence  16,60% medium  8,30% high |
| Well-being and connection to community | How the migrant describes his/her life | 60% consider his/her life regular  20% consider his/her life bad  20% consider his/her life good |
| Well-being | 80% medium well-being  20% low well-being |
| Attitudes relating to local community  Feelings of “belonging” to community | 80% low feelings of “belonging”  20 % medium feelings of “belonging” |
| Feeling of safety when walking alone outside during the day / night | 80% low feelings of safety  20% medium feelings |
| Reporting experience of racial, cultural, religious harassment or incidents or hate crime  Feelings to able to practice religion freely | 17% high reporting  34% medium reporting  49% low reporting  12% high feelings to be able to practice religion  22% medium feelings  66% low feelings |
| Feelings of support by community members  Feelings of support by volunteers  Feelings of support by social workers  Feelings of support by volunteer families  Feelings of support by host families  Feelings of support by mentors | 37,50% high perceived support  20,84 % medium perceived support  41,66% low perceived support  50% high perceived support by volunteers  50% medium perceived support by volunteers  70,83%high perceived support  29,17% medium perceived support  66,66% high perceived support  16,68% medium perceived support  16,66% low perceived support  70% high perceived support  30%medium perceived support    70,83%high perceived support  29,17% medium perceived support |
| Other information | Most mentees report not having much contact with the locals, to have difficulties in accessing services, especially housing |
| Identity, social skills, and expectations | **Self-representation:**  Have confidence in him/herself  Feels control over his/her life  Feels him/herself as important  Feels optimistic about the future  Feels autonomy to solve own problems  Awareness of procedures for complaining about goods and services  Awareness of key institutions, rights, supports and pathways to participation | 5% low self-confidence  35% medium self-confidence  20% high self-confidence  20%, high perceived control over life  55% medium perceived control over life  25% low perceived control over life  80% high of self-importance  20% medium of self-importance  45% low optimism  35% medium optimism  20% high optimism  20%, high of perceived autonomy  55% medium of perceived autonomy  25% low of perceived autonomy  20%, high of awareness  20%, medium of awareness  60% low of awareness  20%, high of awareness  20%, medium of awareness  60% low of awareness |
| **Social skills**  Confidence to interact with neighbours of all backgrounds  Confidence interacting with co-workers  Reports having friends from the same background  Reports having friends from different background  Cooperates in groups  Value placed on helping others  Motivation to participate into community activities | 40% high of confidence  30% medium of confidence  30% low of confidence  40% high of confidence  30% medium of confidence  30% low of confidence  80% high report having friends of the same background  30% medium report  10% low report  80% high report having friends of different background  80% medium report  10% low report  75% medium capacity  25% high capacity  90% high value placed on helping others  10% medium value placed on helping others  80% high motivation  20% medium motivation |
| **Expectations**  Educational aspiration and plans  Professional aspirations and plans | 8% high educational aspirations  92% low educational aspirations  30% medium professional aspirations  70% low professional aspirations |
| Participation in other activities (health and social care access, bureaucracy management, awareness of key institutions, interpretation, gardening…) | Description of the activities | Number of hours of activities (medium by participant) 44 hours or more depending on needs.  Main contents  Individual training on the following topics:   * bureaucracy management * social care access * key institutions * job orientation services * protection of rights   Methodologies  Individual training on the topics |
| Quotes | Significant quotes | “I felt very lonely and isolated. This program gave me the opportunity to know Italian people and to feel part of a wider community. It is not only a one-to-one relationship, but it a one-to many forms of interaction, thanks to community activities that involve all the mentors and the mentees”. [man, 23 years old, Pakistan].  “The only Italians I knew in depth were the social workers at my reception centre. but i don't consider them as friends. My mentor is my first Italian friend”. [man, 25 years old, Gambia]. |
| Methods | Please describe how information on participant migrants was collected | The information contained in the attachment was obtained through: 1. individualized profiling interviews; 2. monitoring interview with explicit reference to the topics 3. informal conversation |

## MENTORS

| **Dimensions** | **Indicators** | **Parameters** |
| --- | --- | --- |
| Participation | Number of mentors contacted (individually or in group sessions) | 15 |
| Number of mentors which participated in the project | 7 |
| Number of mentors which participated in the final evaluation | 7 |
| Socio-demographic profile | Age | 32- 56 |
| Gender | 5, 10  Total 15 |
| Ethnic background | 0 mentors |
| Education | 100% higher education |
| Professional situation | 100% employed |
| Profession | 100% qualified |
| Status | 100% volunteer |
| Recruitment | Modality of recruitment | Volunteer mentors apply directly through our site. t the same time, the association carried out campaigns to promote the project aimed at our network in the area |
| Experience | Previous experience in mentoring | 100% no |
| Motivations | Motivations to be a mentor | The mentors who applied had the desire to make a gesture aimed at fostering social change. From a personal point of view, they also wanted to know new cultures and support migrants in their integration process |
| Training in mentoring | Participation in RaCIP mentor's training | All the mentors who participated in RaCIP training concluded it.  All the mentors currently matched participated to the training. The remaining mentors will be trained, at a later stage, as part of the usual monthly training of RWI. |
| Description of the training | Number of training hours  8 online and 2 in presence  Main contents  Knowing Refugees Welcome and Projects  The profile of the migrant  Residence permits and institutional reception  Building the relationship  Methodologies  4 online meetings in the presence of immigration experts and an in-person meeting, assessment  Trainers profile  Psychologists  Legal operators and lawyers |
| Satisfaction with the organizational aspects of the training | 80% high satisfaction  20% medium satisfaction |
| Satisfaction with the performance of the trainer | 80% high satisfaction  20% medium satisfaction |
| Satisfaction with the training about mentoring | 80% high satisfaction  20% medium satisfaction |
| Usefulness of the training about mentoring | 90% high satisfaction  10% medium satisfaction |
| Relevance with the training about mentoring | 95% high satisfaction  5% medium satisfaction |
| Other relevant information considering the training | The trainees expressed their general satisfaction toward the training curricula’s contents. According to them, the modules were consistent with the goals of the programme and provided useful insights - related to different aspects of the family-based hospitality and mentoring schemes, both practical and more theoretical - to prepare trainees for the experience. The possibility to listen to living testimonies was highly appreciated, in order to better assess all the critical aspects that mentoring and hosting relations entail.  The main criticism registered was related to the online setting, which prevents people from fully engaging and joining more participatory activities. |
| Mentoring process | Matching procedures between mentors and mentees | Following the individualized discussions and the creation of the mentor and mentee profile, the matching procedure begins. The latter is essentially based on:  - analysis of the needs / desires / aspirations of the mentees and verification of the availability and congruence of the mentor;  - geographical proximity (essential in a city like Rome);  - character affinities;  - time availability;  - knowledge of languages  - taking into consideration the expectations and reasons for participating in the project |
| Type of activities carried out | Qualitative description of the mentoring activities  Emotional support, social network creation, Italian language learning, knowledge of the territory, housing orientation, work orientation, driving license support |
| Institutional contexts | Mentoring activities take place in places chosen by mentors and mentees or at our office |
| Length of the mentoring | Meeting frequency: from one time per week, to one time every to weeks; weekly contact through Whatsapp |
| Type of mentoring | 100% individual mentoring |
| Results | Qualitative description of the main results achieved through mentoring, in the mentors view  cultural exchange  personal enrichment  fostering social relations on both sides  support for practical needs |
| Quotes | Significant quotes | “I felt very confused and had great difficulty in finding a new home. S. and V. helped me to finally managed to find a house to rent. They still are by my side to support me to normalize my life”. (Man, 27, Gambia). |
| Methods | Please describe how information on participant mentors was collected | The information contained in the attachment was obtained through: 1. individualized profiling interviews; 2. monitoring interview with explicit reference to the attachment  3. informal conversation |

**HEBERGEUR-SE-S**

| **Dimensions** | **Indicators** | **Parameters** |
| --- | --- | --- |
| Participation | Number of families contacted | 10 |
| Number of families that participated in the project | 7 |
| Description of the families that participated in the project | The families who are participating in the Racip project are very different from each other. We have families composed of parents and children and single women. These are people with a medium-high cultural level, with different professional positions. |
| Number of families that participated in the final evaluation | 7 |
| Main reasons for quitting the participation (when existing cases) | 1 family left the project for personal reasons |
| Socio-demographic profiles | Age | Up to 51 years |
| Gender | 0 Men (only partners), 7 Women  Total: 7 |
| Ethnic background | 0 family members with ethnic background |
| Education | 100% higher education |
| Professional situation | 58% employed  28% retirees  14% actual housewife |
| Profession | 100% qualified |
| Contact | Modality of initial contact | Families apply directly through our site. t the same time, the association carried out campaigns to promote the project aimed at our network in the area |
| Collaboration | Previous collaboration experience | no |
| Type of involvement | Type of involvement | Volunteering, domestic reception, emotional support, practical support, financial support regarding out-of-pocket expenses |
| Motivations | Motivations to participate on RaCIP project | The families who applied had the desire to make a gesture aimed at social change. From a personal point of view they also wanted to know new cultures and support migrants in their integration process |
| Training for families | Participation in RaCIP training | 100% of families matched were trained and concluded it |
| Description of the training | Number of hours of training  8 online and 2 in presence  Main contents  Knowing Refugees Welcome and Projects  The profile of the migrant  Residence permits and institutional reception  Building the relationship  Methodologies  4 online meetings in the presence of immigration experts and an in-person meeting, assessment, visit to the house  Facilitators’ profile  Previously trained civil society activists |
| Satisfaction with the organizational aspects of the training | 80% high satisfaction  20% medium satisfaction |
| Satisfaction with the content of the training | 80% high satisfaction  20% medium satisfaction |
| Satisfaction with training | 80% high satisfaction  20% medium satisfaction  The trainees expressed their general satisfaction toward the training curricula’s contents. According to them, the modules were consistent with the goals of the programme and provided useful insights - related to different aspects of the family-based hospitality and mentoring schemes, both practical and more theoretical - to prepare trainees for the experience. The possibility to listen to living testimonies was highly appreciated, in order to better assess all the critical aspects that mentoring and hosting relations entail.  During the learning assessment, we gathered positive feedbacks on the presentation of the legal framework (type of protections, asylum procedures, system of reception in Italy), even though the given information were very dense and quite technical, as well as on the module focused on the profile of the migrants and the situation in their country of origin.  The main criticism registered was related to the online setting, which prevents people from fully engaging and joining more participatory activities. |
| Usefulness of the training | 90% high satisfaction  10% medium satisfaction |
| Relevance of the training | 95% high satisfaction  5% medium satisfaction |
| Quotes | Significant quotes - Please copy relevant quotes to express interviewees direct speech concerning above indicators and participation in RaCIP. | “D. hosted me in his house, I didn't imagine this was possible. Before meeting refugees welcome and D. I felt alone and in danger. Now that's not the case anymore. I'm taking back my life”. (Woman, 31, Colombia) |
| Methods | Please describe how information on participant families was collected | The information contained in the attachment was obtained through: 1. individualized profiling interviews; 2. monitoring interview with explicit reference to the attachment 3. informal conversation |

**GLOCAL FACTORY**

**MIGRANT-E-S**

| **Dimensions** | **Indicators** | **Parameters** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Participation of migrants | Number of migrant people contacted | 6 | | | | | | | | | |
| Number of migrant people who participated in activities | 6 | | | | | | | | | |
| Socio-demographic profile | Age | Under 18 | 18-25 | | | 26-45 | | 46-60 | | | 60 |
| 0% | 84% | | | 16% | | 0% | | | 0% |
| Gender | Male | | | | | Female | | | | |
| 66,66% | | | | | 33,33% | | | | |
| National background | Morocco | | Gambia | | | Turkey | | | Sierra Leone | |
| 2 | | 2 | | | 2 | | | 1 | |
| Migrant status | Asylum seeker | | Refugee | | | International Protection | | | Other Migration Status | |
| 2 | | 1 | | | 2 | | | 1 | |
| Number of years of schooling | 4 or less | | 5-9 | | | 10-12 | | | 13 or more | |
| 16,66% | | 33,33% | | | 16,66% | | | 33,33% | |
| Professional situation | Employed | | | | | Unemployed | | | | |
| 66.66% | | | | | 33,33% | | | | |
| Type of profession | Professional | | | | | Non-professional or manual occupations | | | | |
| 0% | | | | | 100% | | | | |
| Communication skills | Ability to hold simple conversation with a local language speaker | Low | | | Medium | | | | High | | |
| 50% | | | 16,66% | | | | 33,33% | | |
| Ability to hold work, education, health, and services conversations | Low | | | Medium | | | | High | | |
| 33,33% | | | 33,33% | | | | 33,33% | | |
| Reported confidence in using technology to access digital services | Low | | | Medium | | | | High | | |
| 66,66% | | | 16,66% | | | | 16,66% | | |
| 0% | | | 83,33% | | | | 16,66% | | |
| Well-being | Low | | | Medium | | | | High | | |
| 0% | | | 83,33% | | | | 16,66% | | |
| Feelings of “belonging” to community | Low | | | Medium | | | | High | | |
| 50% | | | 33% | | | | 16.66% | | |
| Reporting experience of racial, cultural, religious harassment or incidents or hate crime | Low | | | Medium | | | | High | | |
| 33,33% | | | 33,33% | | | | 33,33% | | |
| Feelings of support by community members  Feelings of support by mentors | Low | | | Medium | | | | High | | |
| 16,66% | | | 66,66% | | | | 16,66% | | |
| 33,33% | | | 33,33% | | | | 33,33% | | |
| Identity, social skills, and expectations | Have confidence in him/herself | Low | | | Medium | | | | High | | |
| 0% | | | 66,66% | | | | 33,33% | | |
| Feels control over his/her life | Low | | | Medium | | | | High | | |
| 0% | | | 83,33% | | | | 16,66% | | |
| Feels optimistic about the future | Low | | | Medium | | | | High | | |
| 0% | | |  | | | |  | | |
| Feels autonomy to solve own problems | Low | | | Medium | | | | High | | |
| 16,66% | | | 33,33% | | | | 33,33% | | |
| Awareness of procedures for complaining about goods and services | Low | | | Medium | | | | High | | |
| 50% | | | 33,33% | | | | 16,66% | | |
| Awareness of key institutions, rights, supports and pathways to participation | Low | | | Medium | | | | High | | |
| 66,66% | | | 33,33% | | | | 0% | | |
| Confidence to interact with neighbours of all backgrounds | Low | | | Medium | | | | High | | |
| 16,66% | | | 66,66% | | | | 16,66% | | |
| Reports having friends from the same background | Yes | | | | | No | | | | |
| 83,33% | | | | | 16,66% | | | | |
| Reports having friends from different background | Yes | | | | | No | | | | |
| 100% | | | | | 0% | | | | |
| Cooperates in groups | Yes | | | | | No | | | | |
| 100% | | | | | 0% | | | | |
| Motivation to participate into community activities | Low | | | Medium | | | | High | | |
| 0% | | | 16,66% | | | | 83,33% | | |
| Professional aspirations and plans | Low | | | Medium | | | | High | | |
| 0% | | | 33,33% | | | | 66,66% | | |
|  | Educational aspiration and plans | Low | | | Medium | | | | High | | |
| 16,66% | | | 33,33% | | | | 33,33% | | |
| Quotes | Significant quotes - Please copy relevant quotes to express interviewees direct speech concerning above indicators and participation in RaCIP. | “I like this project; it connects me with different people. It is helping me with the Italian language and other things. This life is not just about money, it's good to meet new people, laugh, talk, it makes me feel better” (Migrant, Sierra Leone) | | | | | | | | | |
| Methods | Please describe how information on participant migrants was collected | Paper Survey | | | | | | | | | |

## 

## ETUDIANT-E-S

| **Dimensions** | **Indicators** | **Parameters** | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Participation | Number of students contacted | 10 | | | | | | | | | | | | |
| Number of students which participated in the project | 10 | | | | | | | | | | | | |
| Socio-demographic profile | Age | Under 18 | | 18-25 | | | 26-45 | | | 46-60 | | | 60 | |
| 0% | | 30% | | | 70% | | | 0% | | | 0% | |
| Gender | Male | | | Female | | | | | | | Other | | |
| 10% | | | 90% | | | | | | | 0% | | |
| Education | Primary | Secondary | | Undergraduate | | | | Masters | | | PhD | | Other |
| 0% | 0% | | 60% | | | | 40% | | | 0% | | 0% |
| Professional situation | Employed | | | | | | Unemployed | | | | | | |
| 40% | | | | | | 60% | | | | | | |
| Type of Profession | Qualified | | | | | | Not Qualified | | | | | | |
| 25% | | | | | | 75% | | | | | | |
| Contact | Modality of initial contact | Email | | | | | | Personal | | | | | | |
| 10% | | | | | | 90% | | | | | | |
| Collaboration | Previous collaboration experience in volunteer groups | Yes | | | | | | No | | | | | | |
| 30% | | | | | | 70% | | | | | | |
| Training for families | Participation in RaCIP training | Yes | | | | | | No | | | | | | |
| 100% | | | | | | 0% | | | | | | |
| Number of trainees who have participated to   | Session 1 | 10 | | --- | --- | | Session 2 | 9 | | Session 3 | 7 | | Session 4 | 6 | | Session 5 | 9 | | Session 6 | 6 | | Session 7 | 7 | | | | | | | | | | | | | |
| Satisfaction with the organizational aspects of the training | Low | | | | Medium | | | | | High | | | |
| 0% | | | | 40% | | | | | 60% | | | |
| Satisfaction with the content of the training | Low | | | | Medium | | | | | High | | | |
| 0% | | | | 10% | | | | | 90% | | | |
| Satisfaction with training | Low | | | | Medium | | | | | High | | | |
| 0% | | | | 20% | | | | | 80% | | | |
| Usefulness of the training | Low | | | | Medium | | | | | High | | | |
| 0% | | | | 10% | | | | | 90% | | | |
| Relevance of the training | Low | | | | Medium | | | | | High | | | |
| 0% | | | | 40& | | | | | 60% | | | |
| Quotes | Significant quotes | “I preferred experimental activities and workshops because I learn better when I can make practice.” (Student, female, 22, Glocal factory, Italy)  “I got a lot of information and how network between associations and people can be the difference in support situations.” (Student, female, 25, Glocal Factory, Italy)  “In addition to all the technicalities about migrants (history of immigration to Italy, procedures for new documents etc..) the most important thing I learnt from this training is that every migratory experience is unique and me as “mentor” have to focus on listening the story and needs of the individual.” (Student, female, 26, Glocal Factory, Italy)  “I'm gratefull to have taken part of this training because I had the chance to meet several people thanks to I improved myself and re-imagined my idea of being foreigner.” (Student, female, 25, Glocal Factory, Italy) | | | | | | | | | | | | |
| Methods | Please describe how information on participant students was collected | Paper Survey | | | | | | | | | | | | |

**4. Remarques finales**

**4.1 S’il vous plaît partagez votre réflection sur comment la dimension de genre était présente ou absente dans vos actions et activités, le processus d’évaluation, à ce stade intermédiaire.**

En général, peu de femmes migrantes arrivent en Italie: environ 10% des arrivant-e-s. Les bénéficiaires de RWI ont toujours reflété cette tendance générale. La plupart sont dans la catégorie de “vulnérabilité extrême”, étant victimes de trafic, d’abus, ou étant des mères seules, et toutes sont accueillies dans des centres spécifiques suite à leur accueil ad hoc. Cela fait qu’encore moins de femmes s’inscrivent dans les programmes RWI. Les réfugié-e-s et migrant-e-s s’inscrivent sur notre site web: ils et elles candidatent eux et elles-mêmes ou à l’aide d’un-e travailleur-euse social-e.

En ce qui concerne les activités mises en place par la CVI, la perspective de genre est très importante.

Toutes les activités proposées au cours de ce mois ont été pensées pour accueillir tous-tes les bénéficiaires d’en prendre pleinement part.

En particulier nous avons pris en compte le fait que certaines femmes bénéficiaires ont des enfants (parfois seules). Nous avons donc adapté leurs emplois du temps et leurs tâches à ces responsabilités, pour les permettre de ramener leurs enfants à l’école ou de participer aux soins de leurs enfants.

Malgré cet effort, la plupart des bénéficiaires sont des hommes. La proportion est de 75% hommes, contre 25% femmes.

Une des raisons serait peut-être que la perspective de genre doit être prise en compte partout, ou au moins dans la majorité, des organisations publiques et privées, qu’elles s’adressent particulièrement aux migrant-e-s ou non. Par exemple, la manque de places dans les crèches publiques, le coût des services de garde, et la manque d’activités extrascolaires contribuent aux obstacles à la participation des mères dans le marché du travail, même avec des emploi du temps flexibles.

Finalement, l’expérience de Glocal Factory tend à confirmer une asymétrie courante dans les relations d’aide: parmi les participant-e-s du projet RaCIP à Vérone, 90% des mentors sont des femmes alors que 66.7% des mentoré-e-s sont des hommes.

**4.2 S’il vous plaît partagez d’autres réflexions et points forts sur les migrant-e-s forcé-e-s et les besoins des organisations et les conditions d’intégration. Inclure des points de discussion et commentaires.**

Au début des initiatives pilotes, le groupe cible de migrant-e-s est caractérisé par une maîtrise faible de l’italien, connaissance faible de leurs droits, du système administratif et des modes de participation, peu de sentiment d’appartenance à la communauté locale, beaucoup de volonté à participer aux groupes, bon estime de soi et estime de leurs capactiés à s’intégrer et s’adapter.

Il est donc urgent d’utiliser ce levier qui est la motivation forte des migrant-e-s pour s’intégrer et leur volonté de collaborer avec les bénévoles et les autres migrant-e-s, pour mettre en place des parcours d’autonomisation à tous les niveaux.