Best practices in Sicily, Italy
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Migration flows and integration policies data evidence and best practices in the EU

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Ragazzi Harraga_ Social Inclusion Processes for unaccompanied minors in the city of Palermo: an effective model of social inclusion that fosters autonomy
About us

CESIE is a European centre of studies and initiatives established in 2001, inspired by the work and theories of sociologist Danilo Dolci (1924-1997).

Our Mission
To promote educational innovation, participation and growth.

Our Vision
The world is only one creature.

Our Units & Objectives

Higher Education and Research
Fostering progress, sustainable and responsible research and innovation in Higher Education and Research Systems.

Rights and Justice
Promoting equality, protecting the rights of people, preventing and developing responses to violence and discrimination.

Adult
Upgrading lifelong learning in adult education, boosting innovative practices and developing key competences for adults.

Migration
Developing effective and inclusive approaches for asylum seekers, refugees, and migrants.

School
Improving quality and efficiency in school education.

Youth
Enhancing active citizenship, training, education, and mobility of young people.
The overall objective is to develop effective and inclusive approaches for the target groups. 

- Migrants, refugees, asylum seekers
- Children, Youth, Adults
- Schools, teaching staff, professionals, employers
- Local communities
Main Objectives

To develop, strengthen and enhance skills of migrants, asylum seekers and refugees

To increase intercultural competences of teachers, school leaders, professionals, employers who work with migrants

To promote an inclusive society by encouraging the active participation of local and migrant communities
The migration context in Italy

Comparazione migranti sbarcati negli anni 2016/2017/2018

2016: 181,436  
2017: 119,369  
2018: 14,441 (dato al 12 Giugno 2018)

Fonte: Dipartimento della Pubblica sicurezza
Arrivals by accompanied and unaccompanied minors, 2014-2016

- **Accompanied minors**
  - 2014: 13,026
  - 2015: 12,450
  - 2016: 2,377

- **Unaccompanied minors**
  - 2014: 13,096
  - 2015: 4,146
  - 2016: 2,377

In 2016 the number of unaccompanied minors who arrived in Italy was **25,846**

- **Other**
  - 2016: 3,909

Source: UNHCR
The migration context in Italy

Focus on: Unaccompanied minors

Children arriving in 2018 (Jan – Sep):

4,017, of which 3,254 are unaccompanied children (81% of the total)

Source: UNHCR
Unaccompanied minors arriving in Sicily

In 2016 when the project Ragazzi Harraga was formed, the numbers were slightly different to the current situation. The number of UAM hosted in Sicily was 5,750 minors. The city of Palermo hosted around 1,300 minors. There are not been significant changes in the necessities of the population, especially for 2017 that the initial activities of Ragazzi Harraga came into action.
Ragazzi Harraga: challenge > response
Lack of a tracking tool for UAMs’ path

The age group of most of the UAM is 16-17
The majority, when turning 18, have difficulties in accessing the reception facilities for adults.
There are no individual projects activated for them, but mostly standardised ones
Lack of pedagogical monitoring, consistence and coherence of their learning paths
The first pillar of the model is the creation of a digital social folder for each minor that contains information about:

- Identity,
- reception history
- inclusion process initiated
- professional, transversal and basic skills acquired.

The data is uploaded on a platform and constantly updated by the social assistants of the municipality of Palermo.
Ragazzi Harraga: challenge > response

Need of self-awareness and work experience

The working dimension:

- Lack of connections between the Provincial Centre for Adult Education (CPIA), secondary schools and VET providers,
- Weak or no offer of vocational training as well as a lack of knowledge of the labor market.
- Limited reflection on oneself, one's own skills and long-term planning
- Persistence of negative stereotypes towards UAMs.
The second pillar: creation of 5 different workshops and validation of the transversal competences and soft skills acquired by awarding skills portfolios

Outcome: UAM reinforce and develop self-determination, self-esteem, the ability to identify and appreciate their own skills and talents.

Ragazzi Harraga: challenge > response
The third pillar: development of an active policy for the integration UAM into the Italian labor market, through: internship grants and training on the job.
When turning 18, UAM’s likelihood of not finding stable housing solutions is high:

The fourth pillar includes the launch of a temporary self-sustaining housing solution. After a round of applications, eight 18 years old boys are selected for being hosted to these facilities for one year.
The fifth pillar includes the creation of a youth hostel in the premises of the guesthouse, which will be run as an independent activity beyond the project duration.
This tool is also used to raise awareness and involve different stakeholders in the visibility, support and promotion of the project and the efforts to create an inclusive and multicultural society.
Consultation of a UAMs validation group who provided feedback to improve the project concept and activities’ plan. For the deployment of the workshops and job counselling, we have employed migrant linguistic and cultural facilitators and peer tutors aged between 18-21 years old.
The learning and exchange process is significantly important not only among migrants but also for local citizens.

We have created a network of partners, stakeholders, volunteers, legal guardians that represent a strong and sustainable social capital for these youngsters that will last beyond the project.
CONCLUSIONS

In regards to the inclusion paths of UAMs, there is a necessity to adopt a **holistic model** which takes over the complexity of the processes and **delivers diverse methods of inclusion and achievement of autonomy**.

Multiple actions answering to multiple needs in a unique structure (such as proposed model) allow to create connections among the different stakeholders involved, to foster continuity between actions and to strengthen the system of accompaniment towards UAMs autonomy.
Ragazzi harraga model pathes towards autonomy

Pillar 1. Social folder

Pillar 2. Workshops/skills portfolio

Pillar 3. Internship grants, curricular or extracurricular

Pillar 4. Temporary self-sustaining housing solution

Pillar 5. Youth hostel
CONCLUSIONS

In the establishment of a local partnership, it is crucial to involve local organizations (CSOs, reception centers, local authorities etc.) that have already expertise on the field and carry grassroots daily work with the target groups. Ground based organizations having different expertise would provide different points of view and approaches, widening the field of action.

The proposed model may have a stronger impact on smaller cities, where concentrated presence of migrants in some central areas of the city is presented by the high percentage. This is due to the easy creation of reference places for the target groups. In the case of bigger cities with an extended migrants’ distribution, it seems important the identification of “hubs” that can foster as these places inside the context of the “neighborhood”. In reference to adaptability of the model, this characteristic is crucial for the development of a sense of belonging and the further inclusion and active citizenship in the city field.
CONCLUSIONS

One of the success factors, that can foster an implementation of such model, would be the close collaboration between private, public sectors and the civil society sharing responsibility and social capital around the UAMs. This connection requires a definition of common objectives and a sharing of all the actors’ understating of the essential needs of the territory and expertise.

The main rule of the model’s application on other territory is: project’s creation not for the UAMs but with them. Such bottom up approach guarantees: (1) a very detailed analysis of the UAMs needs, (2) the effectiveness of the actions proposed, (3) stronger cooperation of the beneficiaries and impact visible for the territory in a long term perspective.
Thank you

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