



**SKILL PARTNERSHIPS FOR SUSTAINABLE AND
JUST MIGRATION PATTERNS (SKILLS4JUSTICE)**

No. 101132435

**WP4 “Surveying Skilled Migrant Workers in the Countries of
Destination and Origin”**

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[ITALY]

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This is the "[ITALIAN] National Report" prepared for WP4 within the scope of the SKILLS4JUSTICE Horizon Europe Project.

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Summary

This report aims to present the findings of the research for 'Work Package 4' of the Horizon Europe Project "Skill Partnerships for Sustainable and Just Migration Patterns (SKILLS4JUSTICE)," co-funded with support from the European Commission (S4J-project no. 101132435-HORIZON-CL2-2023-TRANSFORMATIONS-01/ 03). WP4 applies a mixed-methods approach to investigate migrants' pathways from training to employment, focusing on skills development, labour market integration and perceptions of justice. The analysis addresses the following research questions:

- 1) What are the characteristics of the migration patterns of labour migrants? How do these impact their employment in the destination countries?
- 2) What are the characteristics of skill formation and employment of labour migrants?
- 3) What are the perceptions of migrant workers on social justice?



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1. Introduction

This report presents the results of the empirical analysis conducted within Work Package 4 (WP4) of the Skills4Justice project, which investigates the links between skills development, labour market integration and social justice in migration contexts. The project aims to examine how training pathways, skills recognition mechanisms and employment practices shape migrants' professional trajectories and their access to fair and inclusive labour markets.

WP4 specifically focuses on individual experiences of training and work, exploring how migrants navigate transitions from education to employment, how their skills are matched (or mismatched) with labour market demands, and how these processes relate to perceptions of justice, social participation and discrimination. Particular attention is paid to structured mobility schemes such as the Italy–Egypt Skillpartnership, analyzed as a case study of transnational training-to-work pathways.

The overarching objective of this research is to assess whether and to what extent organized skills partnerships contribute to more equitable forms of labour market integration, compared to more informal or self-directed migration trajectories. Through a mixed-methods approach combining survey data and statistical analysis, this report addresses the project's core research questions by examining both the direct effects of Skillpartnership participation and the role of key socio-demographic factors in shaping migrants' experiences and outcomes.

1.1. Immigrant Profile

1.1.1. Immigration (countries of origin)

In Italy, there are over 5.4 million legally resident foreigners, equal to 9,2% of the total resident population. The main countries of origin of foreign citizens in Italy remain the same, namely Morocco, Albania, Ukraine and China, but in recent years there has been a significant growth in new arrivals from Peru and Bangladesh. In just two years, Bangladeshi citizens have seen their presence clearly strengthened, so much so that Bangladesh is now among the top three nationalities for new issues of residence permits in more than half of the Italian provinces. Overall, family (43.7%) and work (40.7%) reasons continue to account for the majority of residence permits, while those related to asylum, international or special protection stop at 7.2%. Added to this is the figure on new births, where it is recorded that 21% of newborns in 2024 have at least one foreign parent.



Figure 1 Reason for the permit and citizenship of Non-EU citizens who entered Italy in 2022. % distribution of the top 20 countries, sum of the remaining and total

PAESI	LAVORO	FAMIGLIA	STUDIO	PROTEZIONE	ALTRI MOTIVI	TUTTE LE VOCI
Albania	11,0	64,0	1,2	2,8	21,0	100,0
Ucraina	4,9	8,4	0,2	84,1	2,4	100,0
Bangladesh	12,1	27,8	1,0	57,4	1,6	100,0
Marocco	16,9	68,5	2,1	8,9	3,7	100,0
Egitto	7,5	27,9	1,1	47,4	16,1	100,0
Pakistan	8,3	22,3	4,8	61,4	3,2	100,0
India	32,9	48,2	10,2	5,9	2,9	100,0
Tunisia	12,8	42,5	8,5	21,4	14,9	100,0
Perù	14,0	36,3	1,3	37,3	11,1	100,0
Cina	16,7	33,9	45,3	2,0	2,1	100,0
Nigeria	4,3	43,5	2,0	42,0	8,2	100,0
Stati Uniti	33,9	39,3	16,8	0,2	9,7	100,0
Senegal	15,3	58,8	0,6	19,4	5,9	100,0
Russia	9,7	44,9	24,2	10,6	10,7	100,0
Iran	3,1	7,3	86,6	2,4	0,7	100,0
Brasile	8,2	59,4	12,6	5,0	14,8	100,0
Costa d'Avorio	1,8	21,2	1,0	63,9	12,2	100,0
Turchia	6,1	19,5	51,1	19,8	3,4	100,0
Georgia	31,2	15,3	3,1	45,0	5,3	100,0
Sri Lanka	21,1	54,1	1,8	20,5	2,6	100,0
Altri paesi	14,3	40,8	10,7	28,0	6,3	100,0
Totale	11,8	39,0	8,3	32,1	8,8	100,0

Source: Elaborated by the Statistical Service of Labour Development Italy on Istat data. Ministry of Labour and Social Policies (2025)

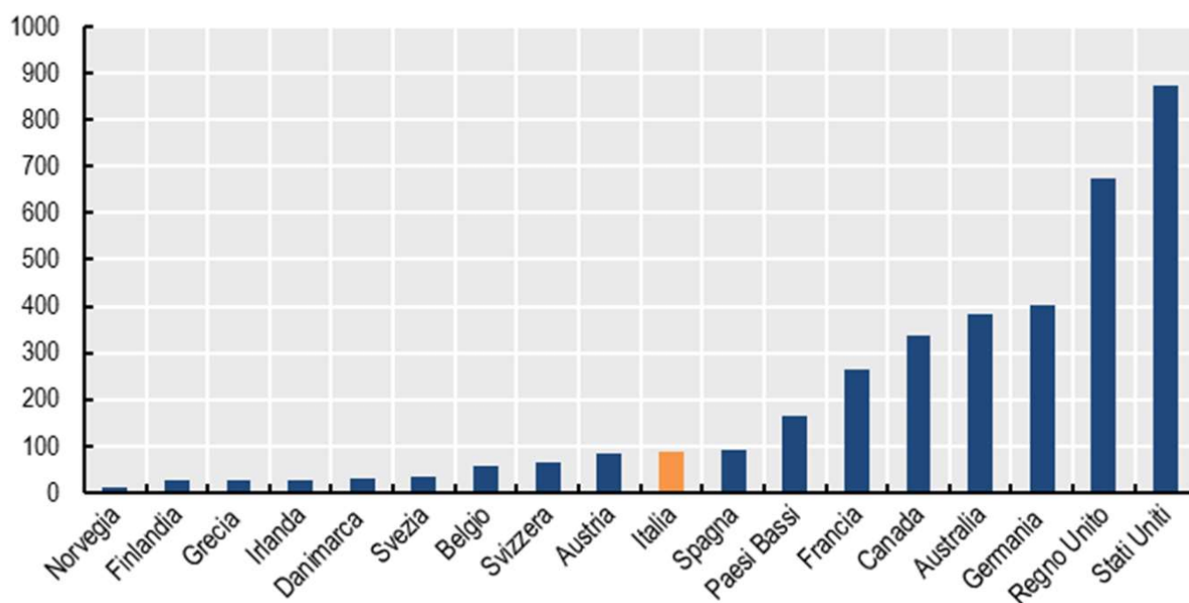
All this is recorded in a global context in which, in 2025, there are 304 million international migrants in the world, twice as many as in 1990, and over 123 million refugees and displaced persons (Caritas-Migrantes, 2025).

1.1.2. Migration motivations

Economic migration (linked to job search) and free movement in the EU-OECD area are other frequent causes of migration, although Italy has lower rates than the OECD average. In Italy, around 7,600 permits were issued to migrants for temporary and seasonal work (excluding intra-EU migration) in 2023. In addition, 133,000 intra-EU posting were recorded in 2022, an increase of 23% compared to 2021. These posted workers generally have short-term contracts (OECD, 2024).

In Europe, a country that stands out in the issuance of student permits is France, which in 2023 issued 103,300 permits, equal to 4.9% of the total, while in Italy in 2023, about 25,000 permits were issued to tertiary-level international students (1.3% of the total)¹⁹. In 2022, 4.6 million international students (including students admitted for reasons other than study, such as family reunification or humanitarian migration, as well as foreign students benefiting from a free mobility agreement) are enrolled in OECD countries, of which 51% are enrolled in a European OECD country. Almost a fifth of OECD international students were hosted by the United States, the United Kingdom hosted 14% of all international students, followed by Germany (9%), Australia (8%), Canada (7%), France (almost 6%), the Netherlands (3.5%), Italy and Spain both hosting 1.9% of all international students.

Figure 2 Tertiary-level international students enrolled in OECD countries, 2022 (in thousands)



Source: OECD International migration database (selected Countries). <https://stat.link/5ljq7b> [Accessed February 26, 2026]

1.1.3. Common migration pathways

As already specified in the previous section with respect to the profile of migrants in Italy, different entry paths coexist in our country that roughly define the general panorama. Firstly, we have regular migration for **work reasons** (entries planned by decree flows or national visas for specific professions). Secondly, we have the incoming flows due to **family reunifications** (a stable channel for those with a valid residence permit) and which has recently been amended and restricted by Law 187/2024. Then we have applications for **international protection / asylum** (examination procedures determining refugee status or subsidiary protection), as well as **irregular entries** and secondary routes through sea or land routes, with varying outcomes between reception, administrative detention or forced return. These channels are intertwined with policies to combat irregularity (expulsions, forced repatriations) and assisted voluntary return programs also managed in collaboration with IOM, often instrumentalized in order to gain consensus among voters, especially in recent years, despite the fact that it is generally a minority phenomenon compared to regular flows due to reunification (Colombo, 2018; Geddes & Petracchin, 2020; Iocco, Lo Cascio & Perrotta, 2020).

According to the Italian Foreign Ministry, migratory flows to Europe essentially develop along several main routes, including the Mediterranean (Central, Eastern and Western), West Africa and Eastern Europe, especially after the humanitarian crisis due to the Russian invasion of Ukrainian territory starting in 2022.

The irregular routes that mainly concern refugees and asylum seekers in Italian territory pass mainly through the so-called Central Mediterranean route, with arrivals by sea to the Italian and Maltese coasts of migrants coming mainly from sub-Saharan Africa and North Africa, transiting via Tunisia and Libya. The number of irregular migrants along this route has increased significantly since 2020 and the EU is taking concrete actions to address the root causes of migration. Italy participates in the negotiations with the aim of fully implementing the principle of solidarity and fair sharing of responsibility among the Member States (Article 80 of the Treaty on the Functioning of the European Union), keeping itself in close coordination with the Mediterranean countries traditionally of first entry of migrants (Cyprus, Greece, Malta and Spain) and in constant dialogue with the other European partners. This contributed to the adoption of the Political



Declaration on Solidarity approved by the Justice and Home Affairs Council on 10 June 2022, following which an enforcement mechanism coordinated by the European Commission is in operation¹.

1.1.4. Emigration, circular migration and returned migrants

Alongside these processes that characterize incoming flows, a significant trend towards expatriation and mobility within the country should be emphasized, mainly between the regions of the South to the regions of the North, movements that in the two-year period 2023-24 were 241 thousand, those on the reverse route 125 thousand, resulting in a loss of 116 thousand residents in the Southern regions. These flows for 4/5 of the total concern Italian citizens, but as ISTAT shows (2025), foreign citizens have a statistically more significant tendency to move than Italians (about 21% against 49% of foreigners).

In the two-year period 2023-24, the **expatriations** of Italian citizens (a total of 270 thousand, +39.3% compared to the previous two-year period) and the **immigration** of foreign citizens (760 thousand, +31.1%) reached values never observed in the last 10 years (ISTAT, 2025). Between 2014 and 2024 there were over 1.2 million expatriates, compared to 573 thousand repatriations; The migration balances of Italian citizens are always negative and the overall loss of the Italian population due to foreign transfers is equal to 670 thousand units². The increase in emigration is driven almost exclusively by the outflows of Italian citizens (expatriates) which amount to 114 thousand in 2023 and 156 thousand in 2024 (compared to 99 thousand expatriates in 2022). On the contrary, the emigration of foreign citizens remains stable and contained and stands at just under 40 thousand per year in the two-year period considered (*ibid.*). Europe is confirmed as the main destination area for emigration of Italian citizens (75.7% of expatriates): the United Kingdom, Germany, France, Switzerland and Spain welcome a total of 55% of expatriates from Italy. Among non-European destinations, Latin American countries stand out, which welcome 10.7% of expatriates, partly due to the effect of new Italian citizens who, after obtaining citizenship, return to their countries of origin.

To this must be added the figure on the repatriation of non-EU foreigners (forced and voluntary) which for the two-year period 2022-23 recorded 4,304 and 4,751 forced repatriations respectively by the Ministry of the Interior, to which must be added 2024 there were 21,807 assisted voluntary repatriations of migrants from Libya and Tunisia, carried out in collaboration with the International Organization for Migration (IOM)³.

1.2. Labour Market, Sectoral Concentration, and Employment Conditions

Official data and academic studies highlight a strong concentration of migrant workers in a few key sectors: agriculture, domestic and care services, construction, and hospitality (ISMU, 2025). Compared to the sectors of economic activity, between 2023 and 2024, the trend in employment is characterized by a more pronounced growth in the Construction (+5%) and Trade (+4%) sectors for all. On the other hand, the decrease in the number of employed persons was recorded for the Agriculture, hunting and fishing (-3.3%) and Information and communication services (-2%) sectors; for

¹ https://www.esteri.it/it/politica-estera-e-cooperazione-allo-sviluppo/politica_europea/dossier/migrazioni/ [Accessed February 26, 2026].

² https://www.ansa.it/sito/notizie/economia/pmi/2025/04/01/istat-nel-2024-record-di-emigrazione-con-156mila-espatri_1414ba1d-5659-46bc-a662-71e9c897647f.html [Accessed February 26, 2026]

³ <https://www.facebook.com/photo/?fbid=559191507091334&set=a.112012828475873> [Accessed February 26, 2026]



the latter sector, the drop in employment involved almost exclusively Italian citizens and non-EU citizens; in the agricultural sector, a significant decrease in Italian workers (5.6%) corresponds to an increase in non-EU employment (+10.5%) (Ministry of Labour and Social Policies, 2025).

In 2024, the increase in employment characterizes most of the top 20 non-EU communities residing in Italy (16/20) and the most conspicuous change is reached by citizens of Egypt (+28.3%) and Brazil (+24.1%). The most significant declines in employment, on the other hand, occur among citizens of Macedonia (-15.2%), Tunisia (-12%) and Senegal (-7.1%) (*ibid.*). Working conditions in these sectors are often characterized by fixed-term contracts, seasonality and precariousness (ILO, 2023a; 2023b) as already extensively described in WP2 National Report.

1.2.1. Labour force participation of immigrants

Against this background, work is confirmed as a decisive junction that regulates incoming and outgoing flows. It is no coincidence that the Ministry of Labour and Social Policies, announcing the approval of the **Flows Decree**⁴ for the three-year period 2026-2028 (497,550 new authorized entries), underlined the need to guarantee: "the entry into Italy of labor that is essential to the national economic and production system and otherwise unavailable"⁵, calling for a stable mechanism of legal and controlled immigration. The 2024 data confirm this centrality. Employment in Italy reached 24 million, of which over 2.5 million were foreigners (10.5%). Compared to 2023, the increase is 350,000 units (+1.5%). The growth mainly concerned the foreign component; non-EU workers recorded +6.5%, EU workers +5% and a slight increase was also recorded by Italian workers (+1%).

The increase in employment is transversal, both with respect to nationality and with respect to the macro-geographical distribution driven by a consistent increase in the 45-54 age groups and +55 of foreign workers. Between 2023 and 2024, the number of jobseekers decreased (-14.6%). The decline is recorded for all components: more marked for Italians (-16%), compared to EU foreigners (-8.3%) and non-EU foreigners (-5.9%). The share of employed 15-64-year-olds among citizens of non-EU countries, in 2024, is 57.6%, 4% lower than that found among Italians in the same age group (61.6%). Non-EU employment is characterized, however, by very pronounced gender differences: 75.2% of men with Non-EU citizenship are employed; among women, the incidence is significantly reduced to 46.5% (-28.7%). 86% of foreign employees (over 2.1 million) have an employment contract in 2024 (+5% compared to 2024); of these, 79% are permanent (Ministry of Labour and Social Policies, 2025).

In 2024, the **unemployment** rate is higher among foreigners, both with EU (10%) and non-EU (10.2%) citizenship, higher than among the component with Italian citizenship (6.1%). Also in this case, gender **disparities** are evident: the share of unemployed women with EU citizenship is 12.1%, +4.4% compared to the incidence found among men (7.7%); among the non-EU unemployed, the gap is equal to 2.9% (women: 12%; men: 9.1%); among Italians, the gap is 1.3 percentage points (women: 6.8%; men: 5.5%). Between 2021-2024, the inactivity rate decreased from 35.5% to 33.4% (-2.2%) with no significant gender differences. With respect to nationality, for the female component of EU workers there

⁴ Approved on October 04, 2025. Available online at: <https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto.legge:2025-10-03:146@originale> [Accessed February 26, 2026]

⁵ <https://www.governo.it/it/articolo/comunicato-stampa-del-consiglio-dei-ministri-n-133/29131> [Accessed February 26, 2026]



is a decrease between 2021 and 2022 (-2.5%) and then increases until 2024 (+2.1% on 2022). For 2024, the inactivity rate of EU workers, at 36.8%, is significantly lower than both Italian workers (42.3%) and non-EU workers (47%).

Compared to the sectors of economic activity, between 2023 and 2024, the trend in employment is characterized by a more pronounced growth in the Construction (+5%) and Trade (+4%) sectors for all. On the other hand, the decrease in the number of employed persons was recorded for the Agriculture, hunting and fishing (-3.3%) and Information and communication services (-2%) sectors; for the latter sector, the drop in employment involved almost exclusively Italian citizens and non-EU citizens; in the agricultural sector, a significant decrease in Italian workers (5.6%) corresponds to an increase in non-EU employment (+10.5%) (Ministry of Labour and Social Policies, 2025). In 2024, the increase in employment characterizes most of the top 20 non-EU communities residing in Italy (16/20) and the most conspicuous change is reached by citizens of Egypt (+28.3%) and Brazil (+24.1%). The most significant declines in employment, on the other hand, occur among citizens of Macedonia (-15.2%), Tunisia (-12%) and Senegal (-7.1%).

During 2024, there were 2,673,696 activations of employment relationships involving foreign citizens (+5.8% compared to 2023). About 78% of activations (2,091,855, +9.1% compared to 2023) concerned Non-EU workers, the remaining part (581,841; -4.5% compared to 2023) involved EU foreign workers. The sector in which the highest concentration of activations involving foreign workers was recorded was Agriculture (44.1%), followed by Construction (35.8%), Industry in the strict sense (24.8%), Trade and repairs (15.4%) and Other activities in Services (15.0% of the total). Between 2023 and 2024, there was a contraction in activations with permanent contracts for EU foreign citizens (-8.2%, in line with that recorded for Italian citizens), while there was a slight increase (+0.9%) for non-EU citizens for whom the increase in activations concerns all types of contracts. Over 70% of contracts signed by foreign citizens are fixed term, about +7% more than Italian citizens (Ministry of Labour and Social Policies, 2025).

Documented and non-documented work

According to the ILO report (2023b), the informal economy is structurally present in various sectors: agriculture, construction, domestic work and catering. For example, the rate of irregularity among migrant workers is estimated at around 22.2 percent, compared to 8.8 percent among domestic workers, where the sectors where the employment of foreign workers is most prevalent are also those with the highest rates of irregularity, namely domestic work, tourism, agriculture, trade and construction (ILO, 2023a). Irregular workers therefore do not enjoy protections such as social security contributions, accident insurance and social security (ILO, 2023b), which is often presumably the main cause of the assistance requested (Caritas-Migrantes, 2024). Making this distinction between **documented work** (regular contracts with contributions) and **undocumented work**, or as it is informally called '*lavoro nero*' is crucial: the latter implies the absence of fundamental rights, favoring conditions of exploitation and social marginalization. Suggested policies to counter informality include strengthening controls, regularizing victims of exploitation and expanding legal channels of entry (ILO, 2023a; 2023b).



1.2.2. Skill recognition, mismatch and de-skilling

As regards the recognition of foreign qualifications, the **comparability and verification service** managed by CIMEA operates in Italy, which allows you to obtain a *Statement of Comparability* or a *Statement of Verification*⁶. This procedure does not automatically correspond to legal recognition but provides a useful assessment for subsequent official instances. The procedures for the recognition of foreign professional qualifications are regulated by Presidential Decree no. 394/1999, and require that the documents be legalized/apostilled, translated and accompanied by the documentation issued by the Italian diplomatic missions⁷. However, both the literature and the WP2 on the subject document significant obstacles:

1. Long times and administrative complexities in the procedures;
2. De-skilling situations, in which qualified professionals, once they arrive in Italy, end up accepting under-qualified jobs;
3. Mismatch between skills and actual work, often due to language barriers, regulatory misalignments or discrimination in the labour market (Ministry of Labour and Social Policies, 2025).

As shown by Openpolis data (2022),⁸ 36.4% of non-EU workers in Italy carry out an unskilled manual profession and 30% a specialized manual job. Only 27.8% have a clerical job and 5.7% a managerial, intellectual or technical profession (compared to 39.10% of Italians). Among foreign citizens, the incidence of "over-qualification" – i.e. the condition in which a person carries out a job that requires less intellectual or technical preparation than that possessed – is markedly higher than among Italians. According to Eurostat data, in fact, in 2024 about 19% of Italians were in a job that required lower qualifications than those held, while the figure rises to 44.4% in the case of EU foreigners and 60.7% among non-EU foreigners (Eurostat, 2025)⁹. A significant difference with the averages of other countries where the phenomenon of *over-qualification* concerns 20.2% of native citizens, about 30% of EU foreigners residing in another country and 39.6% of non-EU foreign residents.

Speaking in terms of migrants' skills mismatch in the labor market, as shown by the report of the Ministry of Labor and Social Policies (2025), the professions for which the greatest demand for foreign personnel is expected in 2024, it can be observed that among specialized and technical professions there are very high recruitment difficulties (over 70%, although associated with a numerically limited demand) for some figures in the digital and technological area, such as **software analysts and designers** and for professions in the **health-nursing and rehabilitation fields**. Among qualified professions in commerce and services, the area of mismatch stands at 53.7% and far exceeds this threshold for the expected entries of foreign personnel in the case of **waiters, cooks and qualified professions in health and social services**.

Moving on to the mismatch rates expected for skilled workers (on average, 67.9%) and plant operators (60.6%), **electricians** in civil construction (81.0%), machine tool toolmakers (73.9%), workers in charge of automatic and semi-

⁶ <https://www.cimea.it/EN/pagina-attestat-di-comparabilita-e-verifica-dei-titoli> [Accessed February 26, 2026]

⁷ https://www.giustizia.it/giustizia/page/it/come_fare_per_riconoscimento_titoli_conseguiti_in_paesi_extra_comunitari [Accessed February 26, 2026]

⁸ Source: OpenPolis elaboration on data from the Ministry of Labour.

⁹ https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migrant_integration_statistics_-_over-qualification#Over-qualification_rate_by_EU_countries_and_citizenship [Accessed February 26, 2026]



automatic industrial machine tools (78.1%) and drivers of heavy vehicles and trucks (69.7%) are particularly difficult to find. To conclude, among the main unskilled professions, the difficulties of finding them are more contained (on average at 38.5%), but there is no shortage of figures with requests that struggle to find a response, such as **unqualified personnel in office/commercial cleaning services** (with a share of 40.1%) and those in **accommodation and ship cleaning services** (55.2%).

1.3. Relevant Immigration Policies, Social justice, and Discrimination

Immigration Policies

The regulatory framework governing the entry and integration of foreign citizens in Italy is both complex and constantly evolving. The so-called ‘*Testo Unico dell’Immigrazione*’ (Legislative Decree 286/1998) represents the main reference, later modified by laws and decrees that have alternated between restrictive and more inclusive approaches. The ‘*Decreto Sicurezza*’ (Law No. 132/2018) started to significantly limit humanitarian protection and access to integration pathways (AIDA-ECRE 2025), while the more recent ‘*Decreto Cutro*’ (Law No. 50/2023) introduced changes that, alongside stricter control measures, expanded quotas for legal entry through the ‘*Decreto Fluss*’ (Law Decree No. 20/2023; Law Decree No. 146/2025) which regulate every three years the Italian quota system. These new provisions explicitly foresee the use of Skill Partnerships, linking migration governance to labor market needs and creating new opportunities for cooperation between Italy and countries of origin. In late 2024, the Italian regulatory framework on immigration and asylum underwent significant modifications through **Law No. 187/2024**.

The reform introduced several adjustments, particularly concerning **migrant integration**, which affect both the **reception system** and the **conditions for family reunification**. Two main amendments redefine access to reception services:

1. **Limitation of eligibility based on timing of application.** Asylum seekers who submit their requests for protection more than 90 days after entering Italy will have **restricted access** to reception facilities and related support services.
2. **Prioritization by arrival route.** The law establishes that **priority for accommodation** will be given to applicants rescued through official **search-and-rescue (SAR)** operations at sea. Consequently, individuals reaching Italy by land—such as through the Balkan corridor—or by air, including nationals of visa-exempt countries, may be placed at a disadvantage.

These provisions effectively create a differentiated treatment among asylum seekers depending on their mode of arrival, raising questions about equal access to reception and protection. Changes were also introduced to the procedures governing family reunifications:

1. **Longer residence requirement.** Applicants must now demonstrate **at least two consecutive years of legal residence** in Italy before requesting reunification with a spouse or parent. The rule does not apply to holders of residence permits issued on grounds of **international protection**, nor to applications involving minor children, who remain exempt from this condition.
2. **Revised housing standards.** The evaluation of housing adequacy has been tightened. In addition to existing income and sanitary criteria, authorities must now ensure compliance with **occupancy and space**



parameters set out in the Ministry of Health Decree of 5 July 1975. Municipal offices are tasked with verifying household composition and living space and may carry out **on-site inspections**.

Although these changes do not fundamentally alter the reunification process, they are expected to **prolong the preparatory phase** preceding the submission of applications. The combination of a longer residence requirement and more detailed housing assessments may **delay the exercise of the right to family life**, particularly since housing checks in many municipalities already take several months to complete.

Law No. 187/2024 also strengthens measures against **labour exploitation**. Foreign nationals who have suffered exploitation and **cooperate with judicial authorities** may be granted a **special residence permit** valid for six months, renewable for up to one year or longer when required for legal proceedings. This permit provides access to **social welfare, education, and employment**, and may later be converted into a standard work permit.

Furthermore, the legislation increases funding for **individualized assistance programmes**, including vocational training and social integration initiatives. These programmes are designed to facilitate the **transition from exploitative labour conditions to regular employment**, supporting both personal recovery and inclusion within the formal economy¹⁰.

Social Justice: Access to Social Protection and Discrimination

The main vulnerabilities concern access to social protection (welfare benefits, health, social safety nets) and the phenomena of exclusion or discrimination at work and in daily life. Studies and reports point to widespread forms of exploitation such as the so-called '*caporalato*' in agriculture (Perrotta & Raeymaekers, 2023) and exposure to occupational accidents among foreign workers¹¹. Civil society organizations (Caritas, ISMU, Workers' Unions) they also highlight a strong demand for social services among immigrant populations and gaps in access to effective integration policies.

According to data gathered from Ospoweb¹², the national data platform encompassing 144 Italian dioceses, a total of 269.689 individuals sought assistance from 744 Caritas Listening Centers and related services in 2023. This highlights the crucial role that Caritas plays in providing support. Among those assisted, foreign nationals made up the majority at 57%, while Italian citizens accounted for 41.4%. A smaller segment (1,6%) comprised stateless individuals or those with dual citizenship.

Over the past seven years, Caritas has witnessed a consistent rise in the proportion of foreign users accessing its services. In 2023 alone, 146,415 migrants from various countries received assistance, with the highest concentrations found in northern and northeastern Italy. The most represented countries of origin included Morocco (17,1%), Ukraine (9,1%), Romania (7,3%), Peru (6,5%), Nigeria (6,4%), Albania (5,3%), Tunisia (5,0%), Senegal (3,6%), Egypt (3,0%), and Pakistan (3,0%).

¹⁰ https://home-affairs.ec.europa.eu/news/italy-new-law-immigration-and-asylum-2025-01-09_en [Accessed February 26, 2026]

¹¹ <https://integrazioneimmigranti.gov.it/it-it/Ricerca-news/Dettaglio-news/id/3226/Infortuni-sul-lavoro-in-aumento-tra-i-lavoratori-stranieri> [Accessed February 26, 2026]

¹² <https://www.caritas.vicenza.it/progetto-ospoweb/> [Accessed February 26, 2026]



The average age of the beneficiaries was approximately 42 years, with a majority being married. They typically had low levels of educational attainment and unstable employment. Notably, 24,146 individuals, representing 23,8% of the foreign population assisted, were experiencing homelessness.

Many recipients of aid reported vulnerabilities associated with migration, including family instability, health-related issues, and financial difficulties. To address these complex needs, the Caritas network – which comprises over 3.000 local services – has primarily focused on the distribution of essential goods and the provision of material assistance (Caritas-Migrantes, 2024).



2. Method

2.1. Research Model

The research design established in agreement with the entire working group of the SKILLS4JUSTICE project envisaged for WP4 the collection through a mixed method approach (Creswell, 1999; Doyle et al., 2009). In particular, the research objective was to reach the target group of adult migrant workers residing in each of the countries of the consortium by means of semi-structured interviews and a questionnaire (online or paper) trying to build data collection tools capable of answering the three main questions: i) Migration Patterns; ii) Skill Formation, Employment, and Skill Mismatch; iii) Social Justice. For more details, please refer to the official documents of the project.

2.2. Research Ethics

2.2.1. Ethical permissions

The data collection tools, as well as the materials for the collection of informed consents, have been reviewed by the Ethics Committee of the Department of Human Sciences of the University of Verona (EC)¹³. Following the first submission, the EC of the Department of Human Sciences, which met on 19.03.25 (**Repertoire no. 814/2025 - Prot no. 167566 of 08/04/2025**), expressed itself with a partially favorable opinion, requesting some specific requests for integration from the research group, in particular concerning:

- the **guarantee of protection of the participants**, in which we had to specify the measures taken to ensure the safety and anonymity of irregular migrants and asylum seekers;
- the methods of **recruitment**, for which we had to make it clearer that participation was voluntary and anonymous, but also to identify how to ensure that there was no indirect pressure from employers to participate in the survey/interviews;
- the **management of audio/video recordings**, for which we had to clarify in greater detail the duration of storage and the methods of protection of the data collected at the University of Verona's repositories;
- informed **consent**, which we had to simplify by using a vocabulary that was easier and more understandable for the foreign workers involved in the study.

The EC then expressed itself specifically with respect to research tools such as notes, questionnaires and the outline of interviews, where it found some critical situations, in particular those concerning:

- **Legal and working status**. The questions on *migration status* and the employment contract underlined that they could generate fears of self-denunciation posed in the original way, an eventuality that led us to include in the items the option of choosing "I prefer not to answer" in the questionnaires. In the case of the outline of the **interviews**, since these are open questions, it was suggested to us to clearly specify that no question should be mandatory.

¹³ <https://www.dsu.univr.it/?ent=organo&ent=organo&id=888&lang=en> [Accessed February 26, 2026]



- **Experiences of migration and discrimination:** since these are sensitive issues such as reasons for migration or gender discrimination, they must be treated with caution, offering the possibility of omission or psychological support that we have requested from each of the structures that then provided the space for the collection of face-to-face interviews.

Therefore, having made the appropriate and specific additions, the research design was updated, as well as the tools and informed consent, being definitively approved by the EC of the Department of Human Sciences which met on 23.04.2025 (**Repertoire no. 1068/2025 Prot no. 189744 of 13/05/2025**). The **final approval** thus allowed us to start data collection in May 2025 in line with the Gantt chart provided for by WP4

2.2.2. Consent and data security

Informed consent has been simplified starting from a template provided by the EC directly in compliance with the GDPR (European Commission, 2016)¹⁴ and University regulations.

Informed consent was collected in written form ALWAYS before each interview and ALWAYS before filling out the questionnaire (both online and paper-based), as without it the collection stopped.

The data collected was **anonymized** at the source. In the case of the questionnaires, we never asked for the name or other possible information that could trace or identify the compiler (both in the online and paper-based versions). In the case of interviews, we have never asked for the names of the people interviewed and we have always described in detail the methods of storing and deleting the recordings and the processing of data in anonymous and coded form. In fact, the interviewees were anonymized with **coding**: I_1; I_2;... I_30.

The data collected, both the database of the questionnaires, the recordings and transcripts of the interviews have been archived for security and privacy protection reasons, in compliance with the GDPR and the practice of the EC, in the repository provided by the University of Verona (OneDrive) in an encrypted folder whose access is limited to prof. Dusi Paola and Dr. Vittori Francesco responsible for the study and data collection. The duration of the storage of the recordings is expected until the end of the project (November 2026).

2.3. Instrument Design and Data collection

2.3.1. Quantitative data collection: Questionnaire

2.3.1.1. Design of the questionnaire

The questionnaire used consists of a total of **44 items** plus **2 other preliminary** items (informed consent, release to data processing) divided into two parts: i) Demographic information; ii) Skills and Justice (and the related subcategories agreed with all S4J partners).

The tool used, shared and readapted several times by the WP4 Coordinator, could be adapted to the specific context of the country to the extent of a maximum of 25% more additional items, in order to better integrate with the socio-

¹⁴ <https://eur-lex.europa.eu/eli/reg/2016/679/oj/eng> [Accessed February 26, 2026]



economic and cultural specificity of each country in which the survey was carried out. In our specific case, the questionnaire was built on the basis of the items shared with the research group without adding other questions. Only in some cases have some labels been adapted to the Italian context. Specifically, to the question "*Are you an immigrant in this country?*" we have specified in parentheses the types of status best known and adaptable to the Italian context (for example by adding "residence permit" in Italian "permesso di soggiorno").

In Part II items that involved the use of Likert scales ("strongly agree", "agree" ... "strongly disagree") that asked for a temporal frequency on a scale of 1 to 5 we replaced those labels with others that gave a sense of reiterated frequency ("very often", "often" ... "never"), such as items 35 and 36, while in the case of item 38 "I am a member of associations or trade unions" we preferred to include the item as a simple answer question ("Yes" or "No"), instead of the Likert scale from 1 to 5.

Finally, the survey was submitted in **Italian** and translated from English by the research group of the University of Verona and CNOS-FAP.

2.3.1.2. Mode of delivery

Once approved by the EC (see. *previous section*), the questionnaire was then digitized and uploaded online by means of the LimeSurvey Platform¹⁵, provided by our University, in compliance with the GDPR. The data were then collected both by means of the link to the questionnaire and in paper format, distributed thanks to the support of some so-called '*gatekeepers*' who helped us in the collection of data through language schools, professional refresher courses, Salesian and non-Salesian shelters, employment service desks and companies that we reached through the VET providers in the cities and surroundings of Turin, Bologna, Bergamo and the Province of Udine and Gorizia¹⁶, in particular the staff of the CNOS-FAP of the Turin, Castel de' Britti (Bologna) and Bearzi (Udine) offices, as well as the staff of SBE-VARVIT Spa of Monfalcone (Gorizia) and of the Patronato S. Vincenzo (Bergamo).

2.3.1.3. Participants and recruitment strategies

The interviewed workers were intercepted by means of so-called **convenience sampling** (Etikan, Musa, & Alkassim, 2016; Creswell & Creswell, 2018). By definition, the convenience sampling is a non-probability sampling technique in which participants are selected based on their accessibility and willingness to take part in the study. It is widely used in exploratory and preliminary research because of its practicality. The main advantages of convenience sampling are its cost-effectiveness and time efficiency, as researchers can quickly collect data without complex procedures (Etikan, Musa, & Alkassim, 2016). It is also useful when the research setting makes probabilistic sampling difficult or impossible (Creswell & Creswell, 2018).

However, convenience sampling suffers from significant limitations. The most critical is the risk of selection bias, since the sample may not adequately represent the target population (Etikan et al., 2016). This reduces the

¹⁵ <https://limesurvey.univr.it/> [Accessed February 26, 2026]

¹⁶ Both in terms of questionnaires and interviews. In addition, we discovered the particular case of the Province of Udine in WP2 when the interesting case-study of the Skill Partnership established between Confindustria, and the "Don Bosco" Institute of Alessandria and Cairo emerged.



generalizability of findings and may compromise the validity of conclusions (Acharya et al., 2013). In many cases, convenience samples reflect availability rather than actual diversity within a population. In sum, convenience sampling can be a valuable tool for exploratory studies or when resources are limited, but researchers should carefully acknowledge its limitations and avoid overgeneralizing the results.

The choice of sampling for convenience is due to the fact that we voluntarily did not want to lose "control" of the sample, perhaps through the use of social media, nor did we have the opportunity to exploit the clichés of migrant workers to place a QR code, as suggested by colleagues in the S4J consortium. However, while not the certainty of who filled out the online questionnaires, but having been disseminated through this "secure" Salesian network, we assume they are reliable, reliable and under control. However, no one was rewarded in any way and participation was free and voluntary.

Valid/invalid questionnaires

Given the objective of interviewing "adult migrant foreign workers residing in Italy" we had to skim the sample on the basis of these requirements shared by the research group, i.e. that the workers ALL gave "informed consent" both to the compilation and to the processing of personal data, that they were "foreign citizens" "resident in Italy" and that they were "adults". This skimming was done ex-ante through the inclusion of the compulsory answer questions in the questionnaire and the automatisms that led to the conclusion of the same in the online version.

As far as paper compilation is concerned, the collaboration of the facilitator gatekeepers immediately made it possible to submit the questionnaire to the correct reference sample. This has made it possible (we will see this in more detail in the data analysis section) to minimize the loss of responses.

Start and end dates

Once the research design and therefore the tools were approved by the EC, before proceeding with the submission of the questionnaire tout court, the tool was validated by sending the link for online compilation to some migrants known personally by our research group in Verona, obtaining within a couple of days enough positive feedback to proceed with the tool. The participants in the pilot test (n=7) informally confirmed positive opinions via mobile messaging (WhatsApp®) both in the functionality of the online tool and in the comprehension of the text. Of these 7 compilations, only n=2 answered affirmatively to the question "Are you a legal immigrant" and therefore the remaining ones were completed at the end of the compilation. The participants of the pilot test (n=2) are non-EU foreign people who have been living in Italy for many years and who were therefore able to verify the effectiveness of the structure, form and syntax of the survey, as well as the operation of the platform used to upload the online questionnaire. Finally, the timeline of the data collection is reported below.

Table 1 Survey Timeline (quantitative study)

Task	Starting date	Ending date
Ethics Committee (submission-approval)	19.03.2025	13.05.2025
Pilot testing (online delivered)	15.05.2025	16.05.2025
Data collection (online & paper-based)	16.05.2025	31.07.2025
Cleaning database	01.08.2025	15.10.2025
Variables adjustment	15.10.2025	21.10.2025
Data analysis	21.10.2025	30.11.2025



2.3.1.4. Limitations and challenges

As specified, the sampling methodology for convenience had its potential, such as reaching the desired population and its limits, i.e. not reaching possible interested people in a completely random way. Furthermore, we know that we have probably passed through "privileged" paths, but this has probably helped to intercept an important sample of migrant workers who have on the one hand experienced the process of reception and post-migration regularization. On the other hand, it allowed us to collect (for half of the answers) the voice of participants in the Italy-Egypt Skill Partnership (Tütlys et al., 2026a; 2026b), offering us the opportunity during data analysis to be able to divide the sample and compare the experiences between those who obtain a visa, a job and accommodation before leaving and those who instead find themselves having to face everything alone (or in part).

2.3.2. Qualitative data collection: Interviews

2.3.2.1. Design of the interview

The tool used, shared and readapted several times by the WP4 Coordinator, could also be readapted to the specific context of the country to the extent of a maximum of 25% more additional items, in order to better integrate with the socio-economic and cultural specificity of each country in which the survey was carried out. In our specific case, we have not made any changes to the structure of the interview, thus maintaining the original structure of **19 items** divided into the following macro-categories: i) migration paths; ii) skills training; iii) mismatch of competences; iv) justice; (v) gender; iv) other. To these 6 categories of questions, we then submitted three preliminary socio-demographic questions to the interviewees, namely "Which country do you come from?", "How old are you?" and finally "What do you do?" for the reconstruction of the database of participants.

2.3.2.2. Mode of delivery

As with the questionnaire, once approved by the EC, the interview was first shared with the 'gatekeepers' within the structures to whom we asked to collect adhesions and to provide ad hoc spaces for the collection of interviews. Spaces that were isolated and with the presence – where necessary – of trusted staff to ensure participants the right psychological or linguistic-cultural support. These people helped us in the collection of data through the Salesian shelters, the VET providers and the companies involved in some partnerships in the cities and surroundings of Bologna, Bergamo and the Province of Udine and Gorizia¹⁷, in particular the CNOS-FAP staff of the Castel de' Britti (Bologna) and Bearzi (Udine) offices, in addition to the staff of Renner (Bologna), SBE-VARVIT Spa of Monfalcone (Gorizia) and the Patronato S. Vincenzo (Bergamo).

¹⁷ Both in terms of questionnaires and interviews. In addition, we discovered the particular case of the Province of Udine in WP2 when the interesting case-study of the Skill Partnership established between Confindustria, and the "Don Bosco" Institute of Alessandria and Cairo emerged.



Start and end dates

After the approval by the EC, we proceeded with the scheduling of the interviews and the collection of the same. Globally, we collected 11 interviews in the Bologna area between 27 and 28 May 2025. Among these, 6 had been or were still guests of the Castel de' Britti shelter, 3 employed in a training internship in a car body shop and another 2 hired by a partner company of the VET center in Castel de' Britti, now on an experimental basis residing at the house built by the company itself for the hospitality of migrant workers.

After that, on June 17, 2025, we went to the structure of the Patronato S. Vincenzo in Bergamo, which in addition to hosting vocational training centers, offers migrant workers the opportunity to have accommodation for a symbolic rent. Here we have collected another 10 interviews with people residing at the facility.

Then, on June 20, 2025, we were in Monfalcone (Gorizia), at the headquarters of SBE-VARVIT Spa, where, thanks to the intermediation of the HR office and the CNOS-FAP of Bearzi (Udine), we collected another 9 interviews with migrant workers from Egypt hired thanks to the Italy-Egypt Skill Partnership project built through the collaboration between Confindustria Italia and the Egyptian Government through the "Don Bosco" technical-higher training institute in Cairo and Alexandria of Egypt.

Finally, 2 more interviews have collected at the of the 2025 with the so-called "badanti", thanks to personal contacts in the Province of Bergamo and Brescia area. In this case, we did not carry out any pilot tests specifically. Globally, **33** interviews were collected between the end of May and the end of December 2025.

22/33 interviews were transcribed by a fellow hired (subcontracting) to support our working group in this operation. The remaining 10 were transcribed by the University of Verona and CNOS-FAP staff.

Table 2 Interviews Timeline (qualitative study)

Task	Starting date	Ending date
Ethics Committee (submission-approval)	19.03.2025	13.05.2025
Data collection (in person interview)	27.05.2025	20.06.2025 13.12.2025 (badanti)
Verbatim Transcription	01.08.2025	30.09.2025
Inter-coding reliability	01.09.2025	31.12.2025
Thematic Analysis	01.09.2025	31.01.2026

2.3.2.3. Participants and recruitment strategies

Also, in this case we used **convenience sampling** (Etikan, Musa, & Alkassim, 2016; Creswell & Creswell, 2018) to collect the interviewees and thanks to the support of the representatives of each institution, thanks to word of mouth, we were able to reach a total of **33 participants**. Given the depth of the questions and the need to involve people who can tell their stories, we had asked the staff of the facilities in advance who helped us build the selection sample for people able to hold a 30–45-minute interview in **Italian**, the language chosen for the interview

However, this was not always possible, and we sometimes turned to **English** and **French**. Only in one case did we have to make use of the intermediation of a cultural mediator collaborating with a structure for the conduct of the interview and for the simultaneous translation into the language spoken by the interviewee (other than Italian, English and French). **Most of the interviewees carried out the interview independently, only one person needed the cultural mediator, some in English, two people spoke in French because they were easier.**



Inclusion/exclusion criteria

As for the questionnaires, given the objective of interviewing "adult migrant foreign workers residing in Italy" we had to skim the sample on the basis of these requirements shared by the research group, i.e. that the workers ALL gave first of all the "informed consent" both to the processing of personal data, signed before the start of registration, that they were "foreign citizens" "resident in Italy" and that they were "adults". Each interviewee was involved without any reward. Anyone who has freely joined and freely has chosen to answer our questions or not, as well as to be able to take a break or stop recording for any reason.

2.3.2.4. Limitations and challenges

The big limitation of this research action lies in the fact that we have an under-representation of women at work, but it was particularly complicated to engage them. Partly due to the fact that vocational training centers are largely attended by male people (due to the professions that are developed), partly due to the difficulty in reaching female personnel employed in specific sectors such as personal care and that we have a regular employment contract. As specified in the introduction, in fact, together with the agricultural and construction sectors, domestic and personal care is among the professional areas most characterized by "undeclared work". Another reason that is no less important is the linguistic factor. Many of the women employed as "caregivers" come from Eastern Europe and – recently – from Romania, Ukraine and Moldova, with low language skills in Italian and little chance of alternatively constructing an interview almost or totally in English, for the same reason.

2.4. Data analysis

2.4.1. Analysis of quantitative data

Anonymization

The questionnaires were anonymous and we did not collect any meta-data capable of tracing the person filling it out, neither online nor in paper version.

Cleaning data

The **pilot test** (previously created as a duplicate of the survey) was designed in particular to verify the automatisms of the online version, to intercept the right sample online and avoid as much as possible *ex-post* deleting data incompatible with our target group, it made it possible to eliminate as few answers as possible from the dataset. Once we verified that the automatisms were in place and working, we proceeded with the distribution. This meant that the **total 118 responses** collected between May and July 2025. Of these 118 responses, **63 paper-based** and **55 online** were collected online. Of these 118, only 103 were complete responses from the *ex-ante* system, i.e. that they completed the compilation on LimeSurvey without interrupting the connection with the platform (voluntarily or involuntarily. The 15 incomplete ones – automatically placed by the system in the "incomplete answers" subset – were therefore not considered. Thus, at the end of the skimming from the system, 103 questionnaires remained validated, as shown in the following table:

**Table 3** Questionnaires Database

Questionnaires	Amount
Collected Questionnaires	118
Paper based Questionnaires	63
Online Questionnaires	55
Online Questionnaires (incomplete)	-15
Completed Questionnaires	103

Determining Variables

Of the 103 complete questionnaires collected, 2 responses were immediately eliminated during the organization and systematization of the dataset, as they did not provide informed consent. Again, for the conditions specified above, we had to further skim the database starting from the variables "age" and "in which country you live". Of the 101 collected and completed, only 96 replied that they were resident in Italy, so the system brought them to the conclusion of the compilation and then we deleted them from the database. Of the remaining 96, 3 were eliminated as minors under 18 years of age (n=98) and therefore brought to the conclusion of the questionnaire by LimeSurvey. Therefore, in the end, the dataset has 93 complete and validated responses against the requirements agreed with the S4J working group.

Table 4 Questionnaires Dataset

Questionnaires	Amount
Completed Questionnaires	103
Without Informed Consent	-2
Resident abroad	-5
<18 years old	-3
Analyzed Answers	93

Software

The online application LimeSurvey was used for online data collection and transfer of paper-based responses. For database cleaning, variable organization and data analysis (frequencies, descriptive statistics, crosstabs, graphics). The open-source software PSPP 2.0.1 for Intel MacOS (12.7 and higher), released on March 21st, 2024 (stable version) – freeware and open-source software from the better-known IBM SPSS, was used.

Statistics

As suggested during the working group meetings, a new variable ("SKILLPARTNERSHIP") was created in order to stratify and compare the responses of participants in the Skills Partnership Italy–Egypt programme with those of the rest of the dataset. This choice was motivated both by the structure of the sample and by the specific characteristics of the programme, which involves young participants (aged 20–35), all holding at least an upper secondary education qualification and legally residing in Italy through company-based training internships. For this reason, in addition to socio-demographic variables such as COUNTRY OF BIRTH, AGE, GENDER, EDUCATION IN THE ORIGIN COUNTRY and DURATION OF LIVING IN THE DESTINATION COUNTRY, membership in the Skills Partnership was considered a key analytical dimension.

The SKILLPARTNERSHIP (SP) variable allowed us to compare the responses of the Egyptian participants whose questionnaires were collected in paper format with the rest of the sample, treating the latter as a reference group. For



selected issues, this comparison also enabled exploration of differences between participants and non-participants, as if the former constituted a **quasi-experimental ‘control group’**.

Prior to the analysis, the dataset was reorganized to standardize open-ended responses (e.g., “What do you do?”), recoding them into coherent categories in order to produce comparable summary tables and graphs for the discussion of results.

- Variables were classified according to the type of question and the nature of the measurement, in order to apply the most appropriate statistical tests when comparing groups (e.g., Skills Partnership participants vs. non-participants, or other subgroups of interest).
- **Simple-choice questions, open-ended questions** coded into categories, and **multiple-choice questions** (with each option transformed into a dichotomous yes/no variable) were treated as categorical variables; Chi-square tests (Turney, 2022) were used to compare response distributions between groups.
- **Single-item Likert scales** were treated as ordinal variables, and differences in distributions were assessed using **Chi-square tests** (*ibid.*).
- **Composite Likert scales**, constructed by aggregating multiple items by thematic dimension (e.g., “discrimination”), were treated as ordinal variables. Mean differences between two independent groups were tested using Student’s *t*-test, a commonly accepted approach for aggregated ordinal data (Field, 2024)¹⁸. While independent-samples *t*-tests were used to compare Skillpartnership participants and non-participants, one-way ANOVA was applied to examine whether composite Likert scores differed across demographic groups.

This procedure ensures that each type of question is analyzed with appropriate statistical tools, respecting the characteristics of the data and allowing a reliable comparison between groups.

Table 5 Classification of variables and statistical tests for comparisons between SP_YES / SP_NO groups and the 5 basic variables

Question type	Variable type	Comparison between groups (e.g. gender, country)	Recommended test
Simple choice (1 option only)	Categorical	% differences between groups	Chi-square
Multiple choice (each option transformed into a dichotomous yes/no variable)	Categorical (0/1)	% differences between groups	Chi-square
Open question then coded into categories	Categorical	% differences between groups	Chi-square
1-item Likert scale (e.g., “How much do you agree?” 1-5)	Ordinal/numeric	Difference in distributions	Chi-square
Likert scale by themes (means over several items of the same sub-category)	Ordinal/numeric	Difference Between Means	T-test for scales aggregated by theme (e.g. “skill development”, “discrimination”)

¹⁸ <https://statistics.laerd.com/spss-tutorials/independent-t-test-using-spss-statistics.php> [Accessed February 26, 2026]



This procedure ensures that each type of question is analyzed using appropriate statistical tools, respecting the characteristics of the data and allowing reliable comparisons between groups (see Table 5).

Given the relatively small sample size ($N = 93$), differences between groups were considered statistically significant at $p < 0.05$, corresponding to a 95% confidence level.

The analysis was stratified by Skills Partnership membership (SP_YES / SP_NO) in order to assess potential differences between participants and non-participants. For each multiple-choice item, absolute and relative frequencies were calculated, and group differences were tested using contingency tables and Chi-square statistics. This approach made it possible to identify associations between participation in the Skills Partnership and response patterns across individual items (Hanushek & Jackson, 2013).

To further explore migrants' subjective experiences of labour market integration, training, and social inclusion, a set of Likert-scale items was analyzed across five thematic domains: skill development, skill match/mismatch, justice at work, social participation and civic rights, and perceived discrimination. These dimensions were designed to capture not only objective employment outcomes, but also participants' perceptions of their learning trajectories, working conditions, and broader processes of social inclusion.

Each variable was operationalized through composite indices obtained by summing the corresponding Likert items. Due to the original coding of the questionnaire (1 = strongly agree; 5 = strongly disagree), lower scores indicate more positive evaluations, while higher scores correspond to more critical or negative perceptions. This reverse-coded structure was retained to ensure consistency with previous analyses and to avoid introducing additional transformations at this stage.

Building on the earlier findings regarding participation in the Skillpartnership programme, these composite indicators were subsequently analyzed in relation to five socio-demographic variables (region of origin, age, length of stay in Italy, gender, and educational attainment in the country of origin). This approach allows for a multidimensional reading of integration processes, combining structural factors (such as access to employment and training pathways) with subjective dimensions of recognition, fairness, and participation.

Conceptually, this analytical step moves from institutional arrangements to lived experiences, examining how structured programmes like the Skillpartnership intersect with individual biographies and social positioning. In this sense, the Likert-scale analysis complements the previous cross-tabulations by shifting the focus from access to opportunities to the perceived quality of those opportunities, highlighting the relational and experiential aspects of labour market integration.

In fact, for aggregated variables, such as overall scores on the dimensions in Part II of the questionnaire (mainly structured around value-based Likert scales by macro-theme, e.g., "discrimination"), independent-samples t-tests were applied, taking into account the ordinal nature of the data derived from 5-point Likert items (1 = strongly agree; 5 = strongly disagree), which do not guarantee equal intervals between response categories (Field, 2024; Pallant, 2020).

In summary, the methodological approach adopted includes:

- Frequency analysis for each item.
- Construction of crosstabs between response modes and Skills Partnership membership.
- Chi-square tests to assess associations between SP_YES and SP_NO groups.
- T-tests to compare aggregated scores of dimensions composed of multiple ordinal items.



This procedure ensures an appropriate assessment of differences between Skills Partnership participants and non-participants, while respecting the ordinal properties of the variables and supporting a robust comparative analysis (Cohen et al., 2013).



2.4.2. Analysis of qualitative data

Anonymization

The interviews were anonymized and stored in the OneDrive repository of the University of Verona, encoded as follows: I_1; I_2;... I_30.

Thematic Analysis

At the methodological level we will use Thematic Analysis (Clarke & Braun, 2014; 2017). Clarke and Braun's thematic analysis is a qualitative analysis methodology that allows you to identify, analyze and report themes or patterns within the data. It is articulated in a systematic process of data coding, which allows the identification of significant and repetitive areas in the material. The methodology is developed through several phases: familiarization with the data, generation of initial codes, research of themes, review of themes, definition and naming of themes and finally the drafting of the report. This flexible approach does not require a predefined theory, allowing for empirical and inductive analysis that adapts to the specificities of the data and research. Thematic analysis stands out for its ability to highlight both similarities and differences, contributing to an in-depth understanding of the phenomena explored.

Software

We recorded the interviews using Zoom ver. 6.5.9 for Mac with a license provided by the University of Verona, albeit made in presence. In fact, we chose to use this software to take advantage of the presence of the AI companion plugin that assisted us in the preliminary transcription and simultaneous recognition in the language other than Italian. We were then able to more easily complete the *verbatim transcription* of the 33 interviews by reviewing the text automatically transcribed by the AI Companion plugin through individual interviews in ad-hoc Word Document (Version 16.102 25101223) and using the open-source software VLC Version 3.0.20 for Mac (Apple Silicon). Finally, the analysis was conducted simply through the use of tables in Microsoft Word 16.102.

Inter-coder reliability

The analysis was conducted through a *Thematic Coding* process characterized by a **hybrid and circular** approach. A first **deductive** coding scheme was built starting from the interview outline and the main thematic areas identified in the design phase. The coding that we report below was built by working in parallel (2 people) on the first 4 interviews collected to test the effectiveness of the coding.

Table 6 Deductive Coding (Preliminary coding)

N.	Question	Main Category	Sub-codes (derived from the question)
A	Which country do you come from?	Demographic information	Country of origin
B	How old are you?	Demographic information	Age
C	What do you do?	Demographic information	Profession / Job
D	Gender	Demographic information	Gender
1	Why did you decide to leave your country? To what extent was this decision voluntary?	I. Migration pathway	a. Reasons for migration (voluntariness/necessity)



2	How did you decide which country to go to? Did you pass through other countries before coming to Italy? Describe the main landmarks of your journey. Why did you decide to come to Italy?	I. Migration pathway	b. Choice of the country of arrival; c. Transits and intermediate stages; d. Justification for the choice of the country of destination
3	Would you ever consider returning to your home country? From your point of view, what would be the necessary conditions to return?	I. Migration pathway	e. Return migrations and opportunities
4	Tell me briefly about your education and training in your home country.	II. Skill formation	a. Education (Origin Country) b. Previous skill formation (before migration)
5	Has the education acquired in your country of origin been recognized in Italy? If not, what are the main problems you had to face to have your qualification recognized?	II. Skill formation	c. Skill/Qualification Recognition d. Problems in Skill/Qualification Recognition
6	After your arrival in Italy, did you follow a vocational education or training course? If so, which and in which school/institute?	II. Skill formation	e. Skill formation in Italy f. Skill formation/training done in the destination country
7	Did you work in the country you come from? What did you do? Please provide a brief description.	III. Job experience before migration in Europe	a. Job experience (before arriving in Italy) b. Jobs done
8	Do you work or have you recently worked in Italy? What do you do? What do you think of your work situation and how it has evolved (even in different countries)?	IV. Job experience (Destination Country)	a. Job experience (after arriving in Italy) b. Current job c. Labor market situation
9	Overall, how long did it take you to find a job in Italy? What difficulties did you encounter? How did you look for a job (Internet, private agency, public employment center, ...)?	IV. Job experience (Destination Country)	d. Job seeking in Italy e. Difficulties encounter to find a job f. Job seeking strategies g. How to access work
10	Is your training enough for the job you're doing now? What are the reasons? If not, can you go through training to get the necessary practical knowledge and skills?	V. Skills mismatch	a. Job-related training b. Skills gap c. Possibility to bridge the skill gap with additional training
11	What are the main problems you encounter in terms of skills in the workplace?	V. Skills mismatch	d. Skills Mismatch / overqualification
12	Do you have the impression that migrant workers work more often irregularly than local workers? If yes, give examples and reasons.	VI. Justice (working conditions)	a. Contractual regularity b. Moonlighting or Black-market work (lavoro nero) c. Exploitation of migrant workers
13	How many hours do you work per week? Is it the same time as Italian workers? Are you being asked to work overtime or work on holidays?	VI. Justice (working conditions)	d. Working hours and overtime e. Fair treatment
14	Are you satisfied with your salary? Is it enough to live well?	VI. Justice (working conditions)	f. Payment and satisfaction
15	Are you satisfied with your living arrangement? Can you tell us about his family situation? Do you need to take care of any family members? How does this affect your work?	VI. Justice (working conditions)	g. Living conditions h. Family conditions i. Life-work balance
16	Are you in contact with trade unions, NGOs and immigrant groups? How do I help you?	VI. Justice (working conditions)	j. Relations with trade unions/NGOs/associations k. Migrants' agency



17	Do you think women face gender discrimination when it comes to education and employment? Would you be able to compare your experience here and in the country you come from?	VII. Gender discrimination	a. Gender discrimination in education and employment b. Comparison with country of origin
18	As an immigrant, what support do you need in Italy?	VIII. Other (aids and supports)	A. Types of support requested in Italy b. Desired services or aid
19	Do you have any other comments or suggestions?	IX. General comments	a. Suggestions b. Additional Thoughts

At the same time, during the reading and interpretation of the materials, **new and unexpected elements** emerged, which led to the development of **inductive codes**, derived directly from the data and which we have, from time to time, annotated in the margin and shared. The coding process was therefore configured as **non-linear**, in which moments of deductive systematization and inductive exploration were intertwined, allowing to maintain an anchorage to the initial structure, but also to enhance the richness and complexity of the collected narratives.



3. Results

- The demographics and findings of the qualitative (statistical data) and quantitative data (themes, codes, and quotations) will be presented **in two separate sections**.
- The comparison of the qualitative and quantitative results will be made in the 'Discussion' section.
- Some topics and themes may not be applicable for all countries. Please report as applicable.
- The Results section needs to be supported with tables, graphs and quotations from interviews.

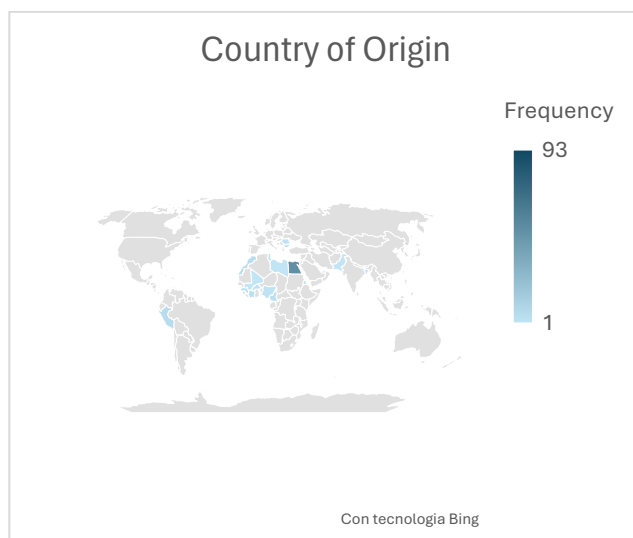
3.1. Quantitative research results

3.1.1. Overview of demographics

All the respondents live in Italy (n= 118).

Table 7 Country of origin (n=93)

Country	Frequency	%	Valid %	Cumulative %	Region	
Bangladesh	1	1,10%	1,10%	1,10%	Africa	
Bulgaria	1	1,10%	1,10%	2,20%	Europe	
Burkina Faso	3	3,20%	3,20%	5,40%	Africa	
Cameroon	4	4,30%	4,30%	9,70%	Africa	
Ivory Coast	4	4,30%	4,30%	14,00%	Oceania and America	
Egypt	51	54,80%	54,80%	68,80%	Africa	
Eritrea	2	2,20%	2,20%	71,00%	Africa	
Gambia	4	4,30%	4,30%	75,30%	Africa	
Guinea	3	3,20%	3,20%	78,50%	Africa	
Libia	1	1,10%	1,10%	79,60%	Africa	
Mali	1	1,10%	1,10%	80,60%	Africa	
Morocco	5	5,40%	5,40%	86,00%	Africa	
Nigeria	2	2,20%	2,20%	88,20%	Africa	
Pakistan	1	1,10%	1,10%	89,20%	Africa	
Peru	6	6,50%	6,50%	95,70%	Oceania and America	
Romania	2	2,20%	2,20%	97,80%	Europe	
Scotland	1	1,10%	1,10%	98,90%	Europe	
Tunisia	1	1,10%	1,10%	100,00%	Africa	
Total	93	100,00%				

Figure 3 Map of the Interviewed Migrants

Table 8 Geographical Regions

Geographical Regions	Frequency	Percent	Valid Percent	Cumulative Percent
ASIA	2	2,2%	2,2%	2,2%
EUROPE	4	4,3%	4,3%	6,5%
OCEANIA AND AMERICA	6	6,5%	6,5%	12,9%
AFRICA	81	87,1%	87,1%	100,0%
MIDDLE EAST	0	0,0%		100,0%
TOTAL	93	100,0%		

Table 9 Age (n=93)

AGE	Frequency	%	Valid %	Cumulative %
18-24	30	32,30%	32,30%	32,30%
25-34	39	41,90%	41,90%	74,20%
35-44	19	20,40%	20,40%	94,60%
45-54	4	4,30%	4,30%	98,90%
55-67	1	1,10%	1,10%	100,00%
Total	93	100,00%		

Table 10 Legal status (n=93) (Immigrant Status)

LEGAL STATUS	Frequency	%	Valid %	Cumulative %
Legal Migrant	71	76,30%	76,30%	76,30%
Refugee/Asylum Seeker	21	22,60%	22,60%	98,90%
Irregular Migrant	1	1,10%	1,10%	100,00%
Total	93	100,00%		



With respect to legal status, we tried to cross-reference this data with the variables COUNTRY OF BIRTH, AGE, DURATION OF LIVING IN THE DESTINATION COUNTRY, GENDER and finally EDUCATION IN THE ORIGIN COUNTRY as independent variables and doing the Chi2 test shows that the analysis of the association between legal status and time of stay in Italy shows a statistically significant relationship ($\chi^2(6) = 47.79$; $p < .001$). In particular, legal migrants have mainly been present in Italy for less than a year, while refugees and asylum seekers are mainly concentrated in the 1–5-year age group. However, the presence of some cells with very low frequencies suggests that the results should be interpreted with caution. The observed distribution can also be interpreted in relation to the composition of the sample, made up of about 50% of participants in the Italy-Egypt Skillpartnership, which largely involves people with legal status and a recent stay in the Italian context.

Table 11 Gender (n=93)

GENDER	Frequency	%	Valid %	Cumulative %
Male	73	78,50%	80,20%	80,20%
Female	18	19,40%	19,80%	100,00%
No answer	2	2,20%		
Total	93	100,00%		

3.1.2. What are the characteristics of the migration patterns of labour migrants? How do these impact their employment in the destination countries? (RQ1)

Table 12 Migration motivations

Motivation	Frequency	% on total cases	SP (No)	SP (Yes)	Chi ²	df	Asymptotic Sig. (2-tailed)
Economic crisis in the country I come from	25	26,90%	3	22	17,1	1	0,000
Self-motivation	25	26,90%	11	14	0,15	1	0,698
Long-term work in the country where I live now	22	23,70%	5	17	6,99	1	0,008
Other (specify)	9	9,68%	4	5	8,95	8	0,347
War/civil war in the country I come from	8	8,60%	8	0	9,75	1	0,002
Education in the country where I live now	7	7,50%	4	3	0,29	1	0,588
Fear of persecution in the country I come from	7	7,50%	6	1	4,48	1	0,034
Temporary work in the country where I live now	6	6,50%	4	2	0,96	1	0,326
Family issues	6	6,50%	6	0	7,14	1	0,008



Discrimination in the country I come from	5	5,40%	5	0	5,88	1	0,015
Climate/natural disaster in the country I come from	0	0,00%	0	0	0	0	0
Total	N = 93	-					

For each of the main reasons for the migration, a Chi-square test was conducted in relation to participation in the Skillpartnership. The results show a statistically significant association for the reasons "economic crisis in the country of origin", $\chi^2(1, N = 93) = 17.10, p < .001$; "long-term work in the country where I live now", $\chi^2(1, N = 93) = 6.99, p = .008$; "war/civil war in the country of origin", $\chi^2(1, N = 93) = 9.75, p = .002$; "fear of persecution", $\chi^2(1, N = 93) = 4.48, p = .034$; "family problems", $\chi^2(1, N = 93) = 7.14, p = .008$; and "discrimination in the country of origin", $\chi^2(1, N = 93) = 5.88, p = .015$. No significant associations emerge for the other reasons ($p > .05$). This shows us that the motivations that push the two groups to compare are significantly different. The group of workers from Egypt (in red) show how the economic crisis and the search for a stable job are the main triggers of their migration, while for the group of non-participants in the Skillpartnership (in blue) it is noted that the responses are statically significant towards reasons related to precarious living conditions and urgent need. In addition, the following answers for "Other" are highlighted, which also qualitatively show a different significance in the motivations:

Table 13 Migration motivations (Other)

Frequencies (Other)	SP (Yes)	SP (No)
"Changing the way we live" ID_93	0	1
"Difficulty finding a job and salaries are very low" ID_57	0	1
"Lack of work and a lot of poverty" ID_14	1	0
"I like to travel" ID_67	0	1
"To have other experiences" ID_68	0	1
"For a better future and learning mechanics" ID_89	0	1
"Family Reunification" ID_9; ID_11	2	0
"I would have been forced to join the army" ID_35	1	0
Total	4	5

Overall, the analysis of the multiple-choice question "Why did you leave your country of origin?" reveals differentiated migration motivations across socio-demographic variables and migration trajectories. Beyond participation in the Skillpartnership, further associations emerge when considering age, length of stay in Italy, gender, region of origin, and educational attainment.

With regard to age, statistically significant associations are observed for "family problems", $\chi^2(4, N = 93) = 12.11, p = .017$, and "personal motivation", $\chi^2(4, N = 93) = 12.13, p = .016$. No significant relationships emerge for long-term employment ($\chi^2(4) = 2.80, p = .592$), temporary employment ($\chi^2(4) = 0.98, p = .912$), economic crisis ($\chi^2(4) = 7.55, p = .109$), education in the destination country ($\chi^2(4) = 2.32, p = .677$), war/civil war ($\chi^2(4) = 4.85, p = .303$), fear of



persecution ($\chi^2(4) = 2.84$, $p = .585$), or discrimination ($\chi^2(4) = 6.04$, $p = .196$). These results suggest that age mainly affects subjective and relational motivations, rather than structural drivers.

Length of stay in Italy shows the strongest associations with migration reasons. Significant relationships are found for long-term employment in the destination country, $\chi^2(3, N = 90) = 12.86$, $p = .005$; economic crisis in the country of origin, $\chi^2(3, N = 90) = 15.72$, $p = .001$; war/civil war, $\chi^2(3, N = 90) = 13.87$, $p = .003$; fear of persecution, $\chi^2(3, N = 90) = 11.27$, $p = .010$; family problems, $\chi^2(3, N = 90) = 19.59$, $p < .001$; and discrimination in the country of origin, $\chi^2(3, N = 90) = 8.72$, $p = .033$. No significant associations emerge for temporary employment ($\chi^2(3) = 3.40$, $p = .334$), education in the destination country ($\chi^2(3) = 3.13$, $p = .372$), or personal motivation ($\chi^2(3) = 3.79$, $p = .285$). These findings highlight a temporal dimension in migration narratives, with economic motivations more prevalent among recent arrivals and vulnerability-related reasons more frequent among respondents with longer residence trajectories.

Gender differences are limited, with a statistically significant association emerging only for “family problems”, $\chi^2(1, N = 91) = 8.90$, $p = .003$. No significant gender-based differences are found for long-term employment ($\chi^2(1) = 2.09$, $p = .148$), temporary employment ($\chi^2(1) = 0.04$, $p = .843$), economic crisis ($\chi^2(1) = 1.31$, $p = .252$), education in the destination country ($\chi^2(1) = 1.87$, $p = .171$), war/civil war ($\chi^2(1) = 2.16$, $p = .141$), fear of persecution ($\chi^2(1) = 2.55$, $p = .111$), discrimination ($\chi^2(1) = 1.36$, $p = .243$), or personal motivation ($\chi^2(1) = 1.47$, $p = .226$).

Educational attainment in the country of origin does not show robust associations with migration motivations. Only marginal or inconsistent trends emerge for economic crisis ($\chi^2(6, N = 91) = 10.91$, $p = .091$; likelihood ratio $p = .042$) and war/civil war ($\chi^2(6, N = 91) = 12.58$, $p = .050$), while all other reasons remain non-significant ($p > .05$), suggesting that education level does not substantially differentiate migration drivers within this sample.

Region of origin shows a statistically significant association only for family-related reasons, $\chi^2(2, N = 93) = 6.83$, $p = .033$, while a weak trend is observed for personal motivations ($\chi^2(2, N = 93) = 5.67$, $p = .059$). No significant regional differences emerge for the remaining motivations ($p > .05$).

These findings should be interpreted with caution due to the presence of low-frequency cells and the uneven composition of the sample. The observed distributions are strongly shaped by the characteristics of the dataset, which is largely concentrated in respondents from Africa and includes a substantial proportion of participants in the Skills Partnership Italy–Egypt programme. As already highlighted in the Skillpartnership analysis, participants—mostly young individuals with at least upper secondary education and legal residence status—primarily report economic crisis and the search for stable employment as migration drivers, while non-participants more frequently indicate motivations linked to precarious living conditions and urgent protection needs. Taken together, the results point to a complex interplay between structural factors, life-course dynamics, and migration trajectories, suggesting that migration motivations evolve over time and across social positions.

Table 14 Significant associations between migration reasons and socio-demographic variables (Chi-square tests)

Independent variable	Migration reason	χ^2	df	N	p
Age	Family problems	12.11	4	93	.017
	Personal motivation	12.13	4	93	.016
Length of stay in Italy	Long-term work in destination country	12.86	3	90	.005
	Economic crisis in country of origin	15.72	3	90	.001
	War / civil war	13.87	3	90	.003
	Fear of persecution	11.27	3	90	.010



	Family problems	19.59	3	90	< .001
	Discrimination in country of origin	8.72	3	90	.033
Gender	Family problems	8.90	1	91	.003
Region of origin	Family problems	6.83	2	93	.033
Skillpartnership participation	Economic crisis in country of origin	17.10	1	93	< .001
	Long-term work in destination country	6.99	1	93	.008
	War / civil war	9.75	1	93	.002
	Fear of persecution	4.48	1	93	.034
	Family problems	7.14	1	93	.008
	Discrimination in country of origin	5.88	1	93	.015

Only statistically significant Chi-square results ($p < .05$) are reported. Multiple-response items were analyzed separately for each option. Results should be interpreted with caution due to small, expected cell counts in several cross-tabulations and the uneven composition of the sample.

Table 15 How long are living in Italy

HOW LONG ARE LIVING IN ITALY	Frequency	%	Valid %	Cumulative %
1 year<	51	54,80%	56,70%	56,70%
1-5 years	27	29,00%	30,00%	86,70%
6-10 years	7	7,50%	7,80%	94,40%
>10 years	5	5,40%	5,60%	100,00%
No answer	3	3,20%		
Total	93	100,00%		

3.1.3. What are the characteristics of skill formation and employment of labour migrants? (RQ2)

3.1.3.1. Education and recognition of diplomas

Table 16 Education (Origin country)

EDUCATION (ORIGIN COUNTRY)	Frequency	%	Valid %	Cumulative %
Only able to read and write	1	1,10%	1,10%	1,10%
Basic education	7	7,50%	7,70%	8,80%
General upper secondary/high school education	26	28,00%	28,60%	37,40%
Vocational upper secondary education	27	29,00%	29,70%	67,00%
Master, Craftsman's/ Technician	1	1,10%	1,10%	68,10%
Vocational Course	6	6,50%	6,60%	74,70%
Higher education	23	24,70%	25,30%	100,00%
No answer	2	2,20%		
Total	93	100,00%		



Table 17 Education (Origin country) - Pearson Chi-Square test

EDUCATION (ORIGIN COUNTRY)	Skills Partnership Italy-Egypt				Total
			SP_No	SP_Yes	
	Only able to read and write	Count	1	0	1
		Column %	2,40%	0,00%	1,10%
	Basic education	Count	7	0	7
		Column %	16,70%	0,00%	7,70%
	General upper secondary/high school education	Count	19	7	26
		Column %	45,20%	14,30%	28,60%
	Vocational upper secondary education	Count	3	24	27
		Column %	7,10%	49,00%	29,70%
	Master, Craftsman's/ Technician	Count	0	1	1
		Column %	0,00%	2,00%	1,10%
Vocational Course	Count	5	1	6	
	Column %	11,90%	2,00%	6,60%	
Higher education	Count	7	16	23	
	Column %	16,70%	32,70%	25,30%	
Total		Count	42	49	91
		Column %	100,00%	100,00%	100,00%
	Value		df	Asymptotic Sig. (2-tailed)	
Pearson Chi-Square	36,74		6	0	
Likelihood Ratio	42,81		6	0	
N of Valid Cases	91				

Pearson's Chi-square test showed a statistically significant association between the level of education in the country of origin and participation in the Skillpartnership ($\chi^2(6, N = 91) = 36.74, p < .001$), indicating that the distribution of educational levels of origin differs according to participation in the project.

Table 18 Education (Destination country)

EDUCATION DESTINATION COUNTRY (ITALY)	Frequency	Valid %
No school-based education	8	8,60%
Only able to read and write	4	4,30%
Basic education	19	20,40%
General upper secondary/high school education	6	6,50%
Vocational upper secondary education	28	30,10%
Master, Craftsman's/ Technician	1	1,10%
Vocational Course	11	11,80%
Higher education	2	2,20%



No answer	4	4,40%
I did not receive any education in the country where I live now	10	10,80%
Total	93	100,00%

Table 19 Education (Destination Country) - Pearson Chi-Square test

EDUCATION DESTINATION COUNTRY (ITALY)			Skills Partnership Italy-Egypt		Total
			No	Yes	
	No school-based education	Count	2	6	8
		Column %	4,80%	12,20%	8,80%
	Only able to read and write	Count	4	0	4
		Column %	9,50%	0,00%	4,40%
	Basic education	Count	19	0	19
		Column %	45,20%	0,00%	20,90%
	General upper secondary/high school education	Count	3	3	6
		Column %	7,10%	6,10%	6,60%
	Vocational upper secondary education	Count	2	26	28
		Column %	4,80%	53,10%	30,80%
	Master, Craftsman's/ Technician	Count	0	1	1
		Column %	0,00%	2,00%	1,10%
	Higher education	Count	9	2	11
		Column %	21,40%	4,10%	12,10%
	Higher education	Count	1	1	2
		Column %	2,40%	2,00%	2,20%
	No answer	Count	0	2	2
		Column %	0,00%	4,10%	2,20%
I did not receive any education in the country where I live now	Count	2	8	10	
	Column %	4,80%	16,30%	11,00%	
Total		Count	42	49	91
		Column %	100,00%	100,00%	100,00%
	Value	df	Asymptotic Sig. (2-tailed)		
Pearson Chi²	56,42	9	0		
Likelihood Ratio	70,68	9	0		
N of Valid Cases	91				

Pearson's Chi-square test showed a statistically significant association between the level of education achieved in Italy and participation in the Skillpartnership ($\chi^2(9, N = 91) = 56.42, p < .001$), indicating that the distribution of qualifications obtained in the destination country varies according to participation in the project.

However, this result must be interpreted in light of the specific institutional framework of the Skillpartnership. A portion of participants from Egypt obtained their qualification at the Salesian Don Bosco Institute prior to migration; although



formally recognized by the Italian Ministry, these credentials were not acquired in Italy. This suggests that the observed association partially reflects the structural conditions of the Skillpartnership itself, which enables the formal recognition and integration of pre-migration qualifications within the Italian education and training system.

Rather than indicating a purely post-migration educational process, this pattern highlights how the Skillpartnership operates as a transnational training pathway, blurring the distinction between education obtained in the country of origin and education certified in the destination country. In this sense, educational attainment in Italy appears embedded within an institutionalized mobility regime that actively shapes migrants' qualification trajectories.

Beyond participation in the Skillpartnership, the level of education achieved in Italy was tested in relation to region of origin, age group, length of stay in Italy, gender, and level of education attained in the country of origin.

A statistically significant association emerged between education achieved in Italy and region of origin ($\chi^2(27, N = 91) = 52.86, p = .002$), indicating a differentiated distribution of educational outcomes across geographic areas. In particular, respondents from Africa—who constitute the vast majority of the sample—are overrepresented in vocational and professional secondary education pathways, as well as in short professional courses. This pattern reflects both the composition of the sample and the centrality of vocational training trajectories within the Italian reception and integration framework.

No significant association was found between education achieved in Italy and age group ($\chi^2(36, N = 91) = 38.42, p = .36$), suggesting that educational attainment in the destination country is not primarily structured along generational lines. This result indicates that access to education and training pathways appears relatively transversal across age cohorts within the sample.

By contrast, a strong and statistically significant association was observed between education achieved in Italy and length of stay in the country ($\chi^2(27, N = 90) = 62.65, p < .001$). Participants who had arrived more recently were disproportionately concentrated in vocational secondary education, while those with longer residence histories were more likely to report basic education, professional courses, or no education in Italy. This distribution highlights the temporal dimension of educational integration, suggesting that formal training opportunities are often accessed shortly after arrival, particularly within structured programs.

A significant association also emerged between education achieved in Italy and gender ($\chi^2(9, N = 91) = 25.59, p = .002$). Male participants are overwhelmingly represented in vocational secondary education and professional courses, while female participants appear more concentrated in basic education pathways. This reflects broader gendered patterns in access to training and occupational sectors, particularly in technically oriented programs.

Finally, education achieved in Italy shows a statistically significant association with the level of education attained in the country of origin ($\chi^2(54, N = 91) = 94.56, p = .001$). Higher pre-migration educational levels are associated with higher educational outcomes in Italy, indicating a degree of continuity between origin and destination trajectories. At the same time, this relationship is mediated by institutional mechanisms—most notably credential recognition processes—which shape how prior learning is translated into the Italian system.

Taken together, these findings suggest that educational trajectories in Italy are not simply individual choices or outcomes but are embedded within a broader assemblage of migration timing, institutional access, gendered pathways, and pre-existing educational capital. Rather than representing a linear process of post-migration upskilling, education in the destination country emerges as a socially structured process, deeply shaped by migration regimes and training infrastructures.



Table 20 Associations between Education Achieved in Italy and Socio-Demographic Variables (Chi-square Tests)

Independent variable	χ^2	df	N	p-value	Significance
Region of origin	52.86	27	91	.002	Significant
Age group	38.42	36	91	.360	Not significant
Length of stay in Italy	62.65	27	90	< .001	Significant
Gender	25.59	9	91	.002	Significant
Education level in country of origin	94.56	54	91	.001	Significant

Pearson's Chi-square test was used for all associations. Significant results indicate that education achieved in Italy varies according to region of origin, length of stay, gender, and pre-migration educational level, while no statistically significant association emerges with age group. Results should be interpreted with caution due to uneven group sizes and the structural influence of institutional training pathways.

Table 21 Highest Qualification (per economic sector) / Field of Education

QUALIFICATION (PER ECONOMIC SECTOR)	Frequency	%	Valid %	Cumulative %
Primary education (incomplete)	1	1,10%	1,30%	1,30%
Primary education (completed)	8	8,60%	10,00%	11,30%
Engineering	2	2,20%	2,50%	13,80%
Logistics / Transports	3	3,20%	3,80%	17,50%
ICT	4	4,30%	5,00%	22,50%
Economics, Management, Political Sciences	8	8,60%	10,00%	32,50%
Tourism / Restaurants	3	3,20%	3,80%	36,30%
Services for people (barber /hairstyle/make-up)	2	2,20%	2,50%	38,80%
Services (seller, secretary, etc.)	2	2,20%	2,50%	41,30%
Health (Medicine, Nursery, Biology)	2	2,20%	2,50%	43,80%
Plant engineering (electrical, thermohydraulic, etc.)	4	4,30%	5,00%	48,80%
Mechanic (Automotive)	3	3,20%	3,80%	52,50%
Mechanical industry (industrial, turner, CNC, etc.)	23	24,70%	28,70%	81,30%
Diploma (Industrial-Technical-Professional Education)	15	16,10%	18,80%	100,00%
No answer	13	14,00%		
Total	93	100,00%		

Pearson's Chi-square test showed a statistically significant association between the economic sector in which the highest qualification was obtained and participation in the Skillpartnership ($\chi^2(13, N = 80) = 52.70, p < 0.001$), indicating that the distribution of professional sectors varies according to participation in the project. In addition, the Linear-by-Linear Association is significant ($\chi^2(1) = 27.08, p < 0.001$), suggesting a possible gradual trend in the relationship between economic sector levels and participation in the Skillpartnership. This result appears consistent with



expectations, considering that many participants from the Salesian Institute of Cairo and Alexandria have obtained qualifications in the mechanical area, the central area of the Skillpartnership.

To further explore the distribution of professional qualifications, the variable *highest qualification by economic sector / field of education* was analyzed in relation to region of origin, age, length of stay in Italy, gender, and educational attainment in the country of origin.

A statistically significant association emerges between highest qualification and **region of origin**, $\chi^2(39, N = 80) = 70.28, p = .002$, indicating marked geographical differences in sectoral profiles. Participants from Africa—who constitute the vast majority of the sample—are strongly concentrated in industrial mechanics (28.7%) and technical–professional diplomas (18.8%), while participants from other regions are sparsely distributed across higher education fields such as engineering and general education. This uneven distribution reflects both the composition of the sample and the vocational orientation of recruitment pathways.

Highest qualification is also significantly associated with **age**, $\chi^2(52, N = 80) = 120.12, p < .001$. Younger participants (18–34) are predominantly represented in industrial mechanics and technical–professional diplomas, whereas older age groups appear more dispersed across service-oriented and care-related sectors. This pattern suggests a generational stratification of skills, with younger cohorts more strongly embedded in industrial vocational tracks.

A strong relationship is observed between highest qualification and **length of stay in Italy**, $\chi^2(39, N = 80) = 105.50, p < .001$. Recent arrivals (less than one year) are overwhelmingly concentrated in industrial mechanics (26.3%) and technical–professional diplomas (17.5%), whereas participants with longer residence histories display greater diversification across service, ICT, and care sectors. This indicates that time in the host country plays a relevant role in shaping professional trajectories, likely through exposure to different labour market opportunities and training pathways.

Gender also shows a statistically significant association with highest qualification, $\chi^2(13, N = 80) = 49.64, p < .001$. Male participants dominate industrial, mechanical, ICT, logistics, and installation sectors, while female participants are mainly concentrated in basic education, personal services, tourism, and health-related fields. This reflects persistent gendered segmentation of vocational pathways, reproduced within the migration context.

Finally, highest qualification is strongly associated with **educational attainment in the country of origin**, $\chi^2(65, N = 80) = 148.20, p < .001$. University-educated participants are primarily located in economics/management, ICT, engineering, and health, whereas those with secondary technical education are concentrated in industrial mechanics and technical diplomas. This correspondence highlights a clear continuity between pre-migration schooling and post-migration professional positioning.

These results should be interpreted in light of the previously identified significant association between highest qualification and participation in the Skillpartnership ($\chi^2(13, N = 80) = 52.70, p < .001$), together with a significant Linear-by-Linear Association ($\chi^2(1) = 27.08, p < .001$). As discussed above, the Skillpartnership selectively recruits candidates with mechanical and industrial profiles, particularly through the Salesian Institutes of Cairo and Alexandria. Consequently, many of the observed associations—especially those related to age, region, and education—reflect not only individual trajectories but also the institutional logic of the programme itself.

Overall, the findings suggest that professional qualifications emerge from the intersection of prior educational trajectories, gendered labour segmentation, migration timing, and targeted recruitment mechanisms. Rather than representing neutral outcomes, these sectoral distributions reveal how structural inequalities and project design jointly shape differentiated pathways within the migrant population.



Table 22 Associations between Highest Qualification / Field of Education and socio-demographic variables (N = 80)

Independent variable	χ^2	df	N	p-value	Result	Brief interpretation
Region of origin	70.28	39	80	.002	Significant	Strong concentration of mechanical qualifications among participants from Africa; other regions are marginally represented.
Age	120.12	52	80	< .001	Significant	Technical-industrial qualifications are mainly concentrated in the 18–34 age groups.
Length of stay in Italy	105.50	39	80	< .001	Significant	Mechanical and technical-professional profiles are more frequent among respondents who have been in Italy for less than one year.
Gender	49.64	13	80	< .001	Significant	Mechanical and technical-industrial sectors are almost exclusively male-dominated.
Educational level in the country of origin	148.20	65	80	< .001	Significant	Clear alignment between educational level and sector: vocational education is associated with mechanical fields, while university education is linked to economics, ICT, and engineering.

Table 23 Recognition of diplomas

SKILLS RECOGNITION	Frequency	%	Valid %	Cumulative %
Yes, fully	47	50,50%	52,80%	52,80%
Partly	7	7,50%	7,90%	60,70%
No	32	34,40%	36,00%	96,60%
Other. Please explain	3	3,20%	3,40%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

Pearson's Chi-square test showed a statistically significant association between the recognition of the qualification and participation in the Skillpartnership, ($\chi^2(3, N = 89) = 57.41, p < .001$), indicating that the formal recognition of qualifications varies according to participation in the project. This result is fully consistent with the structure of the Skillpartnership, made possible thanks to the derogation from the so-called "Cutro Decree" (Ambrosini, 2023) on extra-quota entries, which allows the recognition of qualifications obtained at the Salesian Institute in Cairo within the Italian training system.

Beyond participation in the Skillpartnership, recognition of qualifications also shows statistically significant associations with several socio-demographic variables. Pearson's Chi-square tests reveal significant relationships with region of origin ($\chi^2(9, N = 89) = 19.26, p = .023$), age group ($\chi^2(12, N = 89) = 60.54, p < .001$), length of stay in Italy ($\chi^2(9, N = 88) = 52.97, p < .001$), gender ($\chi^2(3, N = 89) = 30.44, p < .001$), and level of education attained in the country of origin ($\chi^2(18, N = 89) = 33.05, p = .016$).

Recognition is markedly higher among younger participants and recent arrivals, while non-recognition is more frequent among older respondents and those with longer residence in Italy. Gender differences are also pronounced, with full recognition concentrated almost exclusively among men, whereas women are overrepresented in the non-recognition category. Furthermore, recognition is significantly associated with prior educational attainment: participants holding upper-secondary vocational or university qualifications in their country of origin are substantially more likely to obtain recognition in Italy, whereas those with lower or general education pathways face greater barriers.



These results indicate that qualification recognition operates as a socially stratified process, shaped not only by formal educational credentials but also by age, gender, migration trajectories, and institutional access. In this sense, recognition emerges less as an individual administrative outcome and more as an effect of structured mobility pathways, reinforcing the role of policy frameworks and targeted programs—such as the Skillpartnership—in mediating access to formal validation mechanisms.

Table 24 Associations between Recognition of Diplomas and Socio-Demographic Variables (Chi-square Tests)

Independent variable	χ^2	df	N	p-value	Significance
Region of origin	19.26	9	89	.023	Significant
Age group	60.54	12	89	< .001	Highly significant
Length of stay in Italy	52.97	9	88	< .001	Highly significant
Gender	30.44	3	89	< .001	Highly significant
Education level in country of origin	33.05	18	89	.016	Significant

Table 25 Skill formation and development in the destination country (job adaptation by employer)

What has your employer done to help you adapt to working in Italy?	Frequencies	% on total cases	SP (No)	SP (Yes)	Chi ²	df	Asymptotic Sig. (2-tailed)
guided on-the-job training	48	51,60%	12	36	19,81	1	0,000
internal vocational courses	31	33,30%	10	21	4,23	1	0,04
providing individual feedback	19	20,40%	2	17	12,96	1	0,000
mentoring/buddying scheme	18	19,40%	0	18	20,04	1	0,000
performance monitoring	15	16,10%	6	9	0,38	1	0,536
changing work practices	15	16,10%	2	12	5,35	1	0,021
nothing	12	12,90%	11	1	10,87	1	0,001
reallocating work	9	9,70%	2	7	2,52	1	0,113
job rotation	9	9,70%	3	6	0,78	1	0,377
external vocational courses	8	8,60%	6	2	2,69	1	0,101
conferences/workshops	8	8,60%	1	7	4,26	1	0,039
I received lifelong learning education or general adult education without an employer's help	7	7,50%	6	1	4,48	1	0,034
learning or quality circles	5	5,40%	1	4	1,58	1	0,209
exchanges or study visits	4	4,30%	0	4	3,75	1	0,053
I attended self-directed learning/e-learning, private lessons without an employer's help	4	4,30%	2	2	0,01	1	0,912
Total	n=93						

The analysis of attendance and the results of the Chi-Square test confirm the starting hypothesis according to which the process of integration and training for work through the Skillpartnership aims to include the worker and accompany him in the training internship path.



In particular, the variables **"guided on-the-job training"** ($\chi^2(1) = 19.81$, $p < 0.001$), **"providing individual feedback"** ($\chi^2(1) = 12.96$, $p < 0.001$), **"mentoring/buddying scheme"** ($\chi^2(1) = 20.04$, $p < 0.001$), as well as other training actions such as internal vocational courses, modification of work practices, conferences/workshops and continuing or general training courses are statistically significant for adults.

On the contrary, the variables **"nothing"** and **"I attended self-directed learning/e-learning, private lessons without an employer's help"** are significant in a negative sense, indicating that for the group of non-participants in the Skillpartnership, training is often left to personal initiative once they have entered the work context.

These results highlight how the Skillpartnership structures a more systematic and guided training path, in line with what is observed in Italian training contexts, where the first training is often acquired at **CPIA/CFP**, while non-participants have to rely on their own training initiatives.

The analysis of association between job adaptation measures implemented by employers and socio-demographic variables shows statistically significant relationships with duration of living in Italy ($\chi^2(3) = 18.26$; $p < .001$), gender ($\chi^2(1) = 11.72$; $p = .001$), and level of education in the country of origin ($\chi^2(6) = 16.85$; $p = .010$). In particular, guided on-the-job training and mentoring/buddying schemes are more frequently reported by migrants who have been in Italy for less than one year, suggesting that employer-supported adaptation measures tend to concentrate in the early phases of labour market integration. Gender differences emerge mainly in guided workplace training and mentoring activities, which are reported almost exclusively by male respondents. Furthermore, higher levels of education in the country of origin—especially vocational and upper secondary education—are associated with a greater likelihood of receiving structured employer support, such as on-the-job training and modification of work practices. No statistically significant associations are observed with country of birth or age. These findings indicate that job adaptation processes are shaped primarily by length of residence, educational background, and gender, reflecting a pattern in which structured employer support is more accessible to recently arrived and more highly educated migrants.

Table 26 Associations between Job Adaptation by the Employer and Socio-Demographic Variables (Chi-square Tests)

Independent variable	χ^2	df	p-value	N	Significant
Country of birth	–	–	n.s.	91	No
Age	–	–	n.s.	91	No
Duration of living in Italy	18.26	3	< .001	90	Yes
Gender	11.72	1	.001	91	Yes
Education in the country of origin	16.85	6	.010	91	Yes

For multi-response items, the table reports the strongest statistically significant association observed across employer adaptation measures. "n.s." = not significant. N varies slightly due to missing values.

Taken together, these results suggest that the Skillpartnership plays a decisive role in activating structured employer-led adaptation measures, independently of most socio-demographic characteristics. While length of stay, gender and educational background influence access to specific forms of workplace support in the overall sample, participation in the Skillpartnership appears to override these differences by systematically promoting guided on-the-job training, mentoring schemes and individual feedback. In contrast, non-participants are significantly more likely to report receiving no employer support or relying on self-directed learning and adult education outside the workplace. This reinforces the



interpretation of the Skillpartnership as a key institutional mediator of job adaptation, shifting responsibility from individual coping strategies to organized, employer-supported training pathways.

Table 27 Vocational training and qualification in the destination country

If you received professional training in Italy, where did you receive it?	Frequencies	% on total cases	SP (No)	SP (Yes)	Chi²	df	Asymptotic Sig. (2-tailed)
At a vocational training center	27	29,00%	25	2	31,29	1	0,000
I did not receive any vocational training	26	28,00%	14	12	0,62	1	0,432
At the workplace	24	25,80%	5	19	9,1	1	0,003
At an upper secondary vocational technical school	5	5,40%	0	5	4,74	1	0,029
Apprenticeship (formal system)	3	3,20%	2	1	0,47	1	0,495
Continuous vocational education / course or VET provider	2	2,20%	2	0	2,28	1	0,131
At university (BA or associate degree)	0	0,00%	0	0	0	0	0
Other (specify)	14	15,05%	/	/	/	/	/
Total	n=93						

The analysis of attendance and Chi-square tests shows that the variables "In a vocational training center" ($\chi^2(1) = 31.29$, $p < 0.001$), "At the workplace" ($\chi^2(1) = 9.10$, $p = 0.003$) and "In a higher vocational technical school" ($\chi^2(1) = 4.74$, $p = 0.029$) are statistically significant between the "Skillpartnership Yes" and "Skillpartnership No" groups.

These results indicate that vocational training at vocational training centers (e.g. CFP and CPIA) is prevalent among the interviewed migrants who **did not participate in** the Italy-Egypt project. Conversely, participation in the project is more associated with "on-the-job" training courses or other methods indicated in the "other" category (14 answers), which correspond to the "training internship in the company" freely reformulated as a free field of the survey.

The other modes of vocational training, such as "I have not received any training", "In apprenticeship" or "Continuing vocational training", do not show significant differences between the groups. The analysis was conducted on 93 valid cases.

With regard to socio-demographic characteristics, vocational education and training modalities in the destination country were cross-tabulated with region of origin, age, length of stay in Italy, gender, and educational attainment in the country of origin. Overall, the Chi-square analyses show a limited number of statistically significant associations, suggesting that access to VET pathways in Italy is only partially structured by these variables.

No significant associations emerge with region of origin for any of the training modalities, with the exception of the item "I have not received any vocational training", which shows a statistically significant association ($\chi^2(3) = 11.91$, $p =$



.008), reflecting a higher concentration of negative responses among participants from Africa, who also constitute the large majority of the sample.

Age is generally not associated with participation in specific VET pathways. A statistically significant relationship is observed only for continuing vocational training ($\chi^2(4) = 12.34$, $p = .015$), although this result should be interpreted with caution due to the very small number of positive cases.

Length of stay in Italy shows a clearer pattern. Participation in vocational training centers is significantly associated with duration of residence ($\chi^2(3) = 30.00$, $p < .001$), with attendance concentrated among individuals who have been living in Italy for 1–5 years, while those who arrived less than one year ago are more frequently involved in workplace-based training. A significant association also emerges for continuing vocational training ($\chi^2(3) = 8.86$, $p = .031$), although again based on a limited number of observations.

Gender is significantly associated with continuing vocational training ($\chi^2(1) = 8.29$, $p = .004$) and on-the-job training ($\chi^2(1) = 5.01$, $p = .025$), both of which appear more frequently among male participants. A significant association is also found for the item “I have not received any vocational training” ($\chi^2(1) = 5.05$, $p = .025$), indicating a higher proportion of women reporting no access to VET in Italy.

Finally, educational attainment in the country of origin is significantly associated with participation in vocational training centers ($\chi^2(6) = 13.19$, $p = .040$) and on-the-job training ($\chi^2(6) = 22.33$, $p = .001$). In both cases, participation is more concentrated among individuals with medium-to-high educational levels (upper secondary and university education), suggesting that prior educational capital facilitates access to structured or workplace-based training opportunities in the Italian context.

As in previous analyses, several cells present low frequencies, requiring cautious interpretation. Moreover, these patterns must be read in light of the composition of the sample, which includes a substantial proportion of participants in the Italy–Egypt Skills Partnership and is largely concentrated in Africa. This configuration may contribute to shaping observed distributions, particularly with regard to recent arrivals and workplace-oriented training pathways.

Table 28 Associations between Vocational Education and Training in the Destination Country and Socio-Demographic Variables (Chi-square Tests)

Independent Variable	VET Modality	χ^2 (df, N)	p-value
Region of origin	No vocational training received	$\chi^2(3, N = 93) = 11.91$	.008
Age	Continuing vocational training	$\chi^2(4, N = 93) = 12.34$	.015
Duration of living in Italy	Vocational training center	$\chi^2(3, N = 90) = 30.00$	< .001
Duration of living in Italy	Continuing vocational training	$\chi^2(3, N = 90) = 8.86$	.031
Gender	Continuing vocational training	$\chi^2(1, N = 91) = 8.29$	.004
Gender	On-the-job training	$\chi^2(1, N = 91) = 5.01$	.025
Gender	No vocational training received	$\chi^2(1, N = 91) = 5.05$	.025
Education in the country of origin	Vocational training center	$\chi^2(6, N = 91) = 13.19$	.040
Education in the country of origin	On-the-job training	$\chi^2(6, N = 91) = 22.33$	.001

Only statistically significant associations ($p < .05$) are reported. Several cells present low expected frequencies; results should therefore be interpreted with caution.



3.1.3.2. Occupation and skill alignment

Table 29 Current employment status

EMPLOYMENT STATUS	Frequency	%	Valid %	Cumulative %
Yes, I am employed and have a work contract	63	67,70%	67,70%	67,70%
Yes, I am working, but without work contract	3	3,20%	3,20%	71,00%
I am unemployed now, but I was employed earlier for at least three months	21	22,60%	22,60%	93,50%
I have never been employed after arriving in this country	1	1,10%	1,10%	94,60%
I am an asylum seeker	4	4,30%	4,30%	98,90%
Prefer not to say	1	1,10%	1,10%	100,00%
Total	93	100,00%		

With respect to **employment status**, we cross-referenced this data with the variables COUNTRY OF BIRTH, AGE, DURATION OF LIVING IN THE DESTINATION COUNTRY, GENDER and EDUCATION IN THE ORIGIN COUNTRY as independent variables. The Chi-square test shows that the analysis of the association between employment status and time spent in Italy shows a statistically significant relationship ($\chi^2(9) = 52.52$; $p < .001$). In particular, people with an employment contract are mainly present in Italy for less than a year, while unemployment conditions, despite the presence of previous work experience, are more concentrated among those who have resided in Italy for a longer period, especially in the 1–5-year range. At the same time, the analysis of the association between employment status and educational attainment in the country of origin is also statistically significant ($\chi^2(18) = 45.57$; $p < .001$), showing a higher concentration of formal employment among participants with medium-high levels of education (upper secondary and university education).

However, the presence of some cells with reduced frequencies suggests that the results should be interpreted with caution. The distribution observed can also be interpreted in the light of the composition of the sample, made up of about 50% of participants in the Italy-Egypt Skills Partnership, which largely involves people included in structured paths of skills development and accompaniment to job placement, often characterized by a recent stay in the Italian context.

Table 30 Current employment (job)

CURRENT JOB	ISCO equivalence	Frequency	%	Valid %	Cumulative %
Home-based personal care workers ("badante")	5322	7	7,50%	8,30%	8,30%
Cleaners and helpers in offices, hotels and other establishments ("addetto alle pulizie")	9112	3	3,20%	3,60%	11,90%
Bartender ("barista")	5132	1	1,10%	1,20%	13,10%
Health care assistants ("operatore socio-sanitario")	5321	2	2,20%	2,40%	15,50%
Teaching professionals not elsewhere classified ("educatore")	2359	1	1,10%	1,20%	16,70%
Secondary school teachers	2342	1	1,10%	1,20%	17,90%



("insegnante di matematica")					
Shop sales assistants ("commesso")	5223	1	1,10%	1,20%	19,10%
Shelf fillers ("scaffalista")	9334	1	1,10%	1,20%	20,20%
Kitchen helpers ("addetto alla mensa")	9412	1	1,10%	1,20%	21,40%
Tailors, dressmakers, furriers and hatters ("sartoria")	7531	1	1,10%	1,20%	22,60%
Building construction labourers (construction)	9313	1	1,10%	1,20%	23,80%
Agricultural and industrial machinery mechanics and repairers (industrial mechanic)	7233	45	48,40%	53,60%	77,40%
Mechanical engineering technicians ("Manutenzione elettrica, termoidraulica mechanic, thermohydraulics)	3115	3	3,20%	3,60%	81,00%
Plumbers and Pipefitters ("termoidraulico")	7126	1	1,10%	1,20%	82,20%
Machinery mechanics and repairers ("manutentore")	7233	5	5,40%	6,00%	88,20%
Motor vehicle mechanics and repairers (cars)	7231	1	1,10%	1,20%	89,30%
Trainee ("tirocinio")	9999	1	1,10%	1,20%	90,50%
Currently unemployed	-	8	8,60%	9,50%	100,00%
No answer (later excluded)	-	9	9,70%		
Total		93	100,00%		

This result is consistent with expectations, considering that the Egyptian workers employed in the project mainly carry out similar professions, such as blue-collar, maintenance worker or mechanical technician, indicating a relatively homogeneous distribution of roles within the Skillpartnership. We then asked the respondents if they had already done this work in their home country. Due to the highly granular nature of the original occupational variable, ISCO major groups were used to avoid sparse cells in contingency tables. In summary, from the perspective of the ISCO categories 0-9, the job classification in our sample (excluding unemployed respondents) would be as follows:

Table 31 Current Employment by ISCO Major Groups (Aggregated Categories)

ISCO Major Group	Occupational category	Frequency	Valid %
2	Professionals	2	2.4
3	Technicians and associate professionals	3	3.6
5	Service and sales workers	11	13.1
7	Craft and related trades workers	53	63.1
9	Elementary occupations	7	8.3
//	Currently unemployed	8	9.5
Total		84	100.0

The table includes only respondents who provided valid information on current employment (N = 84). Nine cases with missing responses were excluded. Unemployed respondents are retained as a separate category in subsequent



analyses. Individual job titles were recoded into ISCO major groups to reduce fragmentation and support comparative analysis.

For analytical purposes, individual job titles were recoded into ISCO major groups in order to reduce occupational fragmentation and enable meaningful statistical comparisons across socio-demographic variables. This aggregation reveals a strong concentration in ISCO group 7 (craft and related trades workers), which accounts for nearly 70% of employed respondents, confirming the predominantly technical–industrial profile of labour market insertion within the sample. Smaller proportions are observed in service and sales occupations (16.1%) and elementary occupations (9.2%), while professional and technician roles remain marginal.

Based on this aggregated ISCO classification, current employment was cross-tabulated with region of origin, age, gender, length of stay in Italy, and educational attainment in the country of origin. Chi-square tests indicate statistically significant associations across all five dimensions, highlighting a structurally patterned distribution of occupations rather than a random allocation across social groups. In particular, industrial and craft-related occupations are overwhelmingly concentrated among African respondents, younger age cohorts, and individuals with medium-to-high educational levels, reflecting the targeted recruitment logic of the Skillpartnership and its focus on technical profiles. Gender differences are also pronounced, with craft and mechanical occupations being almost exclusively male, while care and service roles are predominantly female. Length of stay further differentiates occupational positioning, with recent arrivals largely concentrated in industrial and technical roles, whereas longer-term residents appear more frequently in care, service, and unemployment categories.

Further Chi-square analyses show statistically significant associations between current occupation (ISCO classification) and region of origin, age, duration of stay in Italy, and gender (all $p < .001$), indicating that job placement is strongly structured by socio-demographic characteristics. In particular, industrial and technical occupations are concentrated among younger respondents and recent arrivals, predominantly male and mainly originating from Africa, reflecting the targeted recruitment profile of the Skill Partnership.

The association with educational attainment in the country of origin also displays a strong descriptive pattern ($\chi^2(78) = 172.10$, $p < .001$), although inferential results should be interpreted cautiously due to sparse cells. Nevertheless, metalworking operators and mechanical technicians are largely associated with upper secondary vocational and university-level education, suggesting a substantial alignment between pre-migration educational capital and post-migration occupational placement. Conversely, care and service-related occupations show more heterogeneous and generally lower educational profiles.

Overall, these results indicate that the Skill Partnership promotes a skill-matched and accelerated insertion into industrial employment, while non-industrial sectors reflect more fragmented and less specialized integration trajectories.

Table 32 Associations between Current Job (ISCO) and Socio-demographic Variables (Chi-square Tests)

Variable	N valid	χ^2	df	Asymptotic Sig. (2-tailed)
Region of origin	84	—	—	< .001
Age group	84	195.50	52	< .001
Duration of stay in Italy	83	119.89	39	< .001
Gender	84	67.07	13	< .001
Education in country of origin	84	172.10	78	< .001*



These findings support the interpretation of the Skillpartnership as a highly selective labour-matching mechanism, producing a relatively homogeneous occupational structure centered on industrial trades. This result is consistent with expectations, considering that the Egyptian workers employed in the project mainly carry out similar professions, such as blue-collar, maintenance worker or mechanical technician, indicating a relatively homogeneous distribution of roles within the Skillpartnership. We then asked the respondents if they had already done this work in their home country.

Table 33 Current Job Experience – Chi square

			Skills Partnership Italy-Egypt		Total
			No	Yes	
Have you have already done this job in your home country?	Yes	Count	8	21	29
		Column %	23,50%	46,70%	36,70%
	No	Count	26	24	50
		Column %	76,50%	53,30%	63,30%
Total	Count		34	45	79
	Column %		100,00%	100,00%	100,00%

Pearson's Chi-square test showed a statistically significant association between work already done in the country of origin and participation in the Skillpartnership ($\chi^2(1, N = 79) = 4.46, p = 0.035$). The Likelihood Ratio is also significant ($\chi^2(1) = 4.58, p = 0.032$), while the Fisher test shows marginal values (Exact Sig. 2-tailed = 0.058), suggesting caution in interpretation due to the small sample size. These results indicate that the participants in the Italy-Egypt project tend to carry out a job for which they have already gained experience in their country of origin, confirming the hypothesis that the Skillpartnership favors the recognition and enhancement of previous skills.

In contrast, no statistically significant associations emerged between having already performed the current job in the country of origin and the socio-demographic variables considered, including region of origin ($\chi^2(3, N = 79) = 3.19, p = .363$), age group ($\chi^2(3, N = 79) = 1.99, p = .575$), length of stay in Italy ($\chi^2(3, N = 78) = 3.90, p = .272$), or gender ($\chi^2(1, N = 79) = 2.79, p = .095$).

The association with educational level approaches statistical significance (Pearson $\chi^2(6, N = 79) = 12.37, p = .054$; Likelihood Ratio $\chi^2(6) = 15.26, p = .018$), suggesting a possible tendency for participants with upper secondary vocational or university education to report prior experience in the same occupational field, although this result should be interpreted with caution given the small cell sizes.

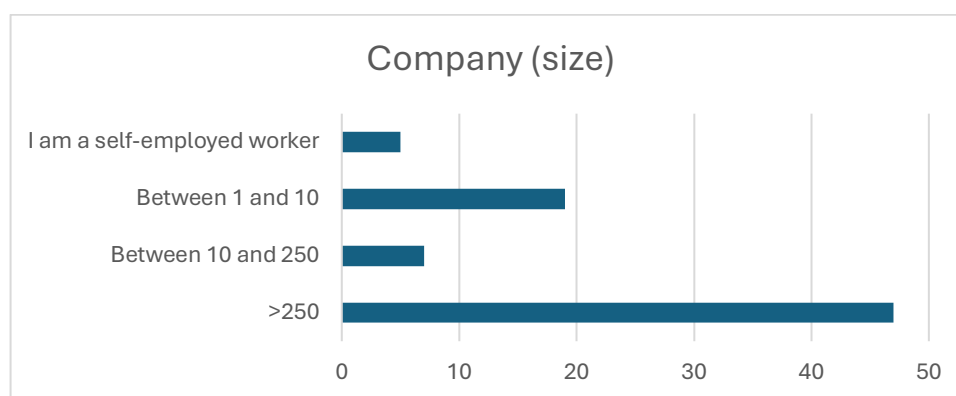
Overall, these findings indicate that previous job experience is not systematically related to demographic characteristics but is instead primarily associated with participation in the Skillpartnership. This supports the interpretation of the Italy–Egypt project as a targeted pathway that valorizes pre-existing professional trajectories, rather than a generic insertion into low-skilled employment. In this sense, the Skillpartnership appears to function as a selective mechanism that aligns prior competencies with labour market placement, reinforcing continuity between migrants' professional backgrounds and their current occupational roles.

Table 34 Associations between Previous Work Experience in the Country of Origin and Socio-Demographic Variables (Chi-square Tests)

Independent variable	χ^2	df	p (Pearson)	N	Significant
Region of origin	3.19	3	.363	79	No
Age group	1.99	3	.575	79	No
Length of stay in Italy	3.90	3	.272	78	No
Gender	2.79	1	.095	79	No (trend)
Education in country of origin	12.37	6	.054	79	No (borderline)

No statistically significant associations emerged between having already performed the current job in the country of origin and the main socio-demographic variables (region, age, length of stay in Italy, gender). Educational level shows a marginal association, suggesting a possible tendency for individuals with vocational or higher education to report prior work experience in the same occupational field, although this result should be interpreted cautiously due to small cell sizes.

Figure 4 Company Size (number of employees in the current working place)



Pearson's Chi-square test showed a statistically significant association between company size and participation in the Skillpartnership ($\chi^2(3, N = 78) = 70.27, p < .001$). The Likelihood Ratio is also significant ($\chi^2(3) = 89.37, p < .001$), confirming the robustness of the result. This finding suggests that participation in the Italy–Egypt project is associated with the size of the employing companies, indicating that the Skillpartnership tends to involve workers in firms of specific size. This pattern is consistent with the programme's design, which relies on structured partnerships with selected companies and on internship-based placement pathways.

The analysis of associations between company size and socio-demographic variables shows several statistically significant relationships. Specifically, company size is significantly associated with **region of origin** ($\chi^2(9, N = 78) = 31.96, p < .001$), **age group** ($\chi^2(12, N = 78) = 46.65, p < .001$), **length of stay in Italy** ($\chi^2(9, N = 77) = 76.85, p < .001$), **gender** ($\chi^2(3, N = 78) = 31.08, p < .001$), and **educational attainment in the country of origin** ($\chi^2(18, N = 78) = 41.29, p = .001$). Likelihood Ratio tests confirm the robustness of all associations ($p < .001$ in all cases).

Overall, employment in large companies (more than 250 employees) is overwhelmingly concentrated among young male respondents, recently arrived in Italy, mainly originating from Africa, and holding medium-to-high educational qualifications, particularly vocational upper secondary and university degrees. Conversely, employment in small enterprises or self-employment shows a more heterogeneous distribution across age groups, gender, and educational backgrounds.

Table 35 Associations between Company Size and Socio-Demographic Variables

Variable	N valid	χ^2	df	p-value
Region of origin	78	31.96	9	< .001
Age group	78	46.65	12	< .001
Length of stay in Italy	77	76.85	9	< .001
Gender	78	31.08	3	< .001
Education in country of origin	78	41.29	18	.001

These findings highlight a highly structured pattern of labour market insertion. Employment in large firms is not randomly distributed but reflects a selective process that combines demographic characteristics (young age, male gender), migratory trajectories (recent arrival), and prior educational capital. Larger companies predominantly recruit workers with technical or higher educational backgrounds, while smaller enterprises and self-employment pathways accommodate more diversified profiles.

This configuration mirrors the institutional design of the Skillpartnership, which channels participants into large industrial contexts offering training internships and structured integration pathways. As a result, company size emerges as a key mediating variable between individual characteristics and employment outcomes, reinforcing existing stratifications and shaping access to stable and formal labour market positions.

Table 36 Time for job-seeking (duration of finding first job)

How long did it take you to look for a job?	Frequency	%	Valid %	Cumulative %
<3 months	23	24,70%	27,40%	27,40%
3-6 months	34	36,60%	40,50%	67,90%
7-12 months	13	14,00%	15,50%	83,30%
13-24 months	4	4,30%	4,80%	88,10%
>24 months	10	10,80%	11,90%	100,00%
No answer	9	9,70%		
Total	93	100,00%		

The Pearson Chi-square test in this case did not show a statistically significant relationship between the variables analyzed ($\chi^2(4, N = 84) = 2.07, p = 0.724$). The **Likelihood Ratio** ($\chi^2(4) = 2.11, p = 0.715$) and the Linear-by-Linear Association ($\chi^2(1) = 0, p = 1$) also confirm the absence of relevant differences between the groups. These results indicate that, for the "time spent looking for work", there is no significant association with participation in the Skillpartnership. Asking them through which channels they found this job, the invitation from the company and immediately after the acquaintances emerges with significance.

With regard to the duration of finding the first job in Italy, the variable was cross-tabulated with region of origin, age, length of stay in Italy, gender, and educational attainment in the country of origin. The Chi-square tests show no statistically significant associations with any of the socio-demographic variables considered: region ($\chi^2(12) = 6.42, p = .894$), age ($\chi^2(16) = 21.17, p = .172$), duration of residence in Italy ($\chi^2(12) = 9.64, p = .647$), gender ($\chi^2(4) = 3.08, p = .544$), or education in the country of origin ($\chi^2(24) = 32.31, p = .119$).

Overall, most respondents reported finding employment within the first six months after arrival, with approximately two thirds concentrated in the categories “less than three months” and “three to six months”. Longer job search durations remain relatively marginal across all groups.

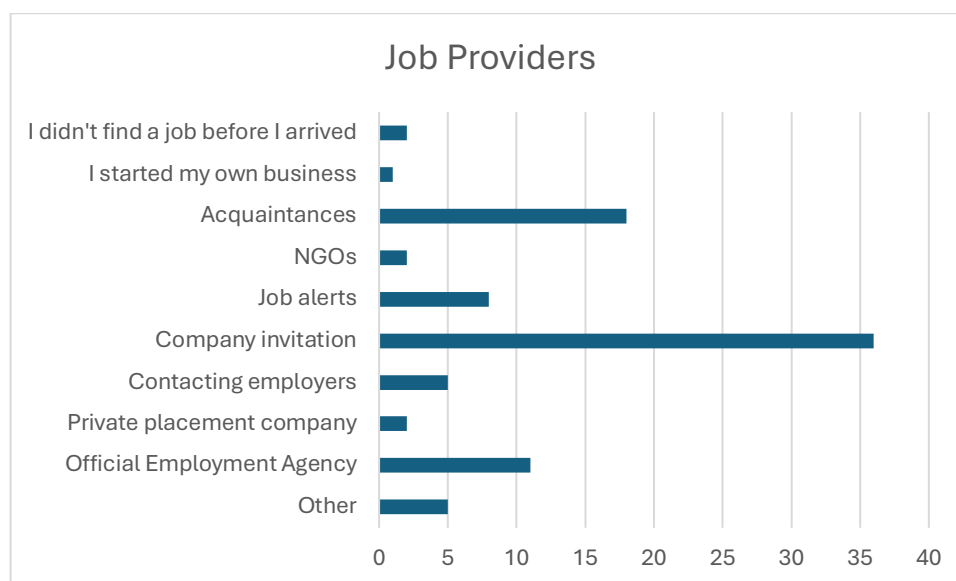
These results suggest that the time required to access the labour market is relatively homogeneous across different socio-demographic profiles within the sample. This pattern may reflect the strong role of structured insertion pathways—particularly for participants in the Skillpartnership—as well as the predominance of similar occupational sectors, which together appear to mitigate individual differences in age, gender, origin, or educational background.

Table 37 Duration of finding first job × Socio-demographic variables (Chi-square tests)

Independent variable	N valid	Pearson χ^2	df	p-value	Result
Region	84	6.42	12	.894	Not significant
Age	84	21.17	16	.172	Not significant
Duration of living in Italy	83	9.64	12	.647	Not significant
Gender	84	3.08	4	.544	Not significant
Education in country of origin	84	32.31	24	.119	Not significant

The absence of significant associations indicates that job entry timing is not primarily shaped by individual characteristics, but rather by contextual and programmatic factors, including facilitated recruitment channels and standardized training-to-employment trajectories. In this sense, the duration of job search appears to be driven more by institutional arrangements and labour market structures than by personal resources, reinforcing the interpretation of the Skillpartnership as a mechanism that compresses transition times into employment. Moreover, no statistically significant association emerges between the duration of job search and participation in the Skillpartnership, suggesting that access to the first job occurs within comparable timeframes for both participants and non-participants. This further supports the interpretation that job entry timing is shaped more by structural labour market conditions and institutional pathways than by individual socio-demographic characteristics or programme participation.

Figure 5 Job Providers (job search method)





Pearson's Chi-square test showed a statistically significant association between the way in which the first job was found in Italy and participation in the Skillpartnership ($\chi^2(9, N = 90) = 59.66, p < 0.001$). The **Likelihood Ratio** also confirms the significance of the result ($\chi^2(9) = 74.67, p < 0.001$). The analysis of frequencies shows that participants in the Skillpartnership found their first job mainly by **direct invitation from the company** (69.4%), while non-participants more often relied on **acquaintances** (43.9%) or official employment agencies (22%). These data suggest that the Skillpartnership facilitates a more direct and structured path to integration into the labor market, reducing the need to independently search for opportunities or rely on personal contacts.

Beyond participation in the Skillpartnership, the method used to access the first job in Italy also shows statistically significant associations with several socio-demographic variables, including region of origin (Pearson $\chi^2(27, N = 90) = 82.57, p < .001$), age (Pearson $\chi^2(36, N = 90) = 54.81, p = .023$), length of stay in Italy (Pearson $\chi^2(27, N = 89) = 75.51, p < .001$), gender (Pearson $\chi^2(9, N = 90) = 35.05, p < .001$), and educational attainment in the country of origin (Pearson $\chi^2(54, N = 90) = 91.79, p = .001$). Although Likelihood Ratio tests for age and education reach only marginal significance, the overall pattern highlights marked structural differences in access pathways to employment.

In particular, respondents who had arrived in Italy less than one year earlier predominantly accessed employment through direct company invitation, while those with longer residence histories relied more frequently on informal networks ("acquaintances") and public employment services. Age-related patterns mirror this trend, with younger respondents (18–34) more likely to enter employment via employer invitation, and older cohorts displaying more diversified and informal job search strategies.

Gender differences are also evident: men primarily accessed work through employer-led recruitment channels, whereas women more often relied on acquaintances or direct contact with employers. Educational background further differentiates job search trajectories, with respondents holding vocational or university qualifications more frequently recruited through company invitation, while those with lower or general education levels more often depended on informal or institutional intermediaries.

Taken together, these results suggest that while the Skillpartnership provides a structured entry route into employment, socio-demographic characteristics continue to shape job access mechanisms, particularly among non-participants and longer-term residents. This highlights the coexistence of two parallel integration pathways: an institutionalized, program-driven channel and a more informal, network-based trajectory.

Table 38 Associations between Job Search Method and Socio-Demographic Variables (Chi-square tests)

Independent variable	Pearson χ^2	df	p-value	Likelihood Ratio p	Significant
Region of origin	82.57	27	< .001	.041	Yes
Age	54.81	36	.023	.064	Yes (Pearson only)
Duration of living in Italy	75.51	27	< .001	< .001	Yes
Gender	35.05	9	< .001	< .001	Yes
Education in country of origin	91.79	54	.001	.055	Yes (Pearson only)

N = 89–90 (depending on missing values)



3.1.4. Conceptual closure – Part I

Overall, the results highlight the central role of the Italy–Egypt Skillpartnership as an institutional mediation mechanism shaping migrants' trajectories of labour market entry and professional integration. Across multiple dimensions—educational recognition, vocational training modalities, employer-supported adaptation measures, company size, occupational concentration (ISCO categories), and job search pathways—participation in the programme consistently emerges as a structuring factor, producing more standardized and coordinated trajectories compared to those observed among non-participants.

In particular, SP participants are predominantly concentrated in a limited set of technical and blue-collar occupations (ISCO major group 7), mainly within medium and large firms, and typically access employment through direct company invitation rather than informal networks or autonomous job search strategies. Chi-square analyses confirm statistically significant associations between programme participation and occupational category, company size, and job search modality ($p < .001$), indicating that SP participation systematically structures the conditions of labour market entry.

While programme participation represents the strongest differentiating factor, additional cross-tabulations reveal selective but meaningful associations with socio-demographic variables. In particular, statistically significant relationships emerge between gender and occupational concentration, reflecting the well-documented gender segmentation of labour markets (e.g., concentration of women in care and service sectors). Education level in the country of origin also shows significant associations with occupational positioning and company size, suggesting that prior educational capital continues to shape labour market allocation even within structured pathways. Conversely, region of origin and length of residence in Italy display limited or non-significant associations across most employment-related variables, indicating that these factors exert a comparatively weaker structuring influence within this sample.

Labour market trajectories among non-participants appear more heterogeneous and individualized. Entry into employment more frequently relies on personal networks, self-directed adaptation strategies, and smaller firms, with weaker forms of institutional mediation. In this subgroup, socio-demographic variables—particularly gender and education—appear to play a more visible role in shaping occupational allocation. This contrast reinforces the interpretation that the Skillpartnership functions as an institutional filter that reduces exposure to labour market fragmentation by channeling participants into predefined occupational niches aligned with sectoral labour shortages.

These findings should nonetheless be interpreted with caution. The non-probabilistic nature of the sample and the presence of small cell frequencies in certain cross-tabulations limit statistical generalizability. Moreover, the internal coherence observed within the Skillpartnership group reflects an intentional selection process embedded in the programme design, targeting specific occupational profiles aligned with labour demand. The results therefore illustrate the effects of a targeted governance instrument rather than a universally applicable model of migrant labour integration.

Taken together, the quantitative evidence suggests that the Skillpartnership operates less as a generic integration tool and more as a selective skills-matching infrastructure. It produces accelerated and relatively standardized employment outcomes while partially moderating the influence of individual background characteristics on initial labour market entry. This structural configuration provides the analytical backdrop for interpreting the subsequent Likert-scale analyses, which explore migrants' subjective experiences of skill utilization, recognition, and workplace justice within these institutionally mediated trajectories.



Likert Scales – Skills Development

To further explore migrants' subjective experiences of labour market integration, training, and social inclusion, a set of Likert-scale items was analyzed across five thematic domains: skill development, skill match/mismatch, justice at work, social participation and civic rights, and perceived discrimination. These dimensions were designed to capture not only objective employment outcomes, but also participants' perceptions of their learning trajectories, working conditions, and broader processes of social inclusion.

After examining differences by participation in the Skillpartnership, the same Likert-based dimensions were analyzed across five socio-demographic variables (region, age, gender, length of stay in Italy and educational level in the country of origin). Composite indices were constructed for each thematic area by summing the corresponding items. Given the inverted coding of the scale (1 = strongly agree; 5 = strongly disagree), lower scores indicate more positive perceptions.

Table 39 Language Skill

I can communicate sufficiently with the local people to do my job	Frequency	%	Valid %	Cumulative %
Strongly agree	52	55,90%	57,10%	57,10%
Agree	31	33,30%	34,10%	91,20%
Neither agree, nor disagree	7	7,50%	7,70%	98,90%
Disagree	1	1,10%	1,10%	100,00%
No answer	2	2,20%		
	93	100,00%		

Table 40 Language Skill – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
I can communicate sufficiently with the local people to do my job	Strongly agree	Count	23	29	52
		Column %	54,80%	59,20%	57,10%
	Agree	Count	12	19	31
		Column %	28,60%	38,80%	34,10%
	Neither agree, nor disagree	Count	6	1	7
		Column %	14,30%	2,00%	7,70%
	Disagree	Count	1	0	1
		Column %	2,40%	0,00%	1,10%
Total		Count	42	49	91
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	6,34	3	0,096
Likelihood Ratio	7,1	3	0,069



N of Valid Cases	91		
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For this item, the Pearson Chi-square test shows no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(3) = 6.34$, $p = 0.096$). The Likelihood Ratio also confirms the absence of statistical significance ($\chi^2(3) = 7.10$, $p = 0.069$). Thus, the results suggest that the perception of the ability to communicate adequately with the local population for work performance is similarly distributed between Skillpartnership participants and non-participants. The analysis was conducted on 91 valid cases.

Table 41 Training Accessibility

In this country, I can enroll in the training courses needed for my work if needed	Frequency	%	Valid %	Cumulative %
Strongly agree	49	52,70%	53,80%	53,80%
Agree	32	34,40%	35,20%	89,00%
Neither agree, nor disagree	8	8,60%	8,80%	97,80%
Disagree	2	2,20%	2,20%	100,00%
No answer	2	2,20%		
	93	100,00%		

Table 42 Training Accessibility – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
In this country, I can enroll in the training courses needed for my work if needed	Strongly agree	Count	29	20	49
		Column %	69,00%	40,80%	53,80%
	Agree	Count	12	20	32
		Column %	28,60%	40,80%	35,20%
	Neither agree, nor disagree	Count	1	7	8
		Column %	2,40%	14,30%	8,80%
	Disagree	Count	0	2	2
		Column %	0,00%	4,10%	2,20%
Total		Count	42	49	91
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	9,67	3	0,022
Likelihood Ratio	10,98	3	0,012
N of Valid Cases	91		



For this item, Pearson's Chi-square test showed statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(3) = 9.67$, $p = 0.022$). The Likelihood Ratio also confirms the presence of a significant difference in the distribution of responses ($\chi^2(3) = 10.98$, $p = 0.012$). This indicates that the perception of the possibility of accessing training courses in the country of arrival varies significantly depending on participation in the Skillpartnership. The analysis was conducted on 91 valid cases.

Table 43 Developing self-employment business

In this country, I would like to start my own business if I have the opportunity	Frequency	%	Valid %	Cumulative %
Strongly agree	38	40,90%	41,80%	41,80%
Agree	31	33,30%	34,10%	75,80%
Neither agree, nor disagree	17	18,30%	18,70%	94,50%
Disagree	4	4,30%	4,40%	98,90%
Strongly disagree	1	1,10%	1,10%	100,00%
No answer	2	2,20%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 8.58$, $p = 0.073$). The Likelihood Ratio also confirms the absence of statistically significant differences ($\chi^2(4) = 9.08$, $p = 0.059$). Although the values are close to the conventional significance threshold, the distribution of responses can be considered broadly similar between the two groups. The analysis was conducted on 91 valid cases.

Table 44 Professional skills improvement

I came to this country to become better in my professional area	Frequency	%	Valid %	Cumulative %
Strongly agree	53	57,00%	59,60%	59,60%
Agree	17	18,30%	19,10%	78,70%
Neither agree, nor disagree	9	9,70%	10,10%	88,80%
Disagree	8	8,60%	9,00%	97,80%
Strongly disagree	2	2,20%	2,20%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

Table 45 Professional skills improvement – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
	Strongly agree	Count	14	39	53



I came to this country to become better in my professional area		Column %	35,00%	79,60%	59,60%
	Agree	Count	7	10	17
		Column %	17,50%	20,40%	19,10%
	Neither agree, nor disagree	Count	9	0	9
		Column %	22,50%	0,00%	10,10%
	Disagree	Count	8	0	8
		Column %	20,00%	0,00%	9,00%
	Strongly disagree	Count	2	0	2
		Column %	5,00%	0,00%	2,20%
Total	Count	40	49	89	
	Column %	100,00%	100,00%	100,00%	

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	30,73	4	0
Likelihood Ratio	38,23	4	0
N of Valid Cases	89		

The Chi-square test showed significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 30.73$, $p < 0.001$). Frequency analysis shows that certain response categories contribute more to this difference: in particular, the "Yes" group tends to focus more on [Strongly agree], while the "No" group shows a more even distribution or focused on [Strongly agree/agree]. This suggests that participation in the Skillpartnership is associated with significantly different modes of response. The analysis was conducted on 89 valid cases.

Table 46 Skill recognition in the Origin Country

If I return to the country I come from, I can use what I have learned at work in the country where I live now (Italy)	Frequency	%	Valid %	Cumulative %
Strongly agree	42	45,20%	46,20%	46,20%
Agree	30	32,30%	33,00%	79,10%
Neither agree, nor disagree	8	8,60%	8,80%	87,90%
Disagree	4	4,30%	4,40%	92,30%
Strongly disagree	7	7,50%	7,70%	100,00%
No answer	2	2,20%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 2.25$, $p = 0.69$). The Likelihood Ratio also confirms the absence of significant differences ($p = 0.683$). This suggests that the distribution of responses is substantially similar between those who participated in the Skillpartnership and those who did not. The analysis was conducted on 91 valid cases.



Finally, for these 5 items (recoded as Skill Development), a **t-test was conducted for independent samples** to compare the scores related to Skills Development between Skillpartnership participants and non-participants. The results show that **there are no statistically significant differences** for the dimensions **Skillsdevelopment_VAR_21** ($t(68.95) = -1.44$, $p = .153$) and **Skillsdevelopment_VAR_25** ($t(89) = -1.11$, $p = .270$).

Table 47 t-test Skill_Development (VAR 21-25)

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skillsdevelopment_ VAR_21	Equal variances assumed	9,49	0,003	-1,49	89	0,14	-0,21	0,14	-0,5	0,07
	Equal variances not assumed			-1,44	68,95	0,153	-0,21	0,15	-0,51	0,08
Skillsdevelopment_ VAR_22	Equal variances assumed	6,1	0,015	3,24	89	0,002	0,48	0,15	0,19	0,78
	Equal variances not assumed			3,35	82,18	0,001	0,48	0,14	0,2	0,77
Skillsdevelopment_ VAR_23	Equal variances assumed	0,02	0,879	2,39	89	0,019	0,46	0,19	0,08	0,84
	Equal variances not assumed			2,42	88,91	0,018	0,46	0,19	0,08	0,84
Skillsdevelopment_ VAR_24	Equal variances assumed	80,75	0	-6,22	87	0	-1,22	0,2	-1,61	-0,83
	Equal variances not assumed			-5,72	45,27	0	-1,22	0,21	-1,65	-0,79
Skillsdevelopment_VAR_25	Equal variances assumed	1,55	0,217	-1,11	89	0,27	-0,28	0,25	-0,78	0,22
	Equal variances			-1,09	77,43	0,279	-0,28	0,26	-0,79	0,23



	not assumed									
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On the contrary, **significant differences emerge** for **Skillsdevelopment_VAR_22** ($t(82.18) = -3.35$, $p = .001$), **Skillsdevelopment_VAR_23** ($t(88.91) = -2.42$, $p = .018$) and **Skillsdevelopment_VAR_24** ($t(45.27) = 5.72$, $p < .001$). Considering the scale used (1 = strongly agree, 5 = strongly disagree), the results indicate that Skillpartnership participants report **significantly lower average scores** on Skillsdevelopment_22 and Skillsdevelopment_23, thus **greater agreement and positive perception of the development of practical skills**, and **higher scores** on Skillsdevelopment_24, indicating **a perception of enhancement of skills that can be immediately spent in the labor market**.

The differences observed suggest that participation in the Skillpartnership is associated with a more positive perception of the development of specific skills, in particular those related to the acquisition of new professional skills and a sense of growth in one's practical skills. On the contrary, no significant differences emerge in the more general dimensions or less directly anchored to application contexts (Skillsdevelopment_21 and Skillsdevelopment_25), suggesting that the impact of the project is perceived above all in terms of technical-professional development and training empowerment in concrete and targeted contexts.

This framework is consistent with the nature of the Skillpartnership, which combines vocational training with transnational job accompaniment paths, strengthening the link between learning, mobility and employability. The results can be read in the light of the concept of **"training agency"**, according to which participants perceive the project as an opportunity for growth that enables entry or re-entry into high-value production circuits, increasing motivation and a sense of self-efficacy.

Overall, these findings highlight a differentiated pattern of perceived skill development, pointing to a selective effect of the Skillpartnership on practice-oriented and immediately employable competencies, rather than on more generic or diffuse learning outcomes, thus paving the way for a more situated interpretation of training as a form of agency within structured mobility pathways.

Beyond the differences observed between Skillpartnership participants and non-participants, one-way ANOVA tests were conducted to examine whether the composite Skill Development score differed across the main demographic variables (region of origin, age group, educational attainment in the country of origin, and length of residence in Italy), while an independent-samples t-test was used for gender.

No statistically significant differences emerge by **region of origin** ($F(3,87) = 0.11$, $p = .954$), **age group** ($F(4,86) = 0.85$, $p = .495$), **educational attainment in the country of origin** ($F(6,84) = 0.51$, $p = .801$), or **gender** ($t(89) = 0.22$, $p = .824$).

A statistically significant association is instead observed for **length of residence in Italy** ($F(3,86) = 2.97$, $p = .036$), indicating that perceptions of skill development vary according to time spent in the destination country.

Considering the direction of the scale (1 = strongly agree, 5 = strongly disagree), lower composite scores correspond to higher perceived skill development. The results therefore suggest that, beyond participation in the Skillpartnership, time spent in Italy also plays a role in shaping perceptions of professional growth, while other demographic factors do not appear to significantly differentiate respondents' evaluations.



Overall, these findings reinforce the centrality of the Skillpartnership in fostering perceived skill development, while highlighting length of residence as a secondary contextual factor, possibly reflecting progressive adaptation to the labor market and accumulation of workplace experience over time.

Likert Scales – Skills Match/Mismatch

Table 48 Skill matching

My current job fits well to my education I received in the country I come from	Frequency	%	Valid %	Cumulative %
Strongly agree	27	29,00%	30,00%	30,00%
Agree	23	24,70%	25,60%	55,60%
Neither agree, nor disagree	12	12,90%	13,30%	68,90%
Disagree	14	15,10%	15,60%	84,40%
Strongly disagree	14	15,10%	15,60%	100,00%
No answer	3	3,20%		
Total	93	100,00%		

Table 49 Skill matching – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
My current job fits well to my education I received in the country I come from	Strongly agree	Count	4	23	27
		Column %	9,80%	46,90%	30,00%
	Agree	Count	5	18	23
		Column %	12,20%	36,70%	25,60%
	Neither agree, nor disagree	Count	7	5	12
		Column %	17,10%	10,20%	13,30%
	Disagree	Count	14	0	14
		Column %	34,10%	0,00%	15,60%
Total		Count	41	49	90
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	39,22	4	0
Likelihood Ratio	46,47	4	0
N of Valid Cases	90		



For this item, the Pearson Chi-square test found highly significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 39.22$, $p < 0.001$). The Likelihood Ratio also confirms the presence of statistically significant differences ($\chi^2(4) = 46.47$, $p < 0.001$). Frequency analysis suggests that certain response categories contribute more to this difference: for example, the "Yes" group tends to focus on [Strongly agree], while the "No" group shows another distribution [Disagree/Strongly disagree]. This indicates that participation in the Skillpartnership is associated with significantly different response modes. The analysis was conducted on 90 valid cases.

Table 50 Being Competent

In the country where I live now (Italy), I feel competent to do my work	Frequency	%	Valid %	Cumulative %
Strongly agree	48	51,60%	52,70%	52,70%
Agree	28	30,10%	30,80%	83,50%
Neither agree, nor disagree	8	8,60%	8,80%	92,30%
Disagree	6	6,50%	6,60%	98,90%
Strongly disagree	1	1,10%	1,10%	100,00%
No answer	2	2,20%		
Total	93	100,00%		

Table 51 Being Competent – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
In the country where I live now (Italy), I feel competent to do my work	Strongly agree	Count	16	32	48
		Column %	38,10%	65,30%	52,70%
	Agree	Count	15	13	28
		Column %	35,70%	26,50%	30,80%
	Neither agree, nor disagree	Count	6	2	8
		Column %	14,30%	4,10%	8,80%
	Disagree	Count	4	2	6
		Column %	9,50%	4,10%	6,60%
Strongly disagree	Count	1	0	1	
	Column %	2,40%	0,00%	1,10%	
Total		Count	42	49	91
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	8,66	4	0,07
Likelihood Ratio	9,2	4	0,056
N of Valid Cases	91		

Pearson's Chi-square test showed **no statistically significant difference** between feeling competent in carrying out work in Italy and participation in the Skillpartnership ($\chi^2(4, N = 91) = 8.66$, $p = 0.07$). The **Likelihood Ratio** is also not



significant ($\chi^2(4) = 9.20$, $p = 0.056$). Although the values are close to the significance threshold ($p < 0.05$), the distribution of responses appears to be similar overall in the two groups, suggesting that the sense of perceived competence at work does not vary substantially according to participation in the project.

Table 52 Re-skilling

I needed additional job training to match my skills with my current work	Frequency	%	Valid %	Cumulative %
Strongly agree	24	25,80%	26,70%	26,70%
Agree	33	35,50%	36,70%	63,30%
Neither agree, nor disagree	15	16,10%	16,70%	80,00%
Disagree	11	11,80%	12,20%	92,20%
Strongly disagree	7	7,50%	7,80%	100,00%
No answer	3	3,20%		
Total	93	100,00%		

Table 53 Re-skilling – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
I needed additional job training to match my skills with my current work	Strongly agree	Count	12	12	24
		Column %	29,30%	24,50%	26,70%
	Agree	Count	18	15	33
		Column %	43,90%	30,60%	36,70%
	Neither agree, nor disagree	Count	3	12	15
		Column %	7,30%	24,50%	16,70%
	Disagree	Count	7	4	11
		Column %	17,10%	8,20%	12,20%
	Strongly disagree	Count	1	6	7
		Column %	2,40%	12,20%	7,80%
Total		Count	41	49	90
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	9,43	4	0,051
Likelihood Ratio	10,13	4	0,038
N of Valid Cases	90		



Pearson's Chi-square test shows a **marginally significant** difference between the need to receive additional vocational training to adapt skills to the current job and participation in the Skillpartnership ($\chi^2(4, N = 90) = 9.43, p = 0.051$). The **Likelihood Ratio**, however, indicates a statistically significant difference ($\chi^2(4) = 10.13, p = 0.038$), suggesting a trend towards a different distribution of responses between participants and non-participants. In particular, among the participants in the Skillpartnership, there is a greater presence of answers in the "neither agree nor disagree" and "strongly disagree" levels, while among non-participants the answers in the "agree" and "strongly agree" levels prevail. This could indicate that participants perceive a better alignment between the skills they possess and the demands of the work they do, probably due to the structured training path provided by the Skillpartnership.

Table 54 Overqualification and de-skilling

My job requires a lower level of education than I have	Frequency	%	Valid %	Cumulative %
Strongly agree	12	12,90%	13,50%	13,50%
Agree	16	17,20%	18,00%	31,50%
Neither agree, nor disagree	32	34,40%	36,00%	67,40%
Disagree	21	22,60%	23,60%	91,00%
Strongly disagree	8	8,60%	9,00%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

Table 55 Overqualification and de-skilling – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
My job requires a lower level of education than I have	Strongly agree	Count	7	5	12
		Column %	17,10%	10,40%	13,50%
	Agree	Count	6	10	16
		Column %	14,60%	20,80%	18,00%
	Neither agree, nor disagree	Count	10	22	32
		Column %	24,40%	45,80%	36,00%
	Disagree	Count	16	5	21
		Column %	39,00%	10,40%	23,60%
	Strongly disagree	Count	2	6	8
		Column %	4,90%	12,50%	9,00%
Total		Count	41	48	89
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	13,13	4	0,011
Likelihood Ratio	13,56	4	0,009
N of Valid Cases	89		

For this item, Pearson's Chi-square test found significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 13.13$, $p = 0.011$). The Likelihood Ratio also confirms the presence of statistically significant differences ($\chi^2(4) = 13.56$, $p = 0.009$). This indicates that the distribution of responses varies significantly depending on participation in the Skillpartnership. The analysis was conducted on 89 valid cases. This result suggests that participation in the Skillpartnership has fostered a better alignment between education level and job position, helping to reduce the perception of overqualification. This element can be interpreted as an indicator of the effectiveness of the program in countering de-skilling phenomena and in promoting greater enhancement of the human capital of participants in the Italian work context. Also in this case, a **t-test for independent samples** was conducted to compare the scores relating to the perception of **mismatch between skills and job requirements** (Skill_mismatch) between the participants in the Skillpartnership and the non-participants.

Table 56 t-test skill_mismatch (VAR 26-29)

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skill_mismatch_VAR_26	Equal variances assumed	4,21	0,043	7,08	88	0	1,74	0,25	1,25	2,23
	Equal variances not assumed			6,95	77,29	0	1,74	0,25	1,24	2,24
Skill_mismatch_VAR_27	Equal variances assumed	2,26	0,136	2,87	89	0,005	0,55	0,19	0,17	0,94
	Equal variances not assumed			2,8	72,93	0,007	0,55	0,2	0,16	0,95
Skill_mismatch_VAR_28	Equal variances assumed	1,9	0,172	-1,3	88	0,197	-0,34	0,26	-0,85	0,18
	Equal variances not assumed			-1,32	87,86	0,191	-0,34	0,25	-0,84	0,17
Skill_mismatch_VAR_29	Equal variances assumed	1,33	0,252	0,25	87	0,8	0,06	0,25	-0,43	0,55
	Equal variances not assumed			0,25	82,54	0,802	0,06	0,25	-0,43	0,56

The results show that **statistically significant differences emerge** for the dimensions **Skill_mismatch_VAR_26** ($t(77.29) = 6.95$, $p < .001$) and **Skill_mismatch_VAR_27** ($t(72.93) = 2.80$, $p = .007$). Especially:

- For **Skill_mismatch_VAR_26**, Skillpartnership participants report a significantly **lower** average than non-participants ($M = 1.82$ vs. $M = 3.56$), indicating a **lower perceived mismatch** between their skills and job requirements.



- For **Skill_mismatch_VAR_27**, the average of participants is also lower than non-participants ($M = 1.47$ vs. $M = 2.02$), confirming that participation in the project is associated with a perception of greater adequacy of skills with respect to professional needs.

On the contrary, **no significant differences emerge** for the dimensions **Skill_mismatch_VAR_28** ($t(87.86) = -1.32$, $p = .191$) and **Skill_mismatch_VAR_29** ($t(82.54) = 0.25$, $p = .802$), suggesting that for these more general or less directly related aspects related to specific job requirements, the perception of mismatch does not differ between participants and non-participants. These results suggest that the Skillpartnership has a positive impact especially on the **perception of alignment between acquired skills and labor market demands**, reducing the perceived mismatch and strengthening the confidence of participants in their professional skills. In other words, the project seems to facilitate a sense of **training agency** in the context of work, promoting a greater awareness of one's own skills and their concrete expendability.

Beyond the differences observed between Skillpartnership participants and non-participants, one-way ANOVA tests were conducted on the composite Skill Match/Mismatch score to assess potential variations across region of origin, age group, educational attainment in the country of origin, and length of residence in Italy, while an independent-samples t-test was used for gender.

No statistically significant differences emerge by **region of origin** ($F(3,86) = 0.42$, $p = .740$), **age group** ($F(4,85) = 1.21$, $p = .312$), **educational attainment in the country of origin** ($F(6,83) = 1.38$, $p = .233$), **length of residence in Italy** ($F(3,85) = 0.94$, $p = .425$), or **gender** ($t(88) = -0.67$, $p = .505$).

Considering the coding of the Likert scale (1 = strongly agree, 5 = strongly disagree), these results indicate that perceptions of skill alignment do not significantly differ across demographic subgroups. This further reinforces the central role of the Skillpartnership itself in shaping participants' perceived reduction of skill mismatch, rather than background characteristics such as age, education, or migration trajectory.

Overall, the findings suggest that the improvement in perceived skill matching is primarily attributable to project participation, supporting the interpretation of the Skillpartnership as a structured mechanism fostering occupational coherence and strengthening workers' confidence in the relevance of their competencies.

3.1.5. What are the perceptions of migrant workers on social justice? (RQ3)

3.1.5.1. Justice and Work Conditions

Likert Scales – Justice

Table 57 Job safety

I work in high-risk jobs in terms of occupational health	Frequency	%	Valid %	Cumulative %
Strongly agree	11	11,80%	12,20%	12,20%
Agree	14	15,10%	15,60%	27,80%
Neither agree, nor disagree	35	37,60%	38,90%	66,70%
Disagree	19	20,40%	21,10%	87,80%
Strongly disagree	11	11,80%	12,20%	100,00%
No answer	3	3,20%		
Total	93	100,00%		



For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 4.27$, $p = 0.37$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 4.35$, $p = 0.361$). This suggests that the perception of doing high-health-risk jobs is similarly distributed between project participants and non-participants. Both groups show a prevalence of intermediate responses ("neither agree nor disagree"), indicating a non-polarized perception of risk. This could reflect the fact that the workers involved, regardless of participation in the Skillpartnership, operate in similar work sectors with comparable levels of risk.

Table 58 Job safety awareness

I feel adequately informed about occupational safety	Frequency	%	Valid %	Cumulative %
Strongly agree	44	47,30%	49,40%	49,40%
Agree	35	37,60%	39,30%	88,80%
Neither agree, nor disagree	6	6,50%	6,70%	95,50%
Disagree	2	2,20%	2,20%	97,80%
Strongly disagree	2	2,20%	2,20%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 7.91$, $p = 0.095$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 8.75$, $p = 0.068$). This suggests that the perception of being adequately informed about workplace safety is distributed similarly between participants and non-participants in the Skillpartnership. Although the values are close to the significance threshold, the majority of participants in both groups report a good level of information ("strongly agree" or "agree"), indicating an overall positive perception of the information received about safety.

Table 59 Firing risk perception

I am NOT worried about being laid off from my job because of being an immigrant	Frequency	%	Valid %	Cumulative %
Strongly agree	14	15,10%	15,70%	15,70%
Agree	23	24,70%	25,80%	41,60%
Neither agree, nor disagree	21	22,60%	23,60%	65,20%
Disagree	13	14,00%	14,60%	79,80%
Strongly disagree	18	19,40%	20,20%	100,00%
No answer	4	4,30%		
Total	93	100,00%		



For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 6.57$, $p = 0.161$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 6.74$, $p = 0.150$). This suggests that the perception of employment security with respect to the risk of dismissal for reasons related to immigration status is distributed similarly between participants and non-participants in the Skillpartnership. Both groups show a mix of positive and negative responses, indicating a heterogeneous perception of job stability.

Table 60 Free speech on job conditions

I feel comfortable when expressing my views on working conditions in the workplace	Frequency	%	Valid %	Cumulative %
Strongly agree	39	41,90%	43,80%	43,80%
Agree	32	34,40%	36,00%	79,80%
Neither agree, nor disagree	7	7,50%	7,90%	87,60%
Disagree	5	5,40%	5,60%	93,30%
Strongly disagree	6	6,50%	6,70%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

Table 61 Free speech on job conditions – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
I feel comfortable when expressing my views on working conditions in the workplace	Strongly agree	Count	10	29	39
		Column %	25,00%	59,20%	43,80%
	Agree	Count	15	17	32
		Column %	37,50%	34,70%	36,00%
	Neither agree, nor disagree	Count	5	2	7
		Column %	12,50%	4,10%	7,90%
	Disagree	Count	4	1	5
		Column %	10,00%	2,00%	5,60%
	Strongly disagree	Count	6	0	6
		Column %	15,00%	0,00%	6,70%
Total		Count	40	49	89
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	17,74	4	0,001
Likelihood Ratio	20,45	4	0
N of Valid Cases	89		



For this item, Pearson's Chi-square test found statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 17.74$, $p = 0.001$). The Likelihood Ratio also confirms the significance of the difference ($\chi^2(4) = 20.45$, $p < 0.001$). This indicates that the perception of being comfortable expressing opinions on working conditions varies significantly depending on participation in the Skillpartnership. In particular, participants in the Skillpartnership tend to report higher levels of comfort and confidence in communicating, while intermediate or negative positions prevail in non-participants. The analysis was conducted on 89 valid cases.

Table 62 Professional conduct evaluation

I think my job performance is evaluated objectively	Frequency	%	Valid %	Cumulative %
Strongly agree	22	23,70%	25,00%	25,00%
Agree	44	47,30%	50,00%	75,00%
Neither agree, nor disagree	13	14,00%	14,80%	89,80%
Disagree	8	8,60%	9,10%	98,90%
Strongly disagree	1	1,10%	1,10%	100,00%
No answer	5	5,40%		
Total	93	100,00%		

Table 63 Professional conduct evaluation – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
I think my job performance is evaluated objectively	Strongly agree	Count	2	20	22
		Column %	5,10%	40,80%	25,00%
	Agree	Count	21	23	44
		Column %	53,80%	46,90%	50,00%
	Neither agree, nor disagree	Count	7	6	13
		Column %	17,90%	12,20%	14,80%
	Disagree	Count	8	0	8
		Column %	20,50%	0,00%	9,10%
	Strongly disagree	Count	1	0	1
		Column %	2,60%	0,00%	1,10%
Total		Count	39	49	88
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	23,06	4	0
Likelihood Ratio	28,6	4	0
N of Valid Cases	88		



For this item, Pearson's Chi-square test found statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 23.06$, $p < 0.001$). The Likelihood Ratio also confirms the significance of the difference ($\chi^2(4) = 28.6$, $p < 0.001$). This indicates that the perception of being objectively evaluated at work varies significantly depending on participation in the Skillpartnership. In particular, participants in the Skillpartnership report a positive opinion of their performance more frequently, while intermediate or negative responses prevail in non-participants. The analysis was conducted on 88 valid cases. Also, for these justice-related items, a **t-test was conducted for independent samples** to compare scores related to the perception of **justice between** Skillpartnership participants and non-participants.

Table 64 t-test Justice (VAR 30-34)

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Justice_VAR_30	Equal variances assumed	0,54	0,464	0,31	88	0,756	0,08	0,25	-0,42	0,57
	Equal variances not assumed			0,32	87,95	0,753	0,08	0,24	-0,41	0,56
Justice_VAR_31	Equal variances assumed	0,55	0,459	2,67	87	0,009	0,48	0,18	0,12	0,84
	Equal variances not assumed			2,57	65,82	0,012	0,48	0,19	0,11	0,85
Justice_VAR_32	Equal variances assumed	0	0,955	1,24	87	0,219	0,36	0,29	-0,22	0,94
	Equal variances not assumed			1,24	84,42	0,218	0,36	0,29	-0,22	0,93
Justice_VAR_33	Equal variances assumed	24,24	0	4,62	87	0	1,04	0,22	0,59	1,48
	Equal variances not assumed			4,34	54,35	0	1,04	0,24	0,56	1,51



Justice_VAR_34	Equal variances assumed	8,14	0,005	5,15	86	0	0,9	0,18	0,55	1,25
	Equal variances not assumed			4,95	65,73	0	0,9	0,18	0,54	1,26

The results show **statistically significant differences** for the size **Justice_VAR_31** ($t(65.82) = 2.57$, $p = .012$), **Justice_VAR_33** ($t(54.35) = 4.34$, $p < .001$) and **Justice_VAR_34** ($t(65.73) = 4.95$, $p < .001$). Especially:

- For **Justice_VAR_31**, Skillpartnership participants report a significantly **lower average** than non-participants ($M = 1.47$ vs. $M = 1.95$), indicating greater agreement with the corresponding statement and therefore a more positive perception of justice.
- For **Justice_VAR_33**, participants show a **lower average** ($M = 1.49$ vs. $M = 2.52$), and for **Justice_VAR_34** the average is also **lower** ($M = 1.71$ vs. $M = 2.62$), confirming that participation in the project is associated with a perception of greater fairness and respect in the observed contexts.

On the contrary, **no significant differences emerge** for the dimensions **Justice_VAR_30** ($t(87.95) = 0.32$, $p = .753$) and **Justice_VAR_32** ($t(84.42) = 1.24$, $p = .218$), suggesting that on these more general aspects or less directly influenced by the project, the perception of justice does not differ between participants and non-participants. These results indicate that the Skillpartnership seems to have a positive impact on the **perception of justice and equity**, strengthening the participants' trust in the educational and professional context of the project. Participants perceive the program as a fair and respectful environment, fostering a greater sense of **educational agency** and motivation to engage in professional growth.

Beyond the differences observed between Skillpartnership participants and non-participants, one-way ANOVA tests were conducted on the composite *Justice at work* score to explore potential variations across region of origin, age group, educational attainment in the country of origin, and length of residence in Italy, while an independent-samples t-test was used for gender.

No statistically significant differences emerge by **region of origin** ($F(3,86) = 0.88$, $p = .454$), **age group** ($F(4,85) = 1.09$, $p = .365$), **educational attainment in the country of origin** ($F(6,83) = 1.47$, $p = .197$), **length of residence in Italy** ($F(3,85) = 0.76$, $p = .520$), or **gender** ($t(88) = -0.91$, $p = .366$).

Considering the coding of the Likert scale (1 = strongly agree, 5 = strongly disagree), these results indicate that perceptions of fairness and respect in work-related contexts do not significantly differ across demographic subgroups. This confirms that the positive perceptions of justice observed among Skillpartnership participants are primarily attributable to participation in the project itself, rather than to individual background characteristics.

Overall, the findings suggest that the Skillpartnership plays a central role in fostering a sense of procedural fairness and recognition, reinforcing participants' educational agency and trust in institutional and workplace environments.



3.1.5.2. Social Participation and Citizenship Rights

Likert Scales – Social Inclusion

Table 65 Origin country socio-cultural participation

I participate in activities organized by people from the country I come from	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	25	26,90%	28,10%	28,10%
Often	26	28,00%	29,20%	57,30%
Sometimes	15	16,10%	16,90%	74,20%
Rarely	12	12,90%	13,50%	87,60%
Never	11	11,80%	12,40%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

Table 66 Origin country socio-cultural participation – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
I participate in activities organized by people from the country I come from	Very often	Count	6	19	25
		Column %	15,00%	38,80%	28,10%
	Often	Count	16	10	26
		Column %	40,00%	20,40%	29,20%
	Sometimes	Count	6	9	15
		Column %	15,00%	18,40%	16,90%
	Rarely	Count	8	4	12
		Column %	20,00%	8,20%	13,50%
	Never	Count	4	7	11
		Column %	10,00%	14,30%	12,40%
Total		Count	40	49	89
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	10,09	4	0,039
Likelihood Ratio	10,38	4	0,034
N of Valid Cases	89		

For this item, Pearson's Chi-square test found statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 10.09$, $p = 0.039$). The Likelihood Ratio also confirms the significance of the difference ($\chi^2(4) = 10.38$, $p = 0.034$). This suggests that participation in activities organized by people from the country of origin varies according to participation in the Skillpartnership. In particular, Skillpartnership participants tend to take



part in such activities more frequently than non-participants, indicating greater integration or involvement in the social and community network of reference. The analysis was conducted on 89 valid cases.

Table 67 Destination country (local community) socio-cultural participation

I participate in local social and cultural activities	Frequency	%	Valid %	Cumulative %
Very often	26	28,00%	29,20%	29,20%
Often	36	38,70%	40,40%	69,70%
Sometimes	17	18,30%	19,10%	88,80%
Rarely	6	6,50%	6,70%	95,50%
Never	4	4,30%	4,50%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 1.16$, $p = 0.885$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 1.2$, $p = 0.878$). This suggests that participation in local social and cultural activities is distributed similarly between participants and non-participants in the Skillpartnership. Both groups show comparable levels of engagement in such activities, with the majority of respondents reporting a frequency "often" or "very often". The analysis was conducted on 89 valid cases.

Table 68 Civil and social rights claiming

I actively seek my rights as an immigrant.	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	24	25,80%	27,60%	27,60%
Agree	33	35,50%	37,90%	65,50%
Neither agree, nor disagree	21	22,60%	24,10%	89,70%
Disagree	5	5,40%	5,70%	95,40%
Strongly disagree	4	4,30%	4,60%	100,00%
No answer	6	6,50%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 8.07$, $p = 0.089$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 8.38$, $p = 0.079$). This suggests that attitudes towards actively claiming one's rights as an immigrant are similarly distributed between participants and non-participants in the Skillpartnership. Although participants are slightly more likely than non-participants to say they "strongly agree", the overall difference between the groups is not statistically significant. The analysis was conducted on 87 valid cases. As for the other sub-categories, a **t-test for independent samples** was conducted to compare scores related to the perception of **social inclusion** (Social_inclusion) between participants in the Skillpartnership and non-participants.

Table 69 t-test Social Inclusion (VAR 35-37)

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Social_inclusion_VAR_35	Equal variances assumed	1,31	0,255	1,08	87	0,283	0,31	0,29	-0,26	0,89
	Equal variances not assumed			1,1	86,7	0,276	0,31	0,28	-0,25	0,88
Social_inclusion_VAR_36	Equal variances assumed	0,13	0,72	-0,54	87	0,587	-0,12	0,23	-0,58	0,33
	Equal variances not assumed			-0,55	85,36	0,585	-0,12	0,23	-0,58	0,33
Social_inclusion_VAR_37	Equal variances assumed	0,01	0,94	0,34	85	0,731	0,08	0,23	-0,38	0,54
	Equal variances not assumed			0,34	76,88	0,733	0,08	0,23	-0,38	0,54

The results show that **there are no statistically significant differences** between the two groups for all the dimensions analyzed: **Social_inclusion_VAR_35** ($t(86.7) = 1.10$, $p = .276$), **Social_inclusion_VAR_36** ($t(85.36) = -0.55$, $p = .585$) and **Social_inclusion_VAR_37** ($t(76.88) = 0.34$, $p = .733$). In other words, the perception of social inclusion does not differ between participants and non-participants in the Skillpartnership, suggesting that participation in the project did not have a significant impact on this specific dimension, at least according to the measures adopted. These results indicate that, while Skillpartnership can influence the development of skills and the perception of justice, **the social inclusion perceived by participants seems to be similar to that of non-participants**, probably because this dimension is more related to contextual or personal factors outside the project. Finally, to close this section there was the question relating to membership in trade unions.

Beyond the comparison between Skillpartnership participants and non-participants, one-way ANOVA tests were conducted on the composite *Social Inclusion* score to examine potential differences across region of origin, age group, educational attainment in the country of origin, and length of residence in Italy, while an independent-samples t-test was used for gender.



The analyses show no statistically significant differences by **region of origin** ($F(3,86) = 0.94$, $p = .425$), **age group** ($F(4,85) = 0.71$, $p = .586$), **educational attainment in the country of origin** ($F(6,83) = 1.02$, $p = .417$), **length of residence in Italy** ($F(3,85) = 0.89$, $p = .449$), or **gender** ($t(88) = -0.63$, $p = .532$).

Considering the coding of the Likert scale (1 = strongly agree, 5 = strongly disagree), these results indicate that perceived social inclusion does not significantly vary across demographic subgroups. Together with the non-significant differences observed between Skillpartnership participants and non-participants, this suggests that social inclusion is shaped mainly by broader contextual and relational factors, rather than by participation in the project itself.

Table 70 Unions participation

I am a member of professional chambers or unions	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	16	17,20%	20,00%	20,00%
No	64	68,80%	80,00%	100,00%
No answer	13	14,00%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(1) = 0.05$, $p = 0.823$). The Likelihood Ratio also confirms the absence of relevant differences ($\chi^2(1) = 0.05$, $p = 0.822$), as well as the Fisher exact test ($p = 1.00$). This suggests that membership of associations or unions is similarly distributed between participants and non-participants in the Skillpartnership, with the majority of respondents not being affiliated with such organizations. The analysis was conducted on 80 valid cases.

Likert Scales – Discrimination

Table 71 Xenophobia self-perception as a migrant

I am NOT discriminated against as an immigrant	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	18	19,40%	20,20%	20,20%
Agree	30	32,30%	33,70%	53,90%
Neither agree, nor disagree	18	19,40%	20,20%	74,20%
Disagree	9	9,70%	10,10%	84,30%
Strongly disagree	14	15,10%	15,70%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 3.04$, $p = 0.551$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 3.06$, $p = 0.548$).

This suggests that the perception of not being discriminated against as an immigrant is distributed similarly between participants and non-participants in the Skillpartnership. Both groups show a comparable distribution of responses along the agree/disagree scale. The analysis was conducted on 89 valid cases.



Table 72 Gender discrimination

I experience discrimination against my gender	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5	5,40%	6,00%	6,00%
Agree	6	6,50%	7,10%	13,10%
Neither agree, nor disagree	15	16,10%	17,90%	31,00%
Disagree	24	25,80%	28,60%	59,50%
Strongly disagree	34	36,60%	40,50%	100,00%
No answer	9	9,70%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 1.29$, $p = 0.862$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 1.29$, $p = 0.862$).

This indicates that the perception of being discriminated against is similarly distributed between participants and non-participants in the Skillpartnership. Most respondents in both groups tend to disagree with the statement. The analysis was conducted on 84 valid cases. Even doing the test by distributing the sample between male and female, there is no statistically significant difference as the $X^2(4)$ test = 1.19, $p = 0.880$. Also in that case, the Likelihood Ratio confirms the absence of significant differences ($X^2(4) = 1.29$, 0.872).

Table 73 Racism

I experience discrimination against my ethnicity	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	4	4,30%	4,40%	4,40%
Agree	14	15,10%	15,60%	20,00%
Neither agree, nor disagree	17	18,30%	18,90%	38,90%
Disagree	20	21,50%	22,20%	61,10%
Strongly disagree	35	37,60%	38,90%	100,00%
No answer	3	3,20%		
Total	93	100,00%		

For this item, the Pearson Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 3.66$, $p = 0.454$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 3.77$, $p = 0.439$).

This suggests that the perception of being discriminated against on ethnic grounds is distributed similarly between participants and non-participants in the Skillpartnership. Most respondents in both groups tend to disagree with the statement. The analysis was conducted on 90 valid cases.



Table 74 Xenophobic discrimination

I experience discrimination because of the geographical region/country I come from	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	3,20%	3,40%	3,40%
Agree	8	8,60%	9,00%	12,40%
Neither agree, nor disagree	23	24,70%	25,80%	38,20%
Disagree	21	22,60%	23,60%	61,80%
Strongly disagree	34	36,60%	38,20%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 3.74$, $p = 0.442$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 3.78$, $p = 0.437$).

This suggests that the perception of being discriminated against because of geographical region or country of origin is distributed similarly between participants and non-participants in the Skillpartnership. Most respondents in both groups tend to disagree with the statement. The analysis was conducted on 89 valid cases.

Table 75 Self-security vs anti-migrant discourses

I don't feel safe here because of the anti-immigrant attitudes of some people	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5	5,40%	5,60%	5,60%
Agree	16	17,20%	18,00%	23,60%
Neither agree, nor disagree	14	15,10%	15,70%	39,30%
Disagree	25	26,90%	28,10%	67,40%
Strongly disagree	29	31,20%	32,60%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

For this item, Pearson's Chi-square test found no statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 8.13$, $p = 0.087$). The Likelihood Ratio also confirms the absence of significant differences ($\chi^2(4) = 8.39$, $p = 0.078$). The interpretation suggests that the perception of not feeling safe due to anti-immigrant attitudes is broadly distributed between participants and non-participants in the Skillpartnership. Most respondents, especially in the Skillpartnership group, tend to disagree with the statement. The analysis was conducted on 89 valid cases.



Table 76 Migrants livelihood

The area where I live has a high concentration of immigrants	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	26	28,00%	29,20%	29,20%
Agree	38	40,90%	42,70%	71,90%
Neither agree, nor disagree	15	16,10%	16,90%	88,80%
Disagree	6	6,50%	6,70%	95,50%
Strongly disagree	4	4,30%	4,50%	100,00%
No answer	4	4,30%		
Total	93	100,00%		

Table 77 Migrants livelihood – Chi square test

			Skills Partnership Italy-Egypt		Total
			No	Yes	
The area where I live has a high concentration of immigrants	Strongly agree	Count	5	21	26
		Column %	12,50%	42,90%	29,20%
	Agree	Count	24	14	38
		Column %	60,00%	28,60%	42,70%
	Neither agree, nor disagree	Count	4	11	15
		Column %	10,00%	22,40%	16,90%
	Disagree	Count	5	1	6
		Column %	12,50%	2,00%	6,70%
	Strongly disagree	Count	2	2	4
		Column %	5,00%	4,10%	4,50%
Total		Count	40	49	89
		Column %	100,00%	100,00%	100,00%

	Value	df	Asymptotic Sig. (2-tailed)
Pearson Chi-Square	17,68	4	0,001
Likelihood Ratio	18,65	4	0,001
N of Valid Cases	89		

For this item, Pearson's Chi-square test found statistically significant differences between the "Skillpartnership Yes" and "Skillpartnership No" groups ($\chi^2(4) = 17.68$, $p = 0.001$). The Likelihood Ratio also confirms the presence of significant differences ($\chi^2(4) = 18.65$, $p = 0.001$). The interpretation suggests that the perception of the concentration of immigrants in the area of residence varies significantly according to participation in the Skillpartnership. In particular, project participants tend to report a higher concentration of immigrants in their area more frequently, while non-participants perceive a lower density. The analysis was conducted on 89 valid cases, and this is justified by the fact that the town in which the participants of the SP reside has actually been significantly marked in recent years by the presence of foreigners, thanks to the commercial port and the shipyards that employ many of them as a workforce.



As with the other variables with a Likert scale, a **t-test for independent samples** was then conducted to compare scores related to the perception of **discrimination** between participants in the Skillpartnership and non-participants.

Table 78 t-test Discrimination (VAR 39-44)

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Discrimination_VAR_39	Equal variances assumed	0,22	0,638	0,01	87	0,996	0	0,29	-0,57	0,57
	Equal variances not assumed			0,01	85,56	0,996	0	0,28	-0,56	0,57
Discrimination_VAR_40	Equal variances assumed	0,12	0,726	-0,29	82	0,773	-0,08	0,26	-0,6	0,45
	Equal variances not assumed			-0,29	77,97	0,771	-0,08	0,26	-0,6	0,44
Discrimination_VAR_41	Equal variances assumed	0,06	0,807	-0,16	88	0,869	-0,04	0,27	-0,57	0,48
	Equal variances not assumed			-0,16	84,75	0,87	-0,04	0,27	-0,57	0,49
Discrimination_VAR_42	Equal variances assumed	3,04	0,085	1,02	87	0,311	0,25	0,24	-0,23	0,73
	Equal variances not assumed			1,03	86,88	0,306	0,25	0,24	-0,23	0,72
Discrimination_VAR_43	Equal variances assumed	0,53	0,47	-1,46	87	0,147	-0,39	0,27	-0,92	0,14
	Equal variances not assumed			-1,48	86,7	0,141	-0,39	0,26	-0,92	0,13



Discrimination_VAR_44	Equal variances assumed	0,04	0,838	1,86	87	0,066	0,42	0,22	-0,03	0,86
	Equal variances not assumed			1,87	84,35	0,065	0,42	0,22	-0,03	0,86

The results show that **there are no statistically significant differences** between the two groups for all the dimensions analyzed: **Discrimination_VAR_39** ($t(85.56) = 0.01$, $p = .996$), **Discrimination_VAR_40** ($t(77.97) = -0.29$, $p = .771$), **Discrimination_VAR_41** ($t(84.75) = -0.16$, $p = .87$), **Discrimination_VAR_42** ($t(86.88) = 1.03$, $p = .306$), **Discrimination_VAR_43** ($t(86.7) = -1.48$, $p = .141$) and **Discrimination_VAR_44** ($t(84.35) = 1.87$, $p = .065$).

In other words, perceptions of discrimination do not differ between participants and non-participants in the Skillpartnership, suggesting that participation in the project did not have a significant impact on this dimension.

These results indicate that, while Skillpartnership can influence skills development, perceptions of justice, and the mismatch between skills and work, it does not seem to significantly change perceptions of discrimination, probably because these attitudes reflect experiences or factors outside the project's direct context.

Beyond the comparison between Skillpartnership participants and non-participants, one-way ANOVA tests were conducted on the composite *Discrimination* score to explore potential differences across region of origin, age group, educational attainment in the country of origin, and length of residence in Italy, while an independent-samples t-test was used for gender.

The analyses show no statistically significant differences by **region of origin** ($F(3,86) = 1.12$, $p = .346$), **age group** ($F(4,85) = 0.88$, $p = .478$), **educational attainment in the country of origin** ($F(6,83) = 1.31$, $p = .257$), **length of residence in Italy** ($F(3,85) = 0.94$, $p = .423$), or **gender** ($t(88) = -0.71$, $p = .481$).

Considering the coding of the Likert scale (1 = strongly agree, 5 = strongly disagree), these results indicate that perceived discrimination does not significantly vary across demographic subgroups. Taken together with the absence of differences between Skillpartnership participants and non-participants, this suggests that experiences and perceptions of discrimination are largely shaped by broader social and structural conditions, which remain beyond the direct influence of the project.

3.1.6. Satisfaction with the decision to migrate and future plans

Table 79 Return Migration (Circular Migration)

RETURN TO THE COUNTRY OF ORIGIN	Frequency	%	Valid %	Cumulative %
Yes	13	14,00%	15,30%	15,30%
No	72	77,40%	84,70%	100,00%
No answer	8	8,60%		
Total	93	100,00%		

With regard to the willingness to return to the country of origin and work there occasionally, we cross-tabulated this variable with REGION, AGE, DURATION OF LIVING IN THE DESTINATION COUNTRY, GENDER and EDUCATION



IN THE ORIGIN COUNTRY as independent variables. The Chi-square test shows a statistically significant association only between region of origin and willingness to engage in temporary return for work purposes ($\chi^2(3) = 12.31$; $p = .006$). In particular, positive responses are mainly concentrated among respondents from Africa, while the large majority of participants across all regions report no intention to return periodically to their country of origin for work. No statistically significant associations emerge with age ($\chi^2(4) = 1.12$; $p = .89$), length of stay in Italy ($\chi^2(3) = 2.66$; $p = .447$), gender ($\chi^2(1) = 1.11$; $p = .292$; Fisher's exact test $p = .283$), or educational attainment in the country of origin ($\chi^2(6) = 9.43$; $p = .151$).

However, the presence of some categories with very small frequencies suggests that the results should be interpreted with caution. The observed distribution can also be interpreted in light of the composition of the sample, which is largely concentrated in Africa and includes a substantial proportion of participants in the Skills Partnership Italy–Egypt programme, consisting mainly of young people with medium-to-high educational levels who are legally residing in Italy and engaged in training and labour market integration pathways. This may contribute to the predominance of responses indicating no intention to return periodically to the country of origin for work.

Table 80 Associations between Willingness to Return Temporarily to the Country of Origin for Work and Socio-Demographic Variables (Chi-square Tests)

Independent variable	χ^2	df	p-value	Significant
Region of origin	12.31	3	.006	Yes
Age group	1.12	4	.890	No
Length of stay in Italy	2.66	3	.447	No
Gender	1.11	1	.292 (Fisher's exact $p = .283$)	No
Education in country of origin	9.43	6	.151	No

3.1.7. Conceptual closure – Part II

Taken together, the results from the composite Likert scales provide a coherent picture of the areas in which the Skillpartnership generates statistically significant effects, while also revealing the more limited and selective role of socio-demographic factors.

Participation in the programme remains the most consistent differentiating variable across the composite dimensions. Skillpartnership participants report significantly lower composite scores—given the reversed coding of the scale (1 = strongly agree; 5 = strongly disagree)—in the areas of skill development, skill match/mismatch, and workplace justice. These lower scores indicate stronger agreement with positive statements and reflect higher levels of perceived professional growth, alignment between skills and job requirements, and fairness within educational and employment contexts.

However, additional one-way ANOVA tests reveal that certain socio-demographic variables also display statistically significant associations with specific composite dimensions. In particular, educational attainment in the country of origin shows significant differences in the skill development dimension, suggesting that prior educational capital continues to influence how migrants perceive their training trajectories. Age also presents limited but statistically significant variation in selected items, indicating that generational positioning may shape perceptions of skill utilization and professional development. In contrast, region of origin, gender, and length of residence in Italy show largely non-



significant associations across the composite scales, suggesting that these variables do not systematically structure subjective perceptions within this sample.

These results indicate that the Skillpartnership operates as the primary institutional mechanism shaping perceptions related to training, skill alignment, and workplace justice. At the same time, the presence of selective associations with education and, to a lesser extent, age confirms that individual background characteristics continue to mediate how institutional opportunities are experienced and interpreted.

In contrast, no statistically significant differences emerge—either by programme participation or socio-demographic variables—for the composite dimensions of social inclusion and discrimination. This pattern suggests that broader experiences of social participation and perceived discrimination remain relatively independent from both institutional training pathways and individual demographic characteristics within the sample. These dimensions appear more strongly linked to structural and societal conditions that exceed the immediate scope of labour-market integration programmes.

Overall, the findings highlight the differentiated nature of the Skillpartnership's impact. The programme produces clear and measurable effects in domains directly connected to vocational training and labour insertion, while its influence remains limited in shaping broader social inclusion dynamics. At the same time, selective socio-demographic effects—particularly related to educational background—remind us that institutional mediation does not fully neutralize structural inequalities but interacts with pre-existing forms of capital and stratification.



3.2. Qualitative research results

3.2.1. Overview of demographics

As mentioned in the methodological section, the in-depth interview slavishly followed the scheme shared with the working group. Below is the dataset of the interviews with the key information of each interviewee, i.e. age, gender, country of origin, current employment and type of contract, maximum education obtained in the country of origin and in the country of destination, the mismatch between the highest qualification obtained and the job currently carried out and finally the reasons that led the participants to leave their country. Globally, **33** interviews were collected between the end of May and the end of December 2025.

Table 81 Migrants' Interviews Dataset and Emerging Issues

ID_INT	AGE	GENDER	COUNTRY OF ORIGIN	REGION	CURRENT JOB	ISCO EQUIVALENCE	EMPLOYMENT STATUS (Full-time, part-time, unemployed)	EDUCATION (Origin Country)	EDUCATION (Destination Country)	WORK EXPERIENCE IN THE ORIGIN COUNTRY / SKILL MISMATCH	MOTIVATIONS (migration)
1	24	M	CAMEROON	AFRICA	Spray painters and varnishers	7132	Full-time internship (on-the-job formation) – suddenly he was contracted	Primary school	On-the-job formation	Now, he is employed where he did the internship	Civil war
2	32	F	TUNISIA	AFRICA	Home-based personal care workers	5322	Part-time job (long-term contract)	Secondary School (Completed)	Language course (Level B1 ongoing)	Professional Hairdresser	To find better economic conditions
3	28	M	TUNISIA	AFRICA	Cleaners and helpers in offices, hotels, and other establishments	9112	Part-time job (short-term contract)	Secondary School (Completed)	Language course (Level A1/A2)	Pastry Chef	His wife came to Italy
4	24	M	GUINEA CONAKRY	AFRICA	Plumbers and Pipefitters	7126	Full-time job (permanent contract)	Primary school	VET course (specialized plumber)	No work experience	For studying. After his dad's



										before (origin country)	death, he could attend school
5	26	M	IVORY COAST	AFRICA	Plumbers and Pipefitters	7126	Full-time job (permanent contract)	Primary school	VET course (specialized carpenter)	No work experience before (origin country)	Personal motivation
6	38	F	ALBANIA	EUROPE	Cleaners and helpers in offices, hotels and other establishments (hotel)	9112	2 Part-time jobs (long-term contract)	Primary school	Language course (Level B1 ongoing)	No work experience before (origin country)	Personal motivation (her husband died)
7	31	F	CAMEROON	AFRICA	Spray painters and vehicle body repairers	7222	Full-time paid internship	Secondary School (Completed)	On-the-job formation	She worked in the food industry before as a worker	Sexual orientation discrimination
8	35	M	CAMEROON	AFRICA	Spray painters and vehicle body repairers	7222	Full-time paid internship	Secondary School (Completed)	On-the-job formation + Language course and Basic Education Diploma	Assistant Cook	Civil war and ethnic-religious discriminations
9	28	M	GUINEA CONAKRY	AFRICA	Spray painters and vehicle body repairers	7222	Full-time paid internship	Bachelor's Degree	On-the-job formation + Language course and Basic Education Diploma	Accountability and Management	Civil war and political issues
10	19	M	GAMBIA	AFRICA	Hand packers	9321	Full-time job (permanent contract)	Koranic school	VET course (specialized carpenter)	No work experience	Better life conditions



										before (origin country)	
11	21	M	GUINEA CONAKRY	AFRICA	Hand packers	9321	Full-time job (permanent contract)	Primary school	VET course (specialized carpenter)	Freight handlers	Domestic abuse
12	31	M	PAKISTAN	ASIA	Messengers, package deliverers and luggage porters	9621	Precarious job (self-employed)	Secondary School (Completed) + college (left)	IVET course (forklift driver)	Forklift driver	Political and social crisis
13	30	M	SOMALIA	AFRICA	Previously, he worked in agriculture and as forklift driver in Europe. In Somalia, we drove NCC and camion	8332 (Heavy truck and lorry drivers) 9313 (Packers, bottlers, and fillers)	Unemployed	Primary school	IVET course (restaurant's waiter + forklift driver) + Language course (Level A1/A2)	Driver + Forklift driver + waiter	Civil war
14	28	M	CAMEROON	AFRICA	Waiter / Plumbers and Pipefitters	5131 (Current) / 7126 (Upcoming)	Part-time job (short-term contract) suddenly contracted as plumber	Bachelor's Degree - Graduated in Occupational Health and Safety	Language course (Level A1/A2) + Basic Education Diploma (ongoing)	Safety manager	Civil war - political and social crisis
15	n/a	M	PAKISTAN	ASIA	Warehouse worker + forklift driver	8331 (Fork-lift drivers)	Full-time job (shift work)	No education	IVET course (warehouse worker + forklift driver) + Language course (Level A1/A2)	Warehouse worker (forklift driver)	Political and social crisis (nearby the India-Pakistan boarder)
16	61	M	IVORY COAST	AFRICA	Cleaners and helpers in offices,	9112	Part-time job (long-term contract)	Primary school	IVET course (forklift driver)	Busman	Better life conditions



					hotels, and other establishments						
17	60	M	SENEGAL	AFRICA	Cleaners and helpers in offices, hotels, and other establishments	9112	Part-time job (long-term contract)	Primary school	IVET course (forklift driver) + Basic education diploma	Carpenter	Better life conditions
18	40	M	IVORY COAST	AFRICA	Waiter	5131	Full-time job (permanent contract)	Secondary School (Completed)	No education / no formation + Language course (ongoing)	Clothes designer	Economic crisis and family situation
19	35	M	IVORY COAST	AFRICA	He previously worked as mechanic worker, tire dealer and electrician	7231 (Motor vehicle mechanics and repairers)	Currently Unemployed	Secondary School (Completed)	Language course (Level A1/A2). He wants to get the B1 certification	Accountability	Economic and social crisis
20	26	M	GUINEA CONAKRY	AFRICA	Mechanic worker. He previously worked as warehouse worker	7231 (Motor vehicle mechanics and repairers)	He is working illegally (black market)	Primary school	Language course (Level A1)	Mechanic worker	Family motivation (orphan)
21	24	M	SENEGAL	AFRICA	Airport forklift driver	8331 (Fork-lift drivers)	Full-time job	Primary School	IVET course (airport forklift driver) + Language course (Level A2)	Airport forklift driver	Better life conditions
22	27	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Secondary School (3 years professional formation)	On-the-job formation	Car mechanic	Economic opportunity



23	22	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Secondary School (3 years professional formation)	On-the-job formation	Welder	Economic opportunity, work experience, better life condition
24	27	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Secondary School (3 years professional formation)	On-the-job formation	Mechanic turner	Work experience
25	27	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Bachelor's Degree - Graduated in Business	On-the-job formation	TBM machine operator	Better life conditions, work and life experience
26	28	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Higher Education in Mechatronic and bachelor's degree in ICT	On-the-job formation	Mechatronic and ICT technician	Begin a new life
27	19	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Secondary School (3 years professional formation)	On-the-job formation	Mechanic turner	Work opportunity, skills improvement
28	24	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Secondary School (5 years technical formation)	On-the-job formation	CNC operator	Friends' experience
29	24	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Bachelor's degree in mechanical engineering (to be obtained) + Secondary School (3 years	On-the-job formation	Mechanical Engineering	Better future and master's degree opportunity in Italy



								professional formation)			
30	25	M	EGYPT	AFRICA	skilled worker (screw printer)	7223 (Metal working machine tool setters and operators)	Full-time paid internship (1 year contract)	Secondary School (3 years professional formation)	On-the-job formation	Maintenance worker	Friends' experience and better future opportunity
31	50	F	MOLDOVA	EUROPE	Home-based personal care workers ("badante")	5322 Home-based personal care workers	Full-time job (permanent contract)	Secondary School (5 years general formation)	No formation, No training	Crop farm labourers (Agriculture)	Better life condition, jobs opportunity, sister's experience
32	60	F	UCRAINA	EUROPE	Home-based personal care workers ("badante")	5322 Home-based personal care workers	Temporary unemployed	Secondary School (3 years professional formation)	VET courses (domestic care)	Chemistry Industry Worker (Quality control)	Better life condition, jobs opportunity, sister's experience
33	50	F	MOLDOVA	EUROPE	Home-based personal care workers ("badante")	5322 Home-based personal care workers (previously) 7223 Metal working machine tool setters and operators (currently)	Full-time job (permanent contract)	Secondary School (5 years general formation)	No formation, No training	No work experience	Better life condition (her and for her family)



3.2.2. What are the characteristics of the migration patterns of labour migrants? How do these impact their employment in the destination countries? (RQ1)

Reason for migration

The analysis of the interviews collected highlights, as already underlined, the complexity of the reasons for migration and the paths taken. The main distinction in the non-representative sample is between the Group of people who took part in the Skillpartnership between Egypt and Italy, which provides a privileged path from every point of view (interviews from no. 22 to 30). The interviewees declare that they have taken this path because the agreement with the Italian company, thanks to the intermediation of the Salesian school in Cairo and Alexandria, offers them better job opportunities.

For women from Eastern Europe, the main reason is to improve the living conditions of their families (I_6; I_31; I_32; I_33). For the rest of the interviewees from the African continent with the exception of 2 men from Asia, the routes are mostly built by confronting obstacles of various kinds on an individual level. For the latter group of participants, the motivations vary and often intertwine. For some of them, the main reason is "**better life condition**" (I_3; I_10; I_17; I_21). For the others, the reasons are intersectional, ranging from civil war (e.g. I_1; I_8), the **economic and social crisis** (I_2; I_18; I_19) to the **political** one (I_15). Others state personal motivations (e.g. I_5; I_6) or family **reunification such as family reunification** (I_3), **bereavement in the family** (I_20) or "**domestic abuse**" (I_21). War and political crisis in turn are intertwined with political persecution (I_9) and/or religious persecution (I_8), alongside which we find **discrimination related to sexual orientation** (I_7).

So the reasons for migrating even within this sample are many and denote aspects of intersectionality. In the country of origin, in determining the decision, the family situation is intertwined with the economic or political situation

Now everyone has studied, but they don't have a job. They all went abroad to say the country from me, a small country, now there are only pensioners left, you find few young women. Perhaps, those who have elderly people have to stay to take care of their parents are away. (I_31-56)

I didn't finish school because school and working together is hard. I did 8 hours at school and 5 hours of work. I didn't sleep because my family needed a lot of money. I have two brothers and a sister... (...) It was difficult, very difficult. We arrived on a boat from the sea. We both made the crossing from Tunisia. (I3-9)

why not here (.) in Pakistan life is not good (I_15-42)

Yes, I left my country because there are so many problems there. Because it was fifteen years ago (.) my husband died (I_6)

Drive/trajectory (voluntary, involuntary, constrained, ...)

As already indicated above, for the Group participating in the Skillpartnership (I_22...I_30), migration to Italy is the result of a choice supported by the certainty of being able to enter a supported path in the destination country, which also takes care of the training course, working and living conditions.



For all the others, migration is a gamble, both risk and opportunity, in most cases the result of the intersection of multiple negative factors that force them to leave their country and their families

Well, it's much of a very long story. I would just make it brief. (.) since I don't also want to expanciate [spread] more first and the most obvious reason is a political crisis that is ongoing We have this conflict in Cameroon (.) between the civilians and the government, so... (.) for that reason (.) we have been involved in all sorts of protesting and... uh strikes, I don't know, (protesting now). (.) So, which, however, the Government has (.) used some sort of force on us (.) which caused us to retaliate back [...] you could be executed (.) if you are not um... If you are not careful, if you don't have a good connection (.) because it came to a point where the government couldn't control the (.) the civilians anymore. (I_14)

I'm a lesbian, it's very difficult in Cameroon. I have experienced many aggressions because of my sexual orientation, a lot of discrimination... So it was necessary for me to get out of there quickly. So I found myself in Tunisia, I took the plane from Cameroon to Tunisia, and I lived there for about two years and when I arrived I met the love of my life and we were more than a year together in Tunisia, that's where they took us. [...] For men it is perhaps even worse. For women – you can't say you're a lesbian, but you can say you're friends, it's more normal... Men cannot! It's not acceptable, you can't tell anyone! You say she's your friend, you sister, you can't hold your hand at all! But then they see that a woman always lives in your house and they start asking you questions, they asked me so many. "Why isn't there a man with you? Why is there only one girl in your house?" ... (I_7)

Most of the people interviewed were confronted with dangerous situations that put their lives at risk in their own country and were forced to leave, as in the case of the interviewee I_9 who, following the coup d'état that took place in Guinea Conakry in September 2021, had to flee because a family member belonged to the political forces previously at the helm of the country and that to protect the interviewee we will avoid reporting sensitive details which could compromise his safety. Of a corresponding sign is the story of the interviewee I_14, who, as for other people from the English-speaking area of Cameroon on the border with Nigeria, in recent years have been particularly critical due to the ongoing civil war. The same issue concerns people from Pakistan, who have been in open conflict with the Indian authorities for years.

Before... There was a mess in my country. I lived in a city called (omitted to protect)... It's a dangerous story why I left my country (I_12)

Because in Pakistan, the problem is...war. My village is close to the border. there is always the Red Cross, (.) is always a mess in Pakistan... Life is not good (I_15)

Choice of country and satisfaction with the decision

For migrant workers placed in the Skillpartnership project, Italy becomes the **only possible destination** when they choose to enter the training course offered to them in Egypt by the Salesian Institutes.



For others, the choice of the final destination is conditioned by factors such as the presence of family members or friends who have taken the path of migration before them and who have ensured adequate protection for refugees or asylum seekers:

Because I heard my friend say, "let's go over there that the refugees immediately help them". After we went there... but after two years and something (.) they say (.) "you have to return" (I_13)

No, I want to be Italy because I know, my friends talked that... "many good guys to help refugees" (...) My friend spoke that they are good, they help. And many (new people). So many people have arrived here, to help... also work well. Life is good here (.) because it reads... (.) Good (I_15-64-70)

For many others of them, arriving in Italy is not the result of choice, it is a set of **causes, coincidences, coincidences** that make them set foot on Italian soil. The main objective pursued is to escape danger, to improve one's living conditions, so the country of arrival is not an initial concern, as the following interviewees from Côte d'Ivoire, Albania and Guinea Conakry point out:

No, actually, my arrival in Italy was totally accidental, really that... Ehm few manage to... how to say... not to accept but... to believe! To believe, to believe, because many of us come with this goal, they come to Europe (.) mine was not a choice, it was decided. As I said before (.) for a family reason I left, here and there, and luck is on the road and so on and so forth, I found myself in Italy by pure chance (I_5)

I don't know why. Because (.) I first time that... He was coming out of... yes from Albania (I_6)

But at that moment I sincerely swear on everything you want, (.) that kind of guy at that moment when I was in Libya I never said that now I'm going to Italy, I'm going to France... no, no, no. (.) I simple type... I'm still now right now not (.) I'm a person (.) who always tries to feel good understood? (I_11)

The important thing is to arrive in a country where there is the possibility (at least imagined) of being free, as this young woman who acknowledges that she feels good in Italy says:

No, I just wanted to go to a country where I could be free....I had thought of France only for the fact that they speak French, but the system doesn't interest me too much... Italy is the country that saved my life! [...] Yes, but I'm calm now... in all the other countries I have been to, Cameroon, Tunisia, I was not calm. Now I'm fine in Italy! I can go out, I can walk with my girlfriend, no one is looking at me and it's ... super! (I_7)

or to seek safety and the easiest place to reach:



No, no, I didn't put my head into coming to Italy, I wanted to find a country where I could find safety. Just this. I_9

No... first I came to (.) Greece and... (.) when I got there then I thought about coming here... just a stretch with the car... (3s) Iran then Turkey (.) then I arrived at (.) in Greece... And then left everything (.9 then I went our city Islamabad And until 2016 I am... (.) I was there and then (.) I arrived in Turkey () and in Italy I_12

It's the- one of the easiest countries to get visas ASAP like easily. It could be Spain... it took me just two weeks to get the visa. When I got the information (.) I hide- I hid myself. I quit- I didn't quit my job (.) actually, until today, I am still legally working in the company I_14

Time in destination country

With the exception of SP participants who arrived in the last year (2024-25), most of the respondents arrived in Italy in the last 3-7 years. Only a couple of people have been resident in the country since the early 1990s (i.e. I_16; I_17.).

Yes, yes ... two years and four months that's it, yes two years and four months I_6

I have been in Italy for three and a half years. I_8

Yes, arrived here 2021, November yes I came to Italy 2017, in August I_12

In Italy since 1990 I_16

In fact, on average, these are very young people or young adults, with the exception of the few people interviewed over 50 who have instead resided in our country for much longer (I_16; I_17; I_31; I_32; I_33).

Migration routes: the main routes

One of the elements that certainly distinguished the interviews collected are the migratory experiences of the interviewees. A large number of respondents, with the exception of the SP participants as always, have embarked on real journeys of hope, mainly through the Sahara Route – passing through Mali, Niger, Burkina Faso, Algeria, Libya and Tunisia:

like all the others I have been from the Ivory Coast to Burkina Faso, from Burkina Faso to Niger, from Niger to Libya, from Libya to Italy and... It was really a pure coincidence I_5

I spent two years in Tunisia and then I arrived here [...] We had a lot of difficulties in Tunisia because it's like Cameroon, even worse than Cameroon. We said we were friends, sisters, but then they found out we were a couple and started threatening us... Then they found out that we were a couple and kicked us out



of the village after a year [...] But when I arrived in Italy, in Lampedusa, I said "I'm a lesbian, this is my girlfriend, you have to get us together... we will go everywhere together..." And they told me: ok don't worry, we will send you to a quiet area ... Because both in my country and in Tunisia I have suffered too much!
I_7

Chad, Libya, Italy. We went to Chad because there is war in Cameroon. The year we went there, the President of Chad called Idriss Déby, in 2020-21 someone killed him and there was war there too. We walked and truck through the desert to a closer country which is Libya. I did more than three weeks, almost a month, in the desert on foot. I peed and drank my pee, because the water was gone. There is counter-terrorism there too... A bad thing, a bad story. I_8

I escaped on September 5 and on September 7 I was in Mali, in Bamako. Yes, yes. I did two days of travel. I left on the 5th and arrived on the 7th. First yes, after, there is a small town in Guinea called Coyah, it did there 2 hours, after I took a car to get to the border. In Bamako I only did one day then I was in Timbuktu. I spent three months in Timbuktu. I slept in the street too. I wasn't well, then I fled to Burkina Faso. I did 2 months in Burkina Faso. Then Niger another 2 months. I_9

The first country, first (left Gambia) (.) then Senegal and after Mali. Yes, even Algeria... I worked in Timbuktu. I stayed a few months not (.) been there (I) no Algiers for quite a while ... after that I passed through Libya in my opinion a year or so. I worked there in Libya for a long time I_10

2018, I did 2019, 20 where there is like I did (.) Mali, I did Algeria, I did Libya () We shared strong, strong, strong, unforgettable things. so many things actually (.) oh my god (.) anyway imagine from Algeria to Libya (.) there is like a border (.) that practically no one should ... It's kind of illegal to go to... from Algeria to Libya (.) and there is human trafficking too - even there I_11

or via the Aegean Route – via Iran, Syria, Turkey and Greece:

And so... (.) in 2016 I arrived in Greece and then I came from to Italy and to Greece from Turkey I_12

And then crossing the Balkans:

I went first to Lahore, then my friend spoke, life here is not good (.) because you don't work, so many people () (.) is fine, you help me with - and I go. (.) He says it's fine. And I talked to other guys, you are ready, go away (.) (not) good. (.) after I didn't cell phone, said () and I called. (.) then guys told me you go train (.) a girl you take do there you, (.) Iran, Turkey, so, spoke. But I first time... And after - Istanbul yes. (.) Turkey, finished after (.) eh... Greece, Greece... Macedonia, Serbia, also () I_15



Many have pointed out the danger of these journeys, especially through the desert (I_11) where women and children struggle to endure the grueling journey.

Human rights trampled on: detention centers in Libya and 'forced labour' in Tunisia

And if it is already complicated to leave and move in total uncertainty, what migrants are forced to endure once they arrive near the North African coasts, in particular Libya and Tunisia, is even more inhumane. We have collected many testimonies of people forced to work to pay for **the journey to Italy** (i.e. I_9; I_10; I_11), illegally detained persons (I_5; I_8; I_10) and in conditions of **slavery**.

But, in Libya (.) I will go into a little bit of detail, in Libya I was like a slave and I worked on construction sites and in construction and (.) obviously not paid but (.) the compensation was to eat and have bread and (.) (day). And also in the various mistreatments (.) site manager (.) eh... that is, in short, he saw that I was a good guy etcetera (.), he worked with a boss, he also had his boss (.) that he had pity and I lived in their house (.) (with) the mistreatment of the family and so on and threw me into a boat and I ended up here. Because he knew more or less (.) how, how eh..., the path to get here in Italy, so he threw me in the middle of other people and (.) and I happened to be in Crotone precisely I_5

Slavery that returns several times even once they arrive in Italy, as pointed out for example by some caregivers and domestic helpers who find themselves in the condition of submitting to the will of employers (i.e. I_6; I_31; I_32), but we will address this aspect specifically later when talking about workers' rights.

Remaining on the migration route, we were deeply struck by the direct testimonies of Libya described as a place where you can easily get weapons, where you can hear gunshots everywhere, where even children target migrants with **gunshots** as happened in I_8, where they ask "always for **money**" (I_13) and where "**you can't sleep**" (I_8), where people are sold and exchanged at the Chad as beasts of burden in **the migrant market** (I_11), where violence is suffered that leaves its mark on the head to the point of discouraging the migrants themselves:

I've always had it in my head, but I've never wanted to talk about it [...] Now I feel I can talk about it [...] We migrants do not feel understood I_11

Of the rest, contemporary trafficking dynamics in the Sahel and Central Africa reinforce the structural vulnerabilities of irregular migrants. Chad, in particular, continues to function as both a source and transit country for trafficking in persons, including forced labour and sexual exploitation, with persistent challenges in enforcement and victim protection (UNODC, 2024).

And violence, as is well known, often results in sexual abuse and permanent damage to the physical and mental health of the victims, as in the case of the wife of the interviewee I_8 who, due to the abuse suffered in Libya, today finds herself dealing with HIV positivity. The stories are many and very different, but the common denominator unfortunately is the defeat of the whole of humanity when torture suffered, forced labor, violence of all kinds even by the local police (I_11, in this case Tunisian) are told. To make matters worse, once all this has been suffered, there is then to deal with the journey and the high risks of shipwreck:



When we first arrived at SOS Mediterranee, GeoBarents, Saint-Michel and another British boat rescued us and changed us to a small boat. And from there we spent many days with them because they were doing the research to see if there were other boats nearby. I_8

and the long-term traumas that it entails, to the point of not wanting to see the sea.

I had a difficult journey at sea. Where I lived in Messina there was the sea. If I could still see the sea... Yes, yes, I still had it in my head and I said "over there, no!" and I ran away from Messina to here in Bologna. [...] From Tunisia the journey started at 9 am, we spent three days at sea. The boat capsized... a boat saved us... We didn't hurt ourselves, they, I saw so many dead people. I_9

And then other complexities, such as "no one believes me" (I_5), the need to warn one's families of one's condition (I_11), staying close to the people with whom one left or who one met along the way where in some cases they lead to lasting relationships as for I_9:

Here in Italy I married a Guinean woman. I had met her in Algeria on the street. Then I saw it again here in Italy. I_9

Scars of Migration

In fact, we have codified some indelible signs as "**scars of migration**". One of the elements that struck us most of all is remembering and remarking several times in the same interviews the date of arrival in our country, as a furrow that establishes a boundary between what was before and what was after. The example is the interviewee I_1, but like him others remembered the day, month and year of their arrival. Others, on the other hand, have not had the strength and willingness to share the experiences of migration. Others who say they have been at sea for up to a month due to covid (I_8; I_11).

Arrival in Europe: intermediate stages and reception centers in Italy

The arduous journey of hope for many of the interviewees, once they arrive in Italy, takes place inside the reception centers. Although these are essential services and places of protection while waiting for the recognition of refugee or asylum seeker status, several people have emphasized their **precarious living conditions** to the point of seeking to escape.

I remember Sisi, from Crotone because having done a few months and (.) and also asking around, asking even in the centers (.) my mind opened a bit and... (.) and from there (.) Ehm when we were all together and (.) and there it was very difficult really and therefore- Living there. And some of those people I was (.) ran away from and so... Really many. (.) and even in one room there are really many of us, in a single room (.) and I saw that they were running away and I didn't know why etcetera (.) and there was one over there that we were very close to each other, like friends (.) and so I left with him together with other people and I



happened to be here in Bologna and (.) when I arrived here I remember very well (.) they wanted to take me back to where I came from ((sighs)) [...] to the person I was with, that friend and together with other people had put in my head that thing of not (.) not absolutely not saying to come back, not accepting (.) because if I went back there it was even worse and so on and so on. So we decided not to return, we told here-, that is, the mistreatment we suffered (.) and... (.) and not but- eating once a day... everything in Crotone I_5

Others pointed out the scarcity of services provided by the reception centers:

But since I didn't know anything, from, with those friends I was with they had told me that they had to (.) at least (.) buy us clothes, feed us in the morning and... noon and dinner (.) and, they really knew (.) so many things, so many things about our rights I_5

In Enna I didn't want to stay there (.) then like with the school and everything () since I got there I haven't done anything Zero, zero, zero (.) apart from that I don't remember, there is like from Enna (.) when I arrived they made my fingerprints, they took me to the police station, they made me ... I don't know, a pe- I don't know what honestly they gave me the residence permit and I didn't even know that it was the residence permit at that time And they gave it to me, a yellow permit, it was yellow () I was still a minor yes ... I didn't even know that it was really a residence permit Yes, yes (.) and... arrived- then from there (.) I went to Catania, then from Catania I went to Rome and then from Rome I came to Bologna (.) when I arrived in Bologna I didn't know anyone... I always moved alone I_11

Then the transfers from the reception centers to the communities for unaccompanied minors and finally the arrival in the training centers:

Where there were what is it called... (4s) I don't remember, in another house called Merlani house (.) Merlani house they took me to Merlani house then from Merlani house I went - they took me to another community (.) and from that community (.) I started school (.) I started school (from castles) then arrived in Bologna (.) after three weeks (.) oh god I don't remember (.) I think so, after some time they took me to the community, like another house that is not in Bologna, it is outside Bologna practically Monghidoro is called (.) it is a bit far from here but it is close to Castel de Britti I_11

A journey from the coasts of Southern Italy to the centers of the North:

By bus (.) and from Rome we came by train here. (.) From Crotone to... In Rome he was by bus, from Rome to Bologna by train... I_5

First in Lampedusa 2 days. After Messina I did 3 days and after Bologna. I_9



I did Lampedusa for two weeks, then Sicily, I quarantined there. Then Taranto, Foggia, In Cerignola where I was in the community, we are there for two months and they didn't (.) they didn't send us the school, I said "okay I want to study", Yes oh well I'm there two months... magna I sleep (.) I don't like it (2s) (yes oh well I left there) I want to go to France and I arrived here, mhh, (my money is) ended up spending I_10

after the quarantine we went down to Palermo (.) and then from Palermo I went ... a (.) Enna () I felt- I was still not well (.) sincerely I_11

Eh, no (.) I went... arrived at this place (.) what I don't remember, then I went to Trieste, Gorizia- a city is called Gorizia, I applied for asylum, then I came to Bergamo, I worked in Brescia and Until 2020... in... (.) September, I came back here again in Bergamo I_12

In which we rely on the **art of getting by** reporting to the police as in the case of I_5 and I_11 and in which the risk of sleeping on the street becomes higher and higher, especially in the case of people of age because they are less protected by law:

Yes. And then fifteen days that I (.) have had so many difficulties, fifteen days Yes the first di- yes because it was (.) with two of my two children in the street, sleep there, because they- Yes, yes they don't take me (.) because when I made this note, I made to come and to come back ... Because there is not me a person here, for example, that I say that I went there, him for example And they think that I stayed eight days here that- like this ticket and then come back Yes and for this they do not take me I nine days on the road with two of my children, cold because I arrived (.) we arrive here a February, Yes, a February I_6

first I went to ASP which is an association in Bologna. I spent 4 months on the street then they called me and found me a house I_9

when I came here I slept on the street. Ah.... for like 4 days (.) Then I got (.) place for at Caritas I slept there for 2 weeks, and it was (hell).(.) Then I left there. I came back here. I couldn't get a place, and then I slept again on the street for like 2, 3 days, and then they arranged a place here for me. (.) Then I came, now I (end up here) I_12

These conditions lead migrants in the blink of an eye to end up victims of **illegal hiring in agriculture** (I_16), end up on the margins, **commit crimes** in order to survive, or **abuse drugs** to forget the trauma (I_11). Thanks, in fact, to the support of many organizations such as Caritas and voluntary associations such as ASP, Refugees Welcome or other specific organizations such as in the case of I_7, supported by the LGBT+ movements, the migration path had a happy outcome for the interviewees.



3.2.3. What are the characteristics of skill formation and employment of labour migrants? (RQ2)

3.2.3.1. Education, skill development, and skill recognition

Education in origin and destination country, recognition of diplomas

A significant part of the interviewees – if we exclude the Group involved in the Skillpartnership Project and women from Eastern Europe who have reached at least an upper secondary school diploma – have not attended any school in their country of origin, or have attended Koranic schools or, again, stop at basic education:

In Pakistan I don't do school (I_15/158)

I made the... Koranic schools... I studied Arabic (I_10)

I studied until I was able to... (.) to the typical twelve years (I_11)

No school, I did school when I was a child but don't go - it didn't go far. Eh boh because I'm () a child who doesn't agree with (the school), so (I_16)

Others, among the people interviewed, have a high school diploma and a couple arrived in Italy in possession of a university degree

At the bachelor's degree, before university (I_8)

I obtained my high school diploma. I studied all the subjects (I_7)

Ten years - ten years I studied in middle school (.) then I ... went to... school as big as... (.) in English it is called college, university in Italy. I was studying History of Pakistan and Islam ... Here I studied this (.) but I didn't overcome, and I left- because then something dangerous came to life And then left everything (I_12)

I went to all schools, even the accounting and management university. 3 years. I finished university to do my master's degree. My father had to help me do my master's degree. There is a great university in Guinea which is the Abdel Nasser de Conakry where I went to university, and I wanted to do my master's degree I only finished university in 2020. I wanted to do my master's degree in 2021, then they murdered my father, first my brother was killed on December 22, 2020. (I_9)

Education and training paths are often interrupted due to the economic and socio-political turmoil that has been sweeping through the country of origin for years or suddenly, changing the life trajectories of families and individuals. The qualifications, when present, are often not documentable, for different reasons, because the education system is not recognized, because they are not in possession of the document, as this person says:



You know the- the thing is... (.) The- my degree has not been collected. I haven't collected it. It takes like 3 years before you collect the certificate from the University. So I have never collected it (I14)

Or because the priorities are other, such as raising money for the family and/or for oneself, regularizing one's position, for example by obtaining refugee status:

I haven't really focused on that path. It's not my priority. What i am focused on now it's (.) hoping that I get my special protection and then-. (.) because any time they can kick me out of this country ... (I_14)

Skills formation and development in the destination country (on-job-training, self-training, trainings offered by support organizations, professional skills training)

Once again, the group included in the Skillpartnership project occupies a privileged position. The company places them in the Italian work context where they continue their training (which began in Egypt at the Salesian school) and where they are followed by a tutor on the job who accompanies them in learning the trade and protected by a series of benefits that allow them to have a good quality of life in the Italian context (room and board, entry visa, plane tickets, etc.). From the stories of the other interviewees, however, a puzzle is outlined that each one goes to compose on the basis of the opportunities that the context offers and the resources he has available. The Patronato S. Vincenzo of Bergamo, the CNOS-FAP consortium, Caritas for many of them are in fact the only references that offer Skill training courses, as part of IVET for example courses to become a carpenter / carpenter, plumber or forklift driver, again, assistant cook or waiter in hotel / restaurant.

I took a DHL course to be a warehouse worker and there I got a license for the trolley [...] Yes. I have a diploma and everything. Many diplomas. First as a dishwasher, then as an assistant cook and then they sent me to train as an assistant cook. After the last one as a cook. I_8 (I_8)

I started there (Bologna). I also did the CPIA, I did San Lazzaro where I did the carpentry course two years after I did the eighth grade I_10

When I arrived in the community in Bologna I started directly with the CNOS-FAP (...) then I started with school, I did the first-year and... I did well (.) the second year (.)honestly (.) arrived there, from the community they proposed me to be a carpenter because they knew that I like to work manually, I like to use my hands (.) they said okay the carpenter we will make you do it, the carpenter after they called prof. Carlo who was available and... (.) then I went to school I did the first year as I said I did well, the second year well (.) because I had already started, that is, I understood well who spoke badly, answered badly who- and I had started to answer ... (.) and sometimes I didn't always come (.) sometimes I tried anyway to... (.) oh my god (.) sometimes I came, sometimes I didn't I_11

I have a forklift driver's license. I did it here at the Patronato (I_12)



The acquisition of a **driving license** often represents an obstacle due to the insurmountable language barrier in the presence of insufficient knowledge of Italian and significant economic costs for the finances of these people.

Everything is like 650 (euros) for the payment (.) with other small charges attached to it (.) roughly a 1,000 I should be... (.) good for it (I_14)

To achieve the goal they are ingenious: for example by taking free lessons on YouTube:

Eh, in Pakistan I was driving though... I don't have a license for now passed, I have the pink sheet already made even ... six guides, the mandatory ones And now I'm waiting to take the exam ... I did private but... because... (.) if I (.) study in... what is it called, the school I pay a lot But I studied everything in YouTube. All studied at home I've been studying for a year... I started studying a year ago A year ago (.) and... and this month I left my job, I studied (.) and I made cards (.) and... studied a bit of... (.) everything (.) eh... So I overcame for- I made two mistakes again (I_12)

When i have time at night I really look at YouTube (I_13)

You get to leave your job to devote yourself to preparing for the tests since having a license is in many cases a prerequisite for getting a job:

I quit my job (.) because there are nine months left (.) to do the theory exam. Even when (3s) I go looking for a job they always ask me do you have a license, (.) when there is no license eh... they don't call anymore...so far I've done the license... seek for a job in Italy...Yes, they always ask “do you have a car? do you have the license? They ask me always these questions. Now let's see... (.) when... (.) when I get the driving license then (.) I have to look for a job, then the eighth grade (I12)

Vocational training (in the origin and destination countries), qualifications, (on-job-training, self-training, trainings offered by support organizations, professional skills training, digital skills training etc.)

Referring to the country of origin, many of the interviewees speak of professional skills acquired in the field, often working with their father

Now, I got that (job) because also, professionally, I'm a plumber (.) because my father is a plumber () 30 years' experience he has been working all his life as a plumber.. Working him as a plumber yeah (.) so... I know plumbing very well... yeah, I mean, I worked on all his project sites. When I come back from school I go to help him on the sites during holidays. I work full time with him. I_14

Others, on the other hand, have attended professional courses for a specific profession such as hairdresser (I_2), pastry chef (I_3), others have reached levels of training as in the case of the interviewee I_14 who has a degree in Safety and Health Engineering.

**Language barriers and language training**

Knowing the language of the country of arrival is a crucial element for a good socio-cultural integration, it offers more job opportunities in terms of work, and some institutions offer free courses for the acquisition of the Italian language.

Companies want at least one who can speak Italian well, who knows how to react with people. Even if you may not be very suitable, however, knowing how to express yourself is very, very important. Let's say that if you lack at least this competence here, and many companies fail to hire you. And they don't just look at this thing here. (I_4)

The courses to acquire the minimum level of professional training, language courses and the lower secondary school license are provided by the CPIAs (Brichese et al., 2020).

In September I am in the eighth grade... Yes to CPIA I_7

I go to school every day for the Italian language. First I did 3 months, then another 3 months at Universo, another Italian language school. After that I did another 2 months of basic computer science at LABAS (social center). I_9

CPIA which also provide those to acquire the various levels of competence in the Italian language, from A2 to B1, the latter necessary to access higher level training courses and the possibility of attending secondary schools, as well as a necessary requirement for obtaining Italian citizenship.

Yes, now I am in school for the B1 yes, for two years that I... However, I like it difficult I_6

Courses that can also be offered by other bodies, such as the Patronato il S. Vincenzo¹⁹.

I did eh ... (.) language course... (Italian) at university. Here at the Patronato I did A1.. Italian now I don't have a problem, I'm speaking pretty good (I_12)

However, the (non) proposed reception paths and the living conditions of migrants arriving in Italy greatly affect the possibility for them to devote themselves to learning the Italian language as L2. Many of the participants know more than one language (multi-linguicism i.e. Urdu and English; Arabic and French; Mogamo and Nigerian English) nevertheless work commitments, the need to give priority to the increase in economic income, shared housing,

¹⁹ <https://corsionline.afppatronatosv.org/> [Accessed February 21, 2026]



psychological fatigue and / or childcare, make it difficult for these people to be able to attend Italian courses as L2, mostly offered in the evening.

There are so many things I have to think, I have to think, Because I alone there is no husband, there is nothing [...] Difficult because I don't (.) this what I do now in my country you have never done this Yes, it's difficult for me because I don't, even if it's not young for (.) even if there's a lot of work, even if there's a lot of stress, many (I_6)

Before, I used to go... First I made the voluntary resignation, because the course schedule and the working hours did not match. (I_8)

No, now I ain't no time for me to work (I_15)

One of the interviewees has a very important reflection on the issue of the provision of courses, both language and vocational training:

So these people, they want to learn something like “muletto” (in English “forklift”) (.) at least this can help them to get a job, you know? (.)but they cannot, because this course is taught in Italian language. (.) now, my suggestion is that (.)If people come here (.) especially immigrants (.) I think (3s) I don't know, some courses should be allowed to be done in English (.) to facilitate- At least some basic courses, like “muletto” course, this is a 1-day course. (.)Someone can use this course to change their life. It will keep them busy. They will go to work and come back, but if they cannot even learn this simple “muletto”, because it's in Italian. (.)So they will be forced to sell drugs, because it's the best way to get money faster. (.) I don't smoke. I don't. I don't bring on all these things, but I mean, if you (.)If you are faced to the wall you will do what you have to do to survive. That is the mindset of most of the people here. (.)If some of these basic courses can be allowed to be taught- (.) I did the “muletto”, I got the certificate, but I suffered in the class because (.)I mean (.), how am I supposed to understand this language? I'm just what 8 months here now. (.) But at least I speak a little bit. (.) How am I supposed to understand this language? Do this course and get a job like uh.... It's a problem you trust me, that (.) they will learn the Italian faster (.) at the job sites they will speak the broken English...Faster. (.) But if you do not even put them in a space where they can walk, how then will they even learn amongst them (...) There are some other courses (.) that uh this “magazziniere” courses, or I don't know some other small, To the minimum that at least someone can say I am working as this thing. I have this qualification, not just the ones who will- Cut only tomatoes and stuff- Let them try to bring the basic courses to English (.) to help the immigrants. (...) The other courses that are more professional, keep them in Italian language. If you have to be in that professional level, then you should understand this Italian language. I_14



For example, by proposing the proposal of some multi-lingual professional courses precisely to facilitate learning even for newcomers. Otherwise, the structural constraints that impose the search for a job, a home, stable living conditions end up discouraging professional training in the face of the need to stay and obtain the renewal of documents.

3.2.3.2. Occupation in origin country and in destination country

Occupation in Origin Country

Some of the migrants interviewed left their country of origin as young people with no or little work experience. Others have held manual jobs in the fields or in construction:

I worked with the... gardeners (2s) Garden, I picked tomatoes and onions I_13

In Timbuktu and Algiers I was a bricklayer... then in Libya I did everything (.) bricklayer... s-welder yes I also made them I_10

Or they drove buses, taxis, trucks, doing driver jobs.

In Cameroon? I was a taxi driver and then a truck driver. I drove a lot. Because first I took a taxi with a motorcycle, then a taxi with a car, then a truck. I_8 / Yes you (.) drive car that out of town (.) bring so milk, (the person who from there bring) (.) that bring (.) animals, as they say..., lambs those who... (.) sheep I_13

Some of the workers lived in other countries before arriving in Italy

In Albania I didn't work, because for thirteen years I have stayed with my father's family, with my brother. (2 sec) She worked only with him (.) I_6 no, no, I have never worked in Guinea I_11

Still others, in smaller numbers, had stable and/or well-paid jobs:

I worked for a Lebanese company... a company that manufactures commercial yogurts, I was in the commercial service: I took the product, put it in the car and then I took the truck and went to make deliveries to people... And I worked on it for six years. (I_7)

I worked for an Arabic Company; We had a very big project in Mauritania. I also wouldn't like to mention (...)) So I worked there, and I still even have my salary slips, my (.) offer letters, and everything. (.) I still belong to the WhatsApp group, even the company email, I'm still () doing- a very big group. I was managing the help () for a very big construction project where () (.) Very well. There. (...) Brought in new changes that they didn't expect from me. (.) Based on my qualification and competence. I did a lot for them (I_14)



Finding work in the Italian context is not easy, it is a country in economic recession (the emigration of young natives to other European countries continues to increase) and the supply of jobs is decreasing while there are many migrants looking for work:

Eh, because here many (foreign) people. (...) one to leave, three here, so do this, too difficult now. (.) this 4, 6 years if you do this (.) life... Difficult to find a job Yes because warehouse worker work... is little now
I_15

Here is a summary of the categories emerging from the analysis of the interviews

Table 82 Work experience prior to arrival in Italy

Work experience prior to arrival in Italy	Declared work
	Undeclared work
Professions carried out	Airport forklift driver
	Busman
	Accountability and Management
	Vehicle mechanic
	Carpenter
	Clothes designer
	CNC operator
	Interior decorator
	Driver (NCC / Camion / Taxi)
	Forklift driver
	White collar worker
	waiter
	Heavy truck and lorry drivers (8332)
	Home-based personal care workers
	Maintenance worker
	Mechanic turner
	Mechanical Engineer
	Mechatronic and ICT technician
	No work experience before (in the Origin country)
	Pastry Chef
	Professional Hairdresser
	Safety and Health Manager
	Food Industry worker
	TBM machine operator
	Freight handlers
	Welder
	Chemistry Industry Worker (Quality control)
	Crop farm labourers (Agriculture)



Here, however, we report previous work experiences, once they arrived in Italy by ISCO categories.

Table 83 Work experience in Italy (previous)

Work experience in Italy (previous)	ISCO EQUIVALENCE	OCCUPATION
	5. Service and sales workers	Home-based personal care workers (Colf / "badanti") (5322)
		Waiter (5131)
		Cook and Cook Assistant (5120)
	7. Craft and related trades workers	Mechanical engineers (7221)
		Pastry assistant (7512)
	8. Plant and Machine Operators, and Assemblers	Heavy truck and lorry drivers (8332)
		Forklift driver (8331)
	9. Elementary occupations	Crop farm laborers (9211)
		Cleaners and helpers in offices, hotels and other establishments (9112)
		Hand packers (9321)
		Messengers, package deliverers and luggage porters (9621)
		Building construction laborers (9313)
	Previously Unemployed	I lost my job because of the Corona I_12

Current employment status (employed-unemployed, self-employed, size of workplace)

As shown in Table 81, most of the interviewees work on someone's dependencies. Very few are temporarily unemployed (only I_13; I_19) or work illegally (I_32). Others are temporarily employed with atypical contracts, as in the case of food delivery (I_12), or with paid training internships (I_7; I_8; I_9 and all participants in the SP). 6/33 have one or more part-time contracts, while all the others work full-time. On the other hand, very few have a permanent and full-time job (7/33).

Labour market demands, sectors of employment, current job, comparison with past job types in home country, meeting a skill shortage

Table 84 Current Job

Current Job	Currently unemployed	
	5. Service and sales workers	Home-based personal care workers (Colf/badanti) (5322)
		Waiter (5131)
	7. Craft and related trades workers	Spray painters and varnishers (7132)



		Spray painters and vehicle body repairers (7222)
		Metal working machine tool setters and operators (7223)
		Motor vehicle mechanics and repairers (7231)
		Agricultural and industrial machinery mechanics and repairers (7233)
		Plumbers and Pipefitters (7126)
	8. Plant and Machine Operators, and Assemblers	Airport / Warehouse Forklift drivers (8331)
	9. Elementary occupations	Cleaners and helpers in offices, hotels and other establishments (9112)
		Freight handlers (9333)
		Hand packers (9321)
		Security at night
		Messengers, package deliverers and luggage porters (9621)

As widely discussed in the WP2 report, the employment sectors of migrant workers correspond to those in which there is the most significant shortage of skilled and unskilled labour. We are talking about the logistics, personal care, construction, manufacturing, catering and tourism sectors. Compared to the jobs previously carried out in the country of origin, there are differences, i.e. people who also carried out their own activities such as interior decoration, hairdressing, clothing designer, or in the public and private transport sector. The extreme case is the security engineer who has now found himself having to work as a waiter (I_12).

Deskilling, skill mismatch (being over skilled, under skilled, etc.), reasons (e.g. jobs that are difficult access to migrants)

The question of skills is perhaps the most central element of the mismatch in Italy. The vast majority of the workers interviewed carry out a profession that requires a lower level of skills than what they have previously gained and achieved and the reasons are essentially:

- **Recognition of qualifications**
- **Lack of time to do further training**
- **Low level of initial education**
- **Lack of language skills to deal with vocational training.**

Many professional courses, in fact, being equivalent to secondary level training, require a basic school diploma (in Italian "eighth grade") or a level of language skills at level B1 for Italian L2 which is not easy to obtain, both for the complexity and for the difficulty of matching study times with those of work.

The eighth grade and B1 are essential to be able to follow specialized training courses as in the case of the ASS/OSS courses for social and health care of people, perhaps one of the most requested qualifications at this time. It is in fact the desire of the interviewee I_32, but also in other workers such as I_1 who would like his wife to undertake this path, or like the interviewee I_8 who tells of his wife who is finishing her training. However, as also pointed out above,



sometimes the **low level of education at the start** and the **poor language skills** of migrants inevitably lead them to not even be able to aspire to slightly more specialized training courses.

The other way, that of the **recognition of qualifications** is even more complex. Remembering that many run away from difficult situations, it is also difficult to go back and rebuild an entire career at a distance. Many have not thought about it "it is not a priority. Having to escape, I didn't take my diploma with me" I_14. Like him, others who even with a degree had to flee. On the other hand, the case of Egyptian workers is different, who, on the contrary, have obtained a qualification officially recognized by the Italian legal system and who have therefore been able to regularly carry out the profession for which they were trained, although the current task is often more operational than technical.

Last but not least, in fact perhaps the reason that struck us the most, is the lack of time and the balance between private life, work and training. As already mentioned, some have even resigned to follow driving school lessons, others have to give up professional training because they have to work and those who pay the most for it are generally those who are alone and have to take care of the family and care work, an issue that in fact affects the women we have intercepted very closely, albeit with different stories:

It's not like children for example "who have to study and that's it" ((in unison with I.2)) There are so many things I have to think, I have to think, Because I alone there is no husband, there is nothing I_6

Finding a job (processes, finding a job before or after arrival in the destination country, job search channels, duration, challenges in finding a job)

The search for a job is another thorny knot. Not so much in the **time** for obtaining a contract, but for the search for a stable and well-paid job. Those who, like I_10, have carried out training courses, the research was completed in a short time (<3 months), for other people, on the other hand, it may take longer, as in the case of I_6. On the other hand, the case of Egyptians who found work before arriving in Italy is different. An element, in fact, that we must underline is that the **Consolidated Law on Immigration the so called "Bossi-Fini Law"** (Castelli, 2003; Colombo & Sciortino, 2003) in fact provides for the need to have an employment contract in order to obtain a regular residence permit. This bureaucratic constraint forces migrants to often accept the proposals received or found downwards. Migrants are often assisted by temporary agencies such as Randstad, GI Group, Adecco, or by the affiliated CAFs (they are specific offices of the unions that support workers in bureaucratic practices) that we have in fact involved in WP2.

Only internet that I did and yes also with the agency... Yes, because when you stay here for so many years you meet many people, many agencies I_13

There is one friends I talked about that I do resume. He told me that no... so I went to the CAF and I don't know (...) my Italian friend spoke that you do this (.) written you do first job, how old are you working and which ... I_15

The Internet is also crucial, as are friendships and direct contacts. A particular case emerged in the interview I_32, where the Ukrainian woman told us about a real passing of the baton between migrants in the care of the elderly which,



especially for those who are at their first experiences, requires migrant women to pay an entrance fee to obtain that job that guarantees safe food and lodging.

I had to pay before. They told you: "okay I'll let you in where the caregiver or hidden works, or garage or corridor". I_32

The interviewee explains how the job of a caregiver has a duty mechanism: you take over and pay to get the job, even 500/600 since it ensures food, lodging and documents. it is something informally self-managed within the people of migrants from Russia-Ukraine.

In other cases, the intermediation of vocational training centers has given way to job placement, as in the case of the interviewees I_10 and I_11, in which the paint supplier company of the vocational school has decided to hire foreign graduates and provide them with accommodation near the company.

Yes, there is like, everything I did from the beginning I found it through CNOS-Fap (.), that is, like all the different jobs I did, I found them through CNOS-Fap I_11

Or through training internships, like the Egyptians of the SP, or like the I_7, I_8 and I_9 interviewees who attend on-the-job training at a mechanical body shop.

Difficulty in finding a job

However, significant difficulties emerged in the search for work. First of all, competition between foreigners in some sectors such as hairdressing. I_2 in fact, repeatedly emphasizes Chinese competition in the beauty care sector. Another structural limitation is, again, language skills, since "when you don't understand the language it's difficult to find a job" I_13. Another problem is the oversupply of labor. As I_15 points out, "for one who leaves, there are three ready to enter" and this makes the search for a stable and well-paid job more complex.

Another crucial point is to have a driver's license. It has returned several times as a significant element required in job interviews, thanks to the fact that in Italy, the capillarity of public transport is not so efficient as to guarantee people the possibility of living independently without their own private means of transport. Finally, margins. Being out of work increases the risk of marginalization and substance abuse, which does not help migrants at all in self-determination and in improving living conditions.

Of () we have all done. But if we do this you know we're here without a job, n-n-n-n- we don't have money, if you don't have money () they drink, smoke, do all that - and I'm not like that (.). () those things there take me a lot of time (.) and there I can't, and also and now I would like to get rid of my boxes that, (.) you like to do something for me that was... (.) because here I have work that I'm doing, I do it because I can't - I know I am - he knows me, I don't have regular documents ... I was sick... If we do all these things, but we don't have money, then one drinks, smokes and loses I_17



Situation in the labour market

There are four main emerging themes in this area: undeclared work, particularly in the logistics (I_1), agriculture (I_16) and care of the elderly (I_31, I_32; I_33). Competition from foreign workers that worsens contractual and working conditions (I_15). The pandemic crisis that has affected many sectors and that has led some people to suffer the consequences of losing their jobs, leaving their rented homes and returning to a dormitory (I_16). Finally, part-time contracts (many interviewees have reduced working hours) which do not ensure sufficient economic income for their livelihood and that of their families.

Future plans (seek for employment or self-employment/ establishing own business, or career break)

Plans for the future are hopeful. I_2 for example, she has hopes for an improvement in living conditions with her husband. Many dream of a stable job, a house, a driver's license (I_15). Others, like I_5, would like to return to their country of origin sooner or later, but certainly the topic of housing is central for most of the interviewees:

Yes I would like so much Sisi yes, so much (.) I like it so much, But it is difficult because I alone I_6

The last thing most special for us is the house because for us it is difficult, a lot. I made the request, my wife made it because of her special situation I_8

In five years maybe (.) I would like to have a house I_10

I want to have a home. The other things easier for me... can I (.) take can I buy... I'm looking for a house. Then I also work (.) I can find I_12

Some have also applied for social housing such as I_8. Others want a car (I_12). Still others want the best for their family, like I_6 who says, "I want everything for myself and my children." She is always worried both for herself to finish the course at the CPIA in Italian, and for the future of her children, worried that they may take bad paths. She, like I_32 would like to do the OSS course, as well as I_1 who wants the same for his wife.

Others feel at home here, they feel they have an Italian family like I_11:

now at this moment (.) I feel in Italy that I have a family actually. I feel like I have a family here in Italy. First of all, Carlo, Carlo is one of the family (.) and then I... (.) I'll tell you something about myself, when I was in the community I was lucky enough to have (.) a legal guardian I_11

And finally, others would like to bring their families here:

I would like to bring my grandmother to Italy and live with her I_10

For now... (.) I didn't think about other countries because... (.) I have to take my wife (.) here and my son (.) because they- my son Almost... (.) now... (.) is three months I_12



3.2.4. What are the perceptions of migrant workers on social justice? (RQ3)

3.2.4.1. Justice and Work Conditions

(In)justice and (un)fairness at workplace, precarity and job security

A central issue is that of contractual regularity. The contract by law is necessary to obtain the documents:

I left this job (as a housekeeper) because there are only a few hours and I need a contract for the documents. Only for this reason I left. But no, I left and then after I brought a girl from here with her [...] Eh... when you come tonight my eyes all red Yes red, everyone tells me "leave (her name) you are dying, leave, leave". Eh, but how to leave? I can't leave. I also made an indefinite contract there (.) because I need it for documents... Yes, then after when Inshallah, we hope, Inshallah hopefully (with God) we take documents (.) I can leave, now I can't leave, because I have permission only for a year, for six months, so I_6

But having a good contract is not always easy. Those who work in specific sectors such as food delivery find themselves dealing with very few union protections, as well as doing a job that is fundamentally dangerous. As mentioned above, many foreign workers find employment thanks to the intermediation of temporary agencies that often offer short-term contracts (sometimes of one month, sometimes of three) and this makes the lives of workers unstable and precarious:

Now when I went to the country, I arrived 3 months (.) after () spoken boss who then (.) renewed my contract, spoken boss that now there is no room (.) you do look for other jobs. I apply to (Montello) and he said it's okay... Now three months I work Yes three months I_15

And then there is undeclared work, perhaps the most nefarious scourge for those who arrive in our country and which, especially at the beginning, they are forced to accept in order to have basic economic resources, to the detriment of the minimum protections of workers, such as accessing unemployment benefits in the event of the expiration of the contract.

I don't like it... working without a contract Yes because... (.) now I am (.) Ehm... (.) for example if I work when my contract expires or someone fires me... I have unemployment (.) without a contract (.) there is nothing I_12

Discrimination, equity, perceived (in)justice at work

We have found a fairly patchy story on this issue, perhaps due to the different types of employment and sectors of the market. On the one with lower skills reproduce some neocolonial patterns, as I_31 points out:

Not everyone is a good person. I wasn't just a caregiver, they treated me... I was exploited just like a slave I_32

And if this is not always the case, they are often paid poorly or not at all:



until 2021 I worked with them, then (.) I found another job (2s) a... (.) one- with a cooperative, in stock. then (.) I quit this job because they pay me... Very little (.) and... even contract... part-time but full-time work What they pay little. (.) and then I found another job here at (garlic) (.) Bergamo As a forklift driver... Here they are... went there (.) then until April (.) I worked there then I left work (.) for... study... I_12 license

Some have spoken of outright racism in some sectors such as logistics:

Then I worked as a warehouseman at XXX. There it is a bit complicated because we migrants who come to the company, in Italy there are many companies we go to, in XXX it is a bit complicated, but there are some bosses who do not treat foreigners well, they speak badly, they say bad words, they are racist. Truly, many migrants from all over Africa, many foreigners. Because then we finish the work we go to the pose and talk. We walk together to go home and talk together and this problem is everyone's. Only there that I found the environment very bad for foreigners [...] When you finish work and go home, for example at 05.30, they tell you "No you have to finish at 06.00" I_1

On the other hand, the perception of other interviewees is different, almost as if they should not complain:

Based on what they left back home. (.) Be it Cameroon, be it Nigeria, be it Ghana, be it Congo, be it whatsoever.(.) If you can be here, walk in a factory and get a thousand 1,000, 1300 , 1500 (.)And you are staying in a place like this (.) without rent, without water, bills and electricity bills. Nothing. (.)You get 1 5. It's very okay. You get 1,000. It's very okay. (.) if you were back home (.)Some of our ministers get like €600, or €400 as salaries. (.) you know? (.)So if you can end a thousand here a thousand, 1200, 1500 (.)Still living in a free condition like this, it's okay. (.)but still they are complaining of them being exploited (.)I don't know how I don't- I cannot speak for anyone - Yeah, that's why I don't want to associate more. Because- Yeah (.)They complain a lot here. (.) and still living free life and complaining. I don't know. (.)Whether they wanted the Italian Government to (.9 Gave them a paradise. I don't know. (.)But I believe you have to work for what you want. (.)So I don't feel they are exploited. I feel they're getting what they deserve. I_14

Freedom of speech at work

No particular issues emerged with respect to this, except for the fact told by the interviewee I_1 which led to a complaint by the employer for exploitation.

Fair assessment of performance

Also with respect to this point, no relevant details have emerged, except that there are not many Italians carrying out the tasks that foreign workers hold:



I don't see many Italians doing these things, these jobs like street cleaning, harvesting... For the other jobs it is different because there are young people who have studied here, who were born here, who have grown up here. Many are working in companies i_17

Work hours, wages, perceptions about undocumented work

The issue of working hours, wages and undeclared work is certainly central. We have already talked about jobs without a contract. In this case, however, we would like to underline another aspect that is perhaps more common, namely contractual irregularities where migrants often work more hours than those established by the contract and are paid less:

They have a written contract twenty-five hours a week, but I work a lot of them... because we start at 9 work and finish at 15 every day Even Saturday and Sunday, only one day leave you rest, when they for example ... because we choose them the day of rest. Every week they write a calendar so that everyone, for example, the seven women who do this work, and everyone has to take a day off. For example, I on Monday, another Tuesday and others (.) and so I_6

The interviewee also tells I_6 a completely new fact. She is employed at a hotel as a cleaner where she says that in hotels they are paid either for beds arranged or for rooms and not for hours worked:

They pay, for example, if there is three beds in a room, three beds to tidy up, to change, for everything, they pay more. If there is a bed they pay less. Instead, in this hotel that I now work, they pay the same. Like three beds, like two, like one...no matters, the pay only per room I_6

This is an element that surprised us in a negative way. For the rest, however, apart from some experience from the past, we did not find any other elements worthy of note. Perhaps an important issue, especially in the cleaning sector, business services, is the tendency to outsource services. This involves, for example cleaning services, but also public canteen, hospitals, etc.

In general, workers feel that they earn too little to survive and, as we live, it is no coincidence that the issue of housing is central.

Good practices

Among the good practices we cannot again include the experience of the Italy-Egypt SP. But also the collaborations between CNOS-FAP and local companies for the job placement of those attending professional training courses, as in the case of the bodywork course that takes place right in the workshop and the job placements at the company that supplies paints to the training center in Castel de' Britti (BO) which has built a guesthouse from scratch to accommodate the young employees at the company.



3.2.4.2. Social Participation and Citizenship Rights

Discrimination in social life (gender, ethnicity, region, ...)

Previously, we talked about discrimination in the workplace and we do not hide the fact that even in this case we did not know where to place what we are going to report. One of the most significant elements that emerged concerns the work of caring for the elderly. Not only typically carried out by women and foreigners, but the same, at least those we interviewed, tell of repeated **sexual harassment** both by the families of the patients and by the patients themselves.

Where I went, I liked it. I would like to be respected, and you must also respect me. It is right that it should be so. We are people, then they also try... men try too... I followed this elderly woman at the end of her life at night and I was alone. I was afraid, I was afraid he would die, so one night his son remained who insisted "Go, go and rest" And then insisted. I understood what he meant. I pretended not to understand. Honestly, staying all night, I was afraid even at 3 a.m. to sleep a little for fear ... he didn't stretch out his hands, but he told me: "Go, go, rest" me: "You don't go to work tomorrow". And then, the next day, I said, the sister. "Listen," I said, "I'd rather that every night you come, we're women." Even if you sleep and you're here with me ... And then she understood [I_31]

Who then, in addition to telling this personal experience, brings the testimony of a friend:

In Taranto, there was a Romanian girl. He followed an elderly gentleman (he calls him "grandfather") and grandfather tried, he took him around in a wheelchair. He walked around the house, but she was a beautiful girl, well built. When she went, he locked the key and ripped his clothes and she reported him. She went to report him. He tore his clothes, all because he saw himself as a man. He had I don't know what problems and tried. Then there is the need to be afraid to enter homes. They are afraid of you, you are afraid of them, it's normal. [I_31]

The need to protect both workers and families who host:

Perhaps this is what is missing at the end of it all, a protection. that protects you from you, and then tells you: Ok, there I am coming to a house that is safe to stay. And they say: well, we are ok. [I_31]

It is apparently a structural phenomenon:

Because you don't know where to run. Why? And the country that is like this. Yes, there is so much... there is no woman who is a caregiver who has not experienced this... in Italy it happens that every 2 days they kill a woman because you are men, who think that this woman is your stuff. If you don't stay with me I'll kill you. In Ukraine, Russia, there is no such problem, it was not like that. Especially men go out [I_32]



The numbers of femicides in our country are terrifying. The national observatory of NonUnaDiMeno says that in 2025 there were 99 ascertained femicides²⁰. Violence within the care relationship has already been partly monitored and brought to light by *the European Union Agency for Fundamental Rights* in which the points of view and experiences of 51 domestic workers have been collected which, although they are not representative of the total situation: "provide a valuable snapshot of daily reality ... in terms of living and working conditions. Their accounts include experiences with the most serious forms of labor exploitation: slavery and servitude. Evidence also indicates that domestic workers with irregular status are at greater risk of exploitation, as they are particularly unlikely to complain or report their situation for fear of deportation"²¹ (FRA, 2017).

This is certainly the most significant issue emerging. With respect to sexual orientation, we tried to ask the interviewee I_7 if she felt or perceived discrimination in Italy, but this was not confirmed, unlike how much she lived in Cameroon, which is why she left.

On the contrary, there is no uniform perception of gender inequalities in Italy by the other interviewees, but the opinion of I_13 is significant and reflects the aggregate data on the country system:

Ah no, no women but for example, difficult because (.) women (.) they don't do unloading as () as a man () (.) maybe they () out there with cleaning (.) and that's a while ... because the man maybe has done everything he saw out there, he try so a little that, because he is a man (.) women because it's a while that, they don't do heavy draining so () (.) they only do work for (you) maybe and cleaning (.) and this (.) It's a bit difficult to find women-... difficult for them to find a good job... only this they do (cleaning) because they don't do the heavy ones, so I_13

In fact, it denotes how there is a certain sexualization of certain professions, as already mentioned, which concern cleaning and personal care, where INPS data (2025) show an overwhelming percentage of domestic workers (88% of women against 11% of men). A phenomenon that, as already mentioned in relation to training, if combined with the care of one's family ends up further limiting the possibilities for women to fill the skills gap and find better jobs.

Freedom of circulation

With respect to this point, no particular negative notes emerged, except for the need to have a license to access jobs and move freely. but this is unfortunately an issue that concerns all Italian citizens where public transport is not among the most efficient in Europe, especially in the connections between the capitals and the small towns where migrants often find themselves living or working. On the other hand, there are those who have traveled as I_8 or I_11, those who have taken a vacation as I_13, those who have returned to their own country. There are those like the workers of the SP who are a little bored with the housing context in which they are, as it is strongly characterized by other migrants from Bangladesh and which in some way leads them to be seen as "dangerous" by the local citizenry. In fact, they tend

²⁰ <https://osservatorionazionale.nonunadimeno.net/anno/2025/> [Accessed February 24, 2026]

²¹ <https://vociglobali.it/2022/06/14/schiavizzate-stuprate-umiliate-la-vita-buia-di-badanti-e-braccianti/> [Accessed February 24, 2026]

to stay with each other as workmates and frequent the beach of the town, or visit the capital Trieste which is less than an hour by train from their place of residence.

Social inclusion/exclusion and taking part in social activities

The interviewees, at least the less unfortunate, do various extra-work activities both with friends and with work colleagues (playing football I_10). Some attend groups of Theatre of the Oppressed (I_4), others go to the cinema or the beach or cook with friends (I_22... I_30), others play football with other migrants (I_4), boxing (I_5) or continue to cultivate their passion for music alone or in a group (I_11; I_17).

Feelings, emotions, perceptions, sense of belonging

But not everyone is like that. Many, in fact, emphasize fatigue and routine:

I just finished (bidding). (.) And then they told me you were coming.(.) After this (.) I will have to sleep (.) then... uh say, by 2, I have to go to sign this contract And then, when I come back, I have to go for the driving license uhm... class. (.)Then I sleep, and I prepare for work- This is how I do every day I_14

Others have a sense of guilt towards their children who, seeing them exhausted, try to help as much as possible at home, as in the case of I_6, which job (cleaning service in hotel)consumes and asks her a lot of energies.

Family issues, members of family, responsibility

With respect to family conditions, migratory paths profoundly mark different life paths and family histories. On the one hand, we have Egyptian workers who arrive in Italy on their own, once the apprenticeship period is over and the employment has been validated, they will decide whether to reunite their family here, set up a new one or continue to remain alone for a few more years to consolidate their economic position. On the other hand, we have the fragmented and diasporic positions and conditions in which other migrants find themselves, who have sometimes joined a family member already present in Italy:

The family lives in Italy, uncle and sister. Of course he's here, he has children who were born here - now he's a grandfather my sister is also here I_17

In many cases they have left their families in their country of origin and are here alone.

because I have family even there (which is close) (.) because they went out () to Kenya (in refugee camp) (how great there) Yes they are fine (.) because in sum () a group one day them so (boom) so (boom) I_13

I'm managing on myself, you know you. You become more stressed, and you start thinking of the children who left back home when you are (idle) I_14



there is a wife and a son in Pakistan, they still live there... I asked for a loan to treat my son because he is sick I_12

Others have built families in Italy, but due to economic and housing difficulties, they live separately as in the case of this young man

Now I live alone. Here in Italy I married a Guinean woman. I had met her in Algeria on the street. Then I saw it again here in Italy. Eh, in Vicenza. I did Facebook search for the person and sent her an invitation and started talking to her. After a year and 2 months I asked her to marry me. Now she is looking for a house too, she still lives in a center. I_9

Or family members are dispersed throughout Italy:

No, because I leave my mother (.) and my brother there and there is a sister, because two sisters are here in Italy but far from me Eh, they, sister (.) small, two years younger than me she lives in Naples Sisi, instead this big one, in Bari Yes but there are no documents for them. Yes, both of them are not there, he had documents and for that reason they cannot come here with me to see... I am worried, because little sister, she is very difficult (.) because her husband is in prison here in Italy, he has to stay there 15 years I_6

In general, there are several emerging categories from the family point of view that we summarize in the following table:

Table 85 Family Issue

Family issues	Brother and sister living in the same family home
	Family living in Italy
	Family in a refugee camp
	Family of polygamous origin
	He married a Guinean woman he met in Algeria in Italy
	Children in the country of origin
	Family in the country of origin
	Widow with children in Italy and foreigner
	Family Discrimination/Abuse in Family
	Family Diaspora
	The weight of the family responsibilities
	Economic support to the family in the Origin Country
	The importance of the phone contacts with family abroad
	Can't send the money in the Origin Country

**Housing conditions**

Egyptian workers find an apartment to share with a partner upon their arrival in Italy, they can focus on their training and the work environment. The I_10 and I_11 workers are in the guesthouse offered by the paint company that collaborates with the CNOS-FAP. For everyone else, finding a home is an impossible mission; in fact, many of them are housed with Salesians, etc., or in family homes (such as I_6) and before that they were guests of shelters and/or spent their early days in Italy sleeping on the street.

Since September 2020 I have been at the Patronato. There was covid... here I pay 70 euros a month
I_12

I have been living at the Patronato for 5 years, before I lived in Sorisole (Bergamo) in another patronage center. Before that, I was in a dormitory, but when I had a regular job I lived with a friend
i_16

When you are with the woman you have more private space. When you're alone... Yes, yes! there is co-habitation, but we have a separate room... Now we are like this: 3 months here, 2 months there, so-so. Because before we lived inside a project. You know it well too, when you are in a project, then when you have the documents you have to leave because there is a new one that arrives. I_8

In this regard, the intersectional dimension is evident: the difficulty of finding continuous jobs with adequate pay brings with it the impossibility of being able to afford to rent even a modest apartment at market price. Added to this is the almost absence of social housing and the prejudice against foreigners:

And even when we work, when we work, we have money, we have the desire, we have everything, we can't find a house... This very important thing that is really a big stone in our way. Yes, because we (.) they, for example, say that this year you have to go out, when you take documents, but where we, okay, we also go out and we want our own house, but where? If you can't find yourself, for example, how can we find? And this is a big, big problem for us I_6

Social security

With respect to this point, there is not much to emphasize, except that, being legally resident, foreign workers have constitutional access to the National Health Service. Some, in fact, have had to undergo surgery (I_12, I_16) or have had general health problems that led to heart attack (I_16), or have had to deal with post-traumatic stress (I_9; I_14). In any case, those who are guests of reception services such as the Patronato di Bergamo have been helped in medical examinations and in the bureaucratic process to schedule surgeries. In general, as with public transport, migrants suffer no more and no less than the cuts that governments have structurally advanced with regard to health and public services, but there do not seem to be specific conditions in this regard.



Seeking rights as an immigrant

One of the most significant stories of migrant agency was certainly told to us by the interviewee I_1 who brought two very strong testimonies. One was about a reception center in northern Italy that, thanks to video footage, gave rise to a judicial proceeding (according to what he told us), videos in which the interviewee and his wife filmed the absence of basic services, such as food, documents and other matters were not provided. A second testimony, on the other hand, again from the I_1 tells of the mobilization that he, together with the other workers of a well-known delivery/logistics company, became aware of the unfair conditions in which all the workers of the Interporto found themselves.

Another interesting food for thought was shared by the interviewee I_11, a young man younger than I_1, but very aware of the importance of sharing his migration story to help others "I want to help those who have lived a story like mine", referring to those who have crossed the desert and experienced Libya.

Support mechanisms (coping strategies, networks, NGOs, government, memberships to trade unions and chambers, expectations of support)

As already mentioned above, the support of formal and informal networks is essential in order not to disperse migrants and to minimize the high danger of marginalization. The people, in fact, who are better off are those who are part of a good relational and institutional network who therefore know the subjects who can give them support such as voluntary associations, reception networks, trade unions, employment centers, but also more spontaneous experiences such as social centers, informal networks, work colleagues and classmates met in training courses. An interesting tool emerging, for example, in the interview I_32 is the use of WhatsApp groups of training courses which, even after the conclusion of the courses, continue to keep themselves alive also thanks to the stimulus of trainers who share offers of free courses, job offers and so on. However, the relationships that are built with the Italian people responsible for the first and second reception are fundamental, as in the case of I_11 who considers both his legal guardian (at the time of arrival in Italy he was a minor), and the director of his school as part of "his Italian family".

Good practices

As before, good practices are all those that see migration, vocational training, integration and socio-cultural inclusion as part of a complex puzzle of variables that significantly improve the quality of life of migrants. Among the good practices we cannot again include the experience of the Italy-Egypt SP. But also the collaborations between CNOS-FAP and local companies for the job placement of those attending professional training courses, as in the case of the bodywork course that takes place right in the workshop and the job placements at the company that supplies paints to the training center in Castel de' Britti (BO) which has built a guesthouse from scratch to accommodate the young employees at the company.

3.2.5. Satisfaction with the decision to migrate and future plans

3.2.5.1. Satisfaction with the decision to migrate, expectations and outcomes

In general, we can say that the level of satisfaction of migrants is good, even if there are different types of support desired. First of all, the **recognition of status**, then international, special protection or political asylum (I_7; I_8; I_12; I_14). The housing, better job, being self-sufficient, getting the Italian Citizenship, getting the driving license, foster



relationships and better protect the mental health of incoming migrants. No one has explicitly said "I can't wait to leave Italy" so that it makes us think that we are on average satisfied with their path.

The interviewed workers made some suggestions that we summarize in the table:

Table 86 Migrants' workers suggestions

Suggestions	to overcome language barriers and illiteracy and language offer training courses in English
	Insufficient and never received support for asylum seekers
	increase monthly economic contribution for asylum seekers
	streamline procedures for obtaining documents also by selecting migrants who could be useful to the Italian economy
	encourage family reunification, also useful for having stable people
	Encourage contacts between migrant women and men, instead of separating them as happens in reception centers to prevent any suffering and/or episodes of gender-based violence

3.2.5.2. Considering return migration and reasons, future plans

Also in this case we have summarized in the table the main reasons why it is not safe to return, why it has already been done or why you do not want to do it.

Table 87 Return migration and conditions

Return migration and conditions	Reasons why it's not safe to come back
	Persecutions (civil war)
	I don't know the ongoing situation
	I am still wanted
	Extradition
	I fear spies
	War must finish
	It's a dangerous story
	Getting VISA
	My family rejected me
	Scars of Migration
	Reasons why you don't want to come back
	Getting Passport
	Getting Italian Citizenship
	Distance from consulates/embassies for visas
	I have always decided to stay in Italy to work
	Reasons why you want to come back or have already returned
	I returned to my country of origin without any problems
	I would like to come back in the future
	I'm back already back



I planned to visit my family on Summer Holiday

We have then, in addition to future plans, categorized several statements under the label "aspirations".

Table 88 Migrants' Aspirations

Aspirations	
	I want to be a hairdresser I_2
	Language proficiency to be integrated
	Being a community worker
	Better working and living conditions
	Have a good job
	Aspiration of children (being a dentist)
	Aspiration of children (barbering)
	Aspiration of the girlfriend (doing a training)
	Training interns, becoming a trainer
	Get back to the clothes design job
	Better conditions for her sons
	Become a CNC operator
	Make my own plan
	Staying in Italy
	Become a medical doctor
	Doing the master's degree
	Acquire language skills; better job, a house and family reunification
	Buy car wash
	Get a moto
	Get a house and invite my uncle here in Italy in the next 2-3 years
	Buy an apartment in Egypt
	Build a better future
	Working till retirement and then get back to my own Country
	Start the OSS course



4. Discussion

This section discusses the interrelation between migration pathways, skill formation, and perceptions of social justice in light of the three research questions. The analysis integrates quantitative findings, qualitative evidence, and the broader structural characteristics of migrant labour market integration in Italy.

Overall, the results indicate that migration trajectories are not neutral points of departure; rather, they actively shape access to employment, the recognition and mobilization of skills, and perceptions of fairness and inclusion. Cross-tabulations and variance analyses also examined the role of socio-demographic variables—such as gender, age, region of origin, educational background, and length of residence in Italy. While selective and statistically significant associations emerge in some areas (notably in relation to gendered occupational concentration and educational positioning), these effects appear less systematic and less structurally pervasive than those associated with programme participation.

In contrast, the Italy–Egypt Skillpartnership examined in this study consistently emerges as the most robust structuring factor across employment trajectories and subjective perceptions. The programme represents a structured and selective channel of labour-market entry, differing substantially from more fragmented and self-directed migration trajectories, including those operating within the broader regulatory framework shaped by recent legislative reforms such as the Decreto Cutro (Italy, 2023).

For this reason, although socio-demographic characteristics remain relevant in understanding labour market stratification, the discussion places particular emphasis on programme participation as the primary analytical lens. The Skillpartnership illustrates how alignment between educational institutions, employers, and migration governance mechanisms can reorganize both training pathways and professional trajectories for non-EU migrants. At the same time, this structured model operates within pre-existing inequalities, intersecting with gendered segmentation and differential educational capital rather than fully neutralizing them.

To ensure analytical coherence, the discussion follows the same comparative approach adopted in the quantitative and qualitative sections, systematically contrasting **SP participants** and **SP non-participants** in order to highlight how different migration channels produce differentiated patterns of skill utilization, labour market integration, and perceived social justice.

Programme participation appears to function as a meso-level institutional mediator that partially reorganizes, but does not erase, macro-level inequalities. In this sense, structural dynamics—such as gendered labour segmentation and the sexualization of care and domestic work—do not contradict the findings but rather help contextualize them, revealing how institutionalized migration pathways intersect with pre-existing hierarchies of gender, class, and recognition. These broader inequalities therefore remain essential to understanding both the scope and the limits of skills-based migration governance.

4.1. Migration Patterns and Labour Market Entry (RQ1)

The findings confirm that migrant labour market integration in Italy is shaped by sectoral concentration and structural segmentation. Migrants are disproportionately represented in shortage sectors such as manufacturing, construction, logistics (Ambrosini, 2013; ISTAT, 2023; OECD, 2024), and personal services (elderly care and domestic work), where work is often strongly gendered and stratified (FRA, 2017; INPS, 2025). This broader structural pattern is reflected in



the quantitative data, where a marked concentration emerges in craft and related trades occupations (ISCO major group 7), particularly among Skillpartnership (SP) participants.

Qualitative interviews further clarify this pattern. **SP-participants** describe migration as institutionally mediated and linked to predefined employment pathways, whereas **SP non-participants** report more fragmented and network-based access to jobs. This duality aligns with the literature on segmented labour markets, where access to employment is structured by recruitment channels and institutional filters rather than individual qualifications alone (Colombo & Sciortino, 2004).

The mode of entry into the first job appears crucial. **SP participants** overwhelmingly accessed employment through direct company invitation—facilitated by Salesian intermediation—whereas **SP non-participants** relied more frequently on acquaintances, public employment services, or informal contacts. This finding suggests that structured migration corridors reduce uncertainty and increase predictability in labour market entry, confirming the importance of institutional mediation in shaping migrant integration outcomes (European Commission, 2025).

Beyond recruitment channels, the data also highlight significant differences in migration trajectories. While **SP participants** followed regulated and coordinated mobility pathways, many **SP non-participants** reached Italy through irregular and highly precarious routes, including crossings through Libya, Tunisia, the Central Mediterranean, and in some cases via the Balkan route. These routes are widely documented as among the most dangerous globally for people's lives, the risk of exploitation, violence and death. According to the International Organization for Migration (IOM, 2024), the Central Mediterranean remains one of the deadliest migration corridors worldwide. Save the Children (2025) reports that over 9,000 deaths were recorded across migration routes in 2024, with hundreds of minors already dying in early 2025 alone.

Qualitative narratives collected in this study echo these structural risks. Several **SP non-participants** described experiences of detention in Libya, violence, extortion, sexual abuse, and prolonged instability during transit while other preferred not to talk about their experience. Such accounts correspond to patterns documented by international organizations along the Central Mediterranean and Balkan routes, where migrants are frequently exposed to exploitation, imprisonment in informal detention centers, and life-threatening sea crossings. These experiences often leave lasting psychological consequences, including trauma-related symptoms and chronic insecurity. These traumatic trajectories are not only humanitarian concerns; they also shape subsequent labour market positioning. Exposure to violence, irregular status, and prolonged uncertainty increases vulnerability upon arrival, often leading individuals to accept low-paid, unstable, or informal employment under urgent conditions. In this sense, migration routes themselves become structuring factors in labour market segmentation. Structured pathways such as the SP may therefore mitigate not only labour market uncertainty but also the cascading effects of precarious mobility, while saving life. The comparison between regulated and unregulated routes underscores the broader policy relevance of safe and legal migration channels for both human protection and sustainable labour integration.

4.2. Skill Formation, Skill Matching and Employment Outcomes (RQ2)

The second research question examined the relationship between skill development, skill matching, and employment outcomes, with particular attention to how different migration pathways shape the conversion of educational capital into labour market opportunities.



The quantitative findings indicate that participation in the **Italy–Egypt Skillpartnership (SP)** is significantly associated with lower perceived skill mismatch and stronger perceptions of practical skill acquisition compared to non-participants. Given the reversed Likert scale (1 = strongly agree; 5 = strongly disagree), lower composite scores reflect stronger agreement with positive statements regarding professional growth and alignment between training and employment. SP participants consistently report greater continuity between acquired competences and current occupational tasks, as well as higher confidence in the transferability of their skills. As reported in the **sub-section 3.1.7**, the findings indicate that the SP serves as a structured training and integration pathway, enhancing participants' sense of agency in their training. It supports the development of concrete professional competencies and boosts confidence in the transferability of skills to the labor market. The project seems particularly effective in promoting technical and professional empowerment while addressing perceived discrepancies between individual capabilities and workplace demands, thereby reinforcing a sense of preparedness and employability.

Qualitative interviews reinforce these results. **SP Participants** describe structured transitions from training to employment, employer engagement during placement, and partial recognition of prior professional experience. This alignment reduces uncertainty and appears to strengthen professional self-confidence. In this sense, the SP operates as an institutionalized training-to-work corridor, facilitating a more direct and coordinated conversion of skills into employment outcomes.

In contrast, **SP non-participants** display patterns more consistent with the broader literature on migrant deskilling and skill underutilization (Cedefop, 2023; Piracha & Vadean, 2013). Quantitatively, **SP non-participants** report higher perceived mismatch and weaker evaluations of skill development. Qualitative evidence provides further depth: several interviewees (SP non-participants) recount discontinuous career trajectories, limited recognition of foreign qualifications, and occupational downgrading. These experiences reflect structural features of the Italian labour market, where bureaucratic barriers and limited equivalence mechanisms frequently constrain the recognition of educational credentials (OECD, 2018).

Language competence emerges as a central mediating factor in this divergence. For **SP participants**, language preparation is embedded within the training pathway developed in Egypt and supported during transition phases, facilitating workplace integration and reducing communicative barriers. Among **SP non-participants**, however, language acquisition is often fragmented and constrained by regulatory pressures linking residence stability to immediate employment. The need to secure income rapidly frequently limits sustained engagement in language learning or further vocational education. Quantitative indicators of higher mismatch among SP non-participants are thus complemented by qualitative narratives describing limited access to structured language training and interrupted educational pathways.

These dynamics are particularly pronounced among women and single-parent households among the **SP non-participants** (all SP participants are single persons). Although gender differences do not uniformly reach statistical significance across all composite scales, cross-tabulations reveal persistent gendered occupational concentration, **especially in care and domestic sectors**. Qualitative accounts illustrate how **time poverty, caregiving responsibilities, and economic precarity restrict opportunities for upskilling and language acquisition**. In these contexts, skill underutilization is not simply the result of inadequate qualifications but reflects structurally embedded constraints. National data confirm that migrant women remain disproportionately concentrated in low-paid care and domestic work (INPS, 2025; FRA, 2017), sectors characterized by limited career mobility and weak institutional



recognition of prior competences. The convergence between survey data (higher perceived mismatch), interview narratives (interrupted educational trajectories), and institutional statistics strengthens the interpretation that skill conversion is unevenly distributed along gendered lines.

From a theoretical perspective, these findings can be interpreted through the capability approach (Sen, 1999/2015; Nussbaum, 2009). Skill possession alone does not guarantee effective employment outcomes; rather, institutional and social conditions determine whether educational capital can be converted into meaningful opportunities. The Skillpartnership appears to function as a capability-enhancing mechanism by aligning training provision, employer demand, and migration governance. However, this enhancement remains bounded. Socio-demographic variables—particularly educational attainment in the country of origin—continue to display significant associations with composite skill development scores, indicating that pre-existing inequalities are reorganized rather than eliminated.

Taken together, the evidence suggests a differentiated landscape of skill formation and matching. Structured mobility schemes such as the Skillpartnership reduce perceived mismatch and enhance professional agency by stabilizing the transition from training to employment. Conversely, migrants outside such institutionalized pathways remain more exposed to deskilling, fragmented language acquisition, and constrained capability conversion. Skill alignment therefore emerges not as an individual attribute but as an outcome shaped by institutional mediation, regulatory frameworks, and gendered labour market segmentation.

4.3. Perceptions of Social Justice: Workplace Fairness and Structural Limits (RQ3)

The third research question addressed perceptions of justice, inclusion, and discrimination. The quantitative findings indicate that **SP participants** report more positive perceptions in selected dimensions of workplace justice compared to participants who entered Italy by other routes like the **SP non-participants** (most of them). Given the reversed Likert scale (1 = strongly agree; 5 = strongly disagree), lower average scores reflect stronger agreement with statements related to fairness and respect in professional contexts. These results can be interpreted in light of organizational justice theory, which emphasizes the importance of procedural fairness, transparency, and recognition in shaping employees' perceptions of legitimacy (Greenberg, 1990; Colquitt et al., 2001). Structured programmes, by providing clearer recruitment procedures and defined training pathways, may enhance procedural justice within the workplace. At the same time, no statistically significant differences emerge regarding broader perceptions of social inclusion or discrimination between the **SP participants** and **non-participants**.

Qualitative findings suggest that **SP non-participants'** experiences of marginalization often occur beyond the immediate employment context and are linked to wider societal dynamics, including gender inequalities, labour segmentation, and structural vulnerabilities, while SP participant did not highlight any similar issues. This layered pattern aligns with Nancy Fraser's (2009) multidimensional conception of justice, which distinguishes between redistribution, recognition, and representation. While the SP may strengthen recognition within the sphere of work, it does not fundamentally transform structural inequalities embedded in the broader socio-economic context. Similarly, Honneth's (1996) theory of recognition suggests that institutional arrangements may foster recognition in specific domains—such as employment—without necessarily ensuring full social belonging or equality.

In the broader structural dimension of justice, housing emerges as a crucial yet often overlooked factor for individuals who are not participants in the SP program. In contrast, **SP participants**, as well as those employed by CNOS-FAP partner companies who have begun the experimental guesthouse project, do not share this concern. For the former



group, the company provides accommodation, utilities, and meals during the workweek, while the latter benefits from a room near their workplace at a subsidized rent.

Although the present study primarily focused on skills and employment, **housing conditions** deeply influence migrants' well-being, stability, and capacity for social participation. In Italy, access to adequate and affordable housing remains a significant challenge. National reports highlight persistent imbalances in the supply of social and accessible dwellings, limited public investment in affordable housing stock, and increasing rental costs (Fondazione IFEL, 2024). These structural constraints disproportionately affect low- and medium-income households, including migrant workers. Civil society analyses further document growing inequalities in which housing insecurity intersects with labour precariousness and restricted access to social rights (Oxfam Italia, 2023). Although housing was not directly measured in the quantitative survey, qualitative narratives of the **SP non-participants** frequently refer to unstable accommodation, overcrowding, and high rental burdens. From a justice perspective, secure housing is not merely a material condition but a precondition for dignity, participation, and equality of opportunity (Fraser, 2009; Sen, 1999). Residential instability therefore operates as a structural constraint on migrants' agency, limiting the transformative potential of labour market inclusion.

A further dimension of justice emerges in relation to the gendered and sexualized nature of certain occupations in which migrant women (among the **SP non-participants** group) are disproportionately represented, particularly elderly care and domestic work (INPS, 2025). These sectors are characterized not only by low wages and precarious contracts but also by a persistent symbolic devaluation of care labour. Qualitative accounts highlight how domestic and care work is often constructed as “natural” female work, blurring the boundaries between professional duties and personal availability. In some cases, interviewees (**SP non-participants**) report experiences of verbal harassment, intrusive behavior, or moral and sexual intimidation, reflecting broader dynamics of objectification. Such patterns contribute to processes of dehumanization; whereby migrant women are reduced to functional roles within private households rather than recognized as rights-bearing workers with professional identities. Feminist analyses of care labour emphasize how gender, migration status, and class intersect to produce structural vulnerability (FRA, 2017). The sexualization of care work reinforces asymmetrical power relations, particularly because employment takes place in private domestic spaces that are less visible to institutional oversight and labour inspection.

Taken together, these findings suggest that perceptions of justice in the workplace cannot be fully understood without accounting for the embodied, relational, and structural dimensions of labour (for all migrants). While structured migration programmes, such as the SP, may improve procedural fairness within professional contexts, broader social justice requires attention to housing conditions, gendered labour hierarchies, and mechanisms of institutional protection especially for those who are not involved in special migration programmes.

From a policy standpoint, labour market integration cannot be fully understood—or effectively promoted—without considering residential stability, spatial inclusion, and safeguards against exploitation. Programmes that focus exclusively on employment and skill matching may improve workplace-level justice, but without complementary housing policies and gender-sensitive monitoring frameworks, broader dimensions of social justice remain unresolved. In the Italian context, more integrated approaches connecting labour governance, housing provision, and anti-discrimination measures are necessary to foster comprehensive and durable forms of migrant inclusion.



4.4. Integrating Migration, Skills and Justice

Taken together, the findings suggest that migration pathways, skill formation, and perceptions of social justice are not separate domains but mutually constitutive dimensions of labour market integration. Their interrelation becomes particularly visible when comparing SP participants and non-participants.

First, migration pathways structure access to employment in markedly different ways. For **SP participants**, institutionalized recruitment channels reduce fragmentation, stabilize transition phases, and align migration with sectoral labour demand. The coordination between training institutions, employers, and migration governance mechanisms facilitates a more predictable and standardized entry into the labour market. By contrast, **SP non-participants** more frequently experience self-directed and network-based trajectories characterized by discontinuity and greater exposure to uncertainty. In this sense, institutional mediation functions as a meso-level structuring device that shapes how mobility is translated into employment opportunities (European Commission, 2025).

Second, skill alignment mediates perceptions of professional adequacy and agency. Among **SP participants**, structured training pathways and employer involvement contribute to lower perceived skill mismatch and stronger evaluations of practical skill development. The conversion of educational capital into employment appears more direct and coherent. For **SP non-participants**, however, higher levels of perceived mismatch and qualitative accounts of occupational downgrading reflect the well-documented risks of deskilling within segmented labour markets. These divergences illustrate that skill possession alone does not determine outcomes; rather, institutional arrangements condition the extent to which competences can be effectively mobilized. In capability terms, the Skillpartnership enhances conversion factors, whereas fragmented pathways leave migrants more dependent on individual resources and informal mechanisms (Sen, 1999/2015).

Third, perceptions of justice operate at multiple and differentiated levels. **SP participants** report more positive evaluations of fairness within workplace contexts, suggesting that structured recruitment and clearer role expectations may strengthen procedural justice (Greenberg, 1990). However, broader perceptions of discrimination and social inclusion do not differ substantially between the two groups. **SP non-participants'** narratives more frequently highlight experiences of marginalization linked to housing precarity, language constraints, and gendered labour segmentation, yet even SP participants remain embedded within the same structural environment. This pattern aligns with multidimensional theories of justice (Fraser, 2009): while programme participation (i.e., SP) may improve recognition within specific institutional settings, it does not fundamentally alter macro-level inequalities shaping migrant integration.

The Italy–Egypt Skillpartnership thus demonstrates the potential of structured migration corridors to improve skill utilization and enhance selected dimensions of workplace justice within a segmented labour market. At the same time, **the comparison with SP non-participants** highlights the limits of programmatic intervention. Institutional mediation can reorganize access conditions and reduce perceived mismatch, but it operates within broader socio-economic structures that continue to reproduce stratification along lines of gender, educational capital, and labour market segmentation.

The Italian case therefore offers a differentiated picture. Structured pathways can meaningfully influence the alignment between skills and employment and strengthen perceptions of procedural fairness. Yet the persistence of wider segmentation patterns and stable perceptions of discrimination indicates that programme-based interventions



function within, rather than fully transform, existing structural inequalities. Migration, skills, and social justice emerge as interconnected yet unevenly mediated arenas of integration. Building on this integrated interpretation, the final section draws out the main implications of the study for migration governance, skill policy, and social justice in the context of transnational labour mobility.



5. Conclusion and suggestions

This report examined the interrelation between migration pathways, skill formation, and perceptions of social justice in the Italian case, with particular attention to the Italy–Egypt Skillpartnership but also considering other socio-demographic variables. By integrating quantitative and qualitative findings, the study provides a differentiated understanding of how structured migration corridors coexist with, and contrast against, more fragmented and informal labour market trajectories experienced by the majority of migrants in the sample.

While the **SP participant** offer a clear example of institutional mediation capable of improving skill alignment and selected dimensions of workplace justice, the experiences of **SP non-participants** reveal a more precarious landscape marked by occupational downgrading, fragmented language acquisition, limited recognition of qualifications, and structural exposure to labour market segmentation. The comparison between these two groups is therefore central: it highlights not only the potential of structured pathways, but also the broader conditions of marginality within which most migrants continue to navigate their professional and social integration in Italy.

In this sense, the Italian case does not simply illustrate the effectiveness of a targeted programme; rather, it reveals the coexistence of differentiated regimes of integration. Institutionalized mobility schemes may enhance predictability and skill utilization for some, while others remain embedded in more unstable trajectories shaped by bureaucratic barriers, gendered labour concentration, and socio-economic vulnerability.

5.1. Implications of the Findings

The findings highlight the importance of institutional mediation in shaping labour market outcomes for migrants. Migration is not simply an individual movement across borders, but a socially and institutionally organized process that influences employment trajectories, skill utilization, and perceptions of fairness. The Italian case demonstrates that different migration pathways generate differentiated regimes of integration, with structured and informal trajectories coexisting within the same segmented labour market. The **Italy–Egypt SP** appears to function as a structured and selective channel of labour market integration. **Participation** is associated with more coherent transitions into employment, stronger perceptions of skill alignment, and more positive evaluations of certain dimensions of workplace justice. These results indicate that coordinated recruitment and training mechanisms can reduce fragmentation and mitigate perceived skill mismatch, strengthening professional agency and enhancing the conversion of competences into employment outcomes.

However, the **comparison with SP non-participants** reveals the broader structural landscape within which most migrants continue to operate. **SP non-participants** more frequently report fragmented career trajectories, higher levels of perceived mismatch, and limited recognition of prior qualifications. Qualitative evidence underscores how occupational downgrading, constrained language acquisition, and limited institutional support contribute to these patterns. In this sense, the effectiveness of structured pathways becomes visible precisely in contrast to the more precarious conditions experienced outside such institutional mediation.

At the same time, the study reveals important limits to programmatic intervention. Although **SP participants** report more positive perceptions of procedural fairness within workplace settings, this should not be interpreted as evidence that they are exempt from discrimination or structural vulnerability. The **absence of statistically significant**



differences between SP participants and SP non-participants in perceived discrimination suggests that structured migration pathways do not eliminate exposure to broader systemic inequalities.

Rather, the findings indicate a differentiation of levels. While the SP enhances organizational-level conditions—such as recruitment transparency, skill recognition, and role clarity—it does not fundamentally alter the macro-structural environment within which all migrants operate. **SP Participants** and **non-participants** alike remain embedded in a segmented labour market shaped by gendered occupational concentration, status hierarchies, housing precarity, and regulatory constraints linked to migration status as demonstrated in the previous section.

Taken together, these results suggest that migration governance instruments can meaningfully reorganize access to employment and improve specific dimensions of skill utilization and procedural justice. Yet their capacity to address systemic forms of inequality remains limited. Structured pathways may enhance predictability and professional alignment, but they operate within pre-existing socio-economic and institutional structures that continue to condition migrant integration in Italy.

5.2. Positive and Negative Impacts of Migration on Immigrants and the Labour Market

From the perspective of immigrants, the impacts of migration differ significantly depending on the pathway through which mobility occurs. For the **SP participants**, structured migration channels appear to generate positive outcomes in terms of employment stability, skill utilization, and professional agency. SP participants report clearer alignment between training and job requirements, suggesting that targeted mobility schemes can reduce perceived deskilling and enhance confidence in professional competences. The coordinated linkage between vocational preparation, employer demand, and placement mechanisms facilitates more predictable and coherent employment trajectories.

By contrast, **for migrants outside such structured pathways**—who represent the majority within the broader labour market—the experience is more ambivalent. Quantitative findings indicate higher levels of perceived skill mismatch among **SP non-participants**, while qualitative evidence highlights fragmented career paths, limited recognition of prior qualifications, and constrained opportunities for upskilling. In these cases, migration does not necessarily translate into skill enhancement or upward mobility; rather, it often entails adaptation to available labour demand within a segmented market.

From the perspective of the labour market, structured programmes such as the SP may contribute positively to addressing sectoral labour shortages, particularly in technical and industrial occupations (as already found along the WP2). By aligning training provision with employer needs, they support more efficient matching processes and enhance workforce planning capacity. In this sense, institutionalized mobility schemes can serve both economic demand and migrants' professional development, at least within specific sectors. However, migration in Italy unfolds within a segmented labour market characterized by persistent occupational stratification. Migrants—particularly women—remain disproportionately concentrated in care, domestic, and low-skilled sectors, regardless of programme participation. Access to structured pathways is selective and limited in scale, meaning that the benefits observed among **SP participants** are not representative of the majority of migrant workers. Moreover, experiences of structural vulnerability—linked to housing insecurity, regulatory precarity, and gendered labour concentration—extend beyond the workplace and affect both SP participants and SP non-participants.

Thus, the positive and negative impacts of migration cannot be understood as uniform. For **SP participants**, structured mobility may enhance employment alignment and procedural fairness, while for **SP non-participants**



migration more frequently involves adaptation within constrained and stratified conditions. In both cases, migration supports the functioning of the labour market by filling labour shortages; yet it simultaneously operates within socio-economic structures that reproduce inequalities and limit full social inclusion. The Italian case therefore illustrates a differentiated landscape in which migration generates both opportunities and tensions, depending on the degree of institutional mediation and the structural position occupied within the labour market.

5.3. Policy Implications

The findings suggest several directions for policy development, considering the differentiated experiences observed between structured and non-structured migration pathways.

First, education and training policies should strengthen the connection between vocational training, employer needs, and transnational mobility frameworks. The **comparison between SP participants and SP non-participants** indicates that structured pathways aligning prior experience with labour demand can reduce perceived skill mismatch and facilitate more coherent labour market integration. However, such mechanisms should also be accessible beyond narrowly targeted schemes, in order to avoid reinforcing segmentation between different groups of migrants.

Second, labour market policies should address persistent occupational stratification by improving recognition procedures for foreign qualifications and supporting upward mobility within firms. While SP can enhance initial matching, they should not be limited to entry-level placement. Creating opportunities for career progression and continuous professional development is essential to prevent long-term deskilling and channeling into fixed occupational niches.

Third, migration policies should balance selectivity with inclusiveness. **Structured corridors** can improve efficiency and predictability, yet they should avoid reinforcing narrow occupational channeling or dependency on specific sectors. Broader frameworks are needed to ensure that migrants outside institutionalized schemes are not left navigating fragmented and informal integration pathways without adequate support.

Fourth, policies aimed at promoting social justice should extend beyond employment programmes. Combating discrimination and strengthening civic participation require coordinated interventions across housing, legal status regulation, local integration services, and anti-discrimination frameworks.

5.4. Suggestions for Further Research

Future research should further investigate the long-term trajectories of participants in structured migration programmes such as the Italy–Egypt Skillpartnership. Longitudinal studies would help assess whether initial skill alignment and positive perceptions of workplace fairness translate into sustained career progression, occupational mobility, and improved socio-economic positioning over time.

At the same time, research should also examine the trajectories of migrants outside institutionalized mobility schemes, who constitute the majority of labour migrants in the Italian context. Comparative longitudinal analyses between SP participants and non-participants would provide deeper insight into whether structured pathways produce durable advantages or whether structural segmentation gradually reasserts itself across both groups.

Comparative research across countries implementing Talent Partnerships or similar schemes would further clarify the conditions under which structured mobility frameworks generate more equitable and sustainable outcomes. Cross-national studies could help disentangle the role of national labour market institutions, recognition systems, and integration policies in shaping differentiated results.



Moreover, further qualitative research is needed to deepen the understanding of how both SP participants and non-participants experience recognition, belonging, and professional agency across different institutional settings — including workplaces, training institutions, local communities, and housing contexts. Particular attention should be paid to gender dynamics, intergenerational mobility, and the intersection between legal status and labour market positioning, especially in sectors characterized by feminization and precarious employment.

Finally, future quantitative studies could incorporate more refined indicators of workplace justice and discrimination, adopting multilevel modelling approaches capable of disentangling individual, organizational, and structural determinants. Such designs would allow researchers to move beyond binary comparisons and better capture the layered nature of inequality in migrant labour market integration.

5.5. Ethical and Professional Responsibility

An additional implication emerging from both the qualitative data and fieldwork experience concerns the ethical posture of practitioners, educators, and institutional actors working with migrant populations.

Professionals engaged in migration, training, and labour integration programmes should cultivate reflexivity regarding their own emotional responses, communicative styles, and relational positioning. Awareness of how one presents oneself, the narratives one uses, and the forms of recognition one conveys can significantly affect trust-building and empowerment processes. Sharing contextual knowledge and demonstrating informed understanding of migrants' countries of origin and transit experiences may contribute to building relational legitimacy.

At the same time, when cases of treatment that violate personal integrity, dignity, or fundamental human rights are reported, institutions and professionals have a clear responsibility to activate appropriate safeguarding procedures and, where necessary, notify competent public authorities. Social justice in migration contexts cannot be limited to training and employment outcomes; it requires institutional accountability and protection mechanisms capable of responding to abuse, exploitation, and rights violations.

5.6. Final Synthesis

Revisiting the three research questions allows us to draw a coherent and multilayered picture of the Italian case. Regarding **RQ1**, the study shows that migration patterns are not homogeneous but structurally differentiated. Institutionalized and employer-led pathways, such as the Italy–Egypt SP, generate more predictable and organized labour market entry. In contrast, informal or irregular trajectories—often involving transit through Libya, Tunisia, the Central Mediterranean, or the Balkan route—expose migrants to fragmentation, violence, prolonged instability, and cumulative vulnerability. These differentiated routes are not only humanitarian realities; they shape subsequent labour market positioning, access to rights, and levels of trust in institutions. Migration trajectories thus act as structuring factors of labour segmentation.

With respect to **RQ2**, the findings demonstrate that structured migration corridors can improve the alignment between skills and employment, particularly when contrasted with the experiences of migrants outside such programmes. **SP participation** is associated with lower perceived skill mismatch and stronger perceptions of practical skill development, suggesting that institutional mediation enhances professional agency and reduces uncertainty at labour market entry. By contrast, non-participants more frequently report fragmented trajectories and higher perceived mismatch, reflecting patterns of deskilling documented in the broader literature. Nonetheless, even within structured schemes, integration



unfolds within a segmented labour market characterized by sectoral concentration and stratified occupational opportunities. Skill enhancement does not automatically translate into upward mobility; it remains embedded within structural constraints.

Concerning **RQ3**, the results point to a differentiated but bounded effect of structured pathways on perceptions of justice. SP participants report more positive perceptions of fairness within workplace contexts, indicating enhanced procedural clarity and relational trust at the organizational level. However, broader perceptions of discrimination and social inclusion **do not significantly differ between SP participants and non-participants**. This suggests that institutional mediation may improve workplace-level conditions without substantially altering exposure to systemic inequalities operating beyond the firm. For instance, gender dynamics must be interpreted within the composition of the sample itself. The SP group consists predominantly of young men recruited for technical and industrial occupations, whereas women in the broader migrant population are more frequently concentrated in domestic and care sectors. The absence of significant gender effects in several quantitative analyses does not imply gender neutrality of the labour market; rather, it reflects occupational segmentation and the differentiated channels through which men and women access employment. Gendered inequalities thus appear as structural features of labour market organization rather than as direct outcomes of programme participation.

Taken together, the Italian case illustrates both the potential and the limits of skill-based migration governance. Structured partnerships can enhance professional agency, reduce perceived mismatch, and improve experiences of procedural justice. At the same time, they operate within broader socio-economic and institutional structures that continue to influence stratification, recognition, housing access, and social belonging.

In this sense, migration, skills, and social justice emerge not as separate domains but as interconnected dimensions of labour market integration embedded in wider systems of inequality. Effective policy responses must therefore operate simultaneously at multiple levels: facilitating safe and structured mobility pathways, strengthening mechanisms of skill recognition and career progression, ensuring access to housing and social rights, and reinforcing institutional accountability in cases of rights violations. Only through an integrated and multi-level approach can migration governance move beyond labour matching toward genuinely just and sustainable inclusion.



Appendices

A. Informed consents (in Italian)

UNIVERSITÀ DEGLI STUDI DI VERONA – DIPARTIMENTO DI SCIENZE UMANE

Lungadige Porta Vittoria, 17, 37129 Verona

CONSENSO INFORMATO - Modulo informativo (interview)

Gentile partecipante,

questo studio, il quale fa parte di un progetto Horizon 2020, Il progetto studia come migliorare le competenze dei lavoratori migranti e aiutarli a trovare lavoro nei paesi di destinazione (Francia, Germania, Italia, Regno Unito e Norvegia) e nei paesi di origine o di transito (Lituania, Polonia, Turchia, Ucraina, Macedonia del Nord ed Etiopia). L'obiettivo è creare connessioni tra questi paesi senza creare problemi o difficoltà per chi partecipa alla ricerca. Per questo studio, parleremo con esperti della formazione, responsabili delle assunzioni, sindacati e lavoratori migranti (che saranno coinvolti più avanti con altre modalità). Le attività includono interviste e questionari. La responsabile della ricerca in Italia è la professoressa **Paola Dusi**, docente all'Università di Verona. Le persone che raccolgono i dati sono **Francesco Vittori**, ricercatore in pedagogia, e **Dario Nicoli**, docente di sociologia economica e collaboratore del CNOS-FAP di Roma. Per maggiori informazioni, può visitare il sito del progetto: www.skills4justice.eu

Chiediamo la sua disponibilità a partecipare alla ricerca.

Prima di dare il consenso, è importante che lei legga con attenzione le informazioni su questa ricerca: i suoi obiettivi e il modo in cui verrà svolta. Si prenda tutto il tempo necessario per leggere e, se ha domande o dubbi, non esiti a chiedere chiarimenti.

Qual è l'obiettivo di questa ricerca?

L'obiettivo principale della ricerca è creare un modello per aiutare le persone con background migrante a sviluppare le competenze giuste per trovare lavoro nei Paesi di destinazione e di transito. Inoltre, il progetto vuole dare ai Paesi di origine informazioni utili per migliorare la formazione professionale.

Perché sono stato contattato/a proprio io?

Lei è stato/a scelto/a per questo studio perché è un/a lavoratore/trice con background migratorio in un settore dove c'è bisogno di più personale qualificato e dove lavorano molte persone straniere. Partecipare a questo studio è una sua scelta e non è obbligatorio.

Sono obbligato/a a dare il mio consenso?



Partecipare a questo studio è una sua scelta. Può dire di no senza problemi. Se decide di partecipare, dovrà firmare tre consensi:

1. Il consenso per partecipare alla ricerca.
2. Il consenso all'audio-registrazione (solo se prevista)
3. Il consenso per l'uso dei dati raccolti.

In qualsiasi momento, può cambiare idea e ritirare il suo consenso, senza dover dare spiegazioni e senza conseguenze negative.

Cosa devono fare i partecipanti?

Se lei accetta di prendere parte a questa ricerca, le verrà richiesto di prendere parte ad una intervista della durata approssimativa di **1 ora**, in lingua italiana in cui le verrà chiesto di rispondere **25** domande aperte. L'intervista si svolgerà in un luogo tranquillo di sua scelta (anche online) e verrà audio-registrata per consentire la successiva sbobinatura.

L'identità dei partecipanti è protetta?

I dati saranno trattati ai sensi dell'articolo 13 del Regolamento (UE) n. 679/2016 e dal D.L. 196/2003, così come adeguato al D.L. 101/2018 in tema di protezione dei dati personali. Titolare del trattamento è l'Università degli Studi di Verona, con sede in Via dell'Artigliere n. 8, IT37129, Verona (e-mail: privacy@ateneo.univr.it, PEC: ufficio.protocollo@pec.univr.it, tel. +39 045.8028777). Informazioni ulteriori sul trattamento e la protezione dei dati personali nel caso di ricerche svolte presso l'Università degli Studi di Verona sono reperibili sul sito <https://www.univr.it/it/privacy>, in particolare in riferimento alle parti che riguardano il trattamento e la protezione dei dati per le persone coinvolte in attività di ricerca. I dati raccolti saranno utilizzati esclusivamente per scopi di ricerca scientifica. Tutte le informazioni raccolte saranno conservate in modo sicuro e ne sarà impedita la visione da parte di estranei. Qualsiasi informazione che possa identificare i partecipanti sarà rimossa per garantirne l'anonimato. Il materiale sarà custodito dalla responsabile dello studio.

Le partecipanti corrono dei rischi?

Partecipare a questa ricerca **non comporta rischi**, oltre a quelli normali della vita quotidiana. Tuttavia, alcune domande potrebbero farla sentire a disagio. Se questo succede, **può scegliere di non rispondere** o, se lo desidera, **può interrompere la partecipazione e ritirare il consenso** in qualsiasi momento. Se avesse bisogno di supporto, può chiedere aiuto al personale di riferimento dell'ente formatore che l'ha contattata, come il suo tutor personale.

Quali sono i benefici derivanti dalla partecipazione?



Non riceverà **benefici diretti** dalla partecipazione a questa ricerca. Tuttavia, i **risultati** possono aiutare a capire meglio come vengono create le politiche per la **formazione professionale degli adulti** e come queste influenzano le pratiche educative e di inserimento lavorativo per le persone con background migratorio, come spiegato in precedenza e in linea con gli obiettivi del progetto.

È possibile conoscere i risultati della ricerca?

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Chi posso contattare per avere ulteriori informazioni?

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Quali sono i miei diritti se decido di partecipare alla ricerca?

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La ringraziamo per la collaborazione.

Prof.ssa Paola Dusi

Aprile 2025, Verona



Consenso alla partecipazione allo studio

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**COGNOME E NOME IN
STAMPATELLO
DEL/LA PARTECIPANTE**

FIRMA DEL/LA PARTECIPANTE

Data e ora

Consenso all'audio-registrazione dell'intervista

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FIRMA DEL/LA PARTECIPANTE

Data e ora

Consenso al trattamento dei dati

Acconsento al trattamento dei dati derivanti dalla mia partecipazione.



COGNOME E NOME IN

STAMPATELLO

DEL/LA PARTECIPANTE

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**Cognome e nome in stampatello della
persona che ha ottenuto il consenso**

**Firma della persona che ha ottenuto il
consenso**

Data e ora

Nota: una fotocopia di tale modulo firmato va consegnato al/la partecipante.



UNIVERSITÀ DEGLI STUDI DI VERONA – DIPARTIMENTO DI SCIENZE UMANE

Lungadige Porta Vittoria, 17, 37129 Verona

CONSENSO INFORMATO - Modulo informativo (questionnaire)

Gentile partecipante,

questo studio, il quale fa parte di un progetto Horizon 2020, Il progetto studia come migliorare le competenze dei lavoratori migranti e aiutarli a trovare lavoro nei paesi di destinazione (Francia, Germania, Italia, Regno Unito e Norvegia) e nei paesi di origine o di transito (Lituania, Polonia, Turchia, Ucraina, Macedonia del Nord ed Etiopia). L'obiettivo è creare connessioni tra questi paesi senza creare problemi o difficoltà per chi partecipa alla ricerca. Per questo studio, parleremo con esperti della formazione, responsabili delle assunzioni, sindacati e lavoratori migranti (che saranno coinvolti più avanti con altre modalità). Le attività includono interviste e questionari. La responsabile della ricerca in Italia è la professoressa **Paola Dusi**, docente all'Università di Verona. Le persone che raccolgono i dati sono **Francesco Vittori**, ricercatore in pedagogia, e **Dario Nicoli**, docente di sociologia economica e collaboratore del CNOS-FAP di Roma. Per maggiori informazioni, può visitare il sito del progetto: www.skills4justice.eu

Chiediamo la sua disponibilità a partecipare alla ricerca.

Prima di dare il consenso, è importante che lei legga con attenzione le informazioni su questa ricerca: i suoi obiettivi e il modo in cui verrà svolta. Si prenda tutto il tempo necessario per leggere e, se ha domande o dubbi, non esiti a chiedere chiarimenti.

Qual è l'obiettivo di questa ricerca?

L'obiettivo principale della ricerca è creare un modello per aiutare le persone con background migrante a sviluppare le competenze giuste per trovare lavoro nei Paesi di destinazione e di transito. Inoltre, il progetto vuole dare ai Paesi di origine informazioni utili per migliorare la formazione professionale.

Perché sono stato contattato/a proprio io?

Lei è stato/a scelto/a per questo studio perché è un/a lavoratore/trice con background migratorio in un settore dove c'è bisogno di più personale qualificato e dove lavorano molte persone straniere. Partecipare a questo studio è una sua scelta e non è obbligatorio.

Sono obbligato/a a dare il mio consenso?

Partecipare a questo studio è una sua scelta. Può dire di no senza problemi. Se decide di partecipare, dovrà firmare tre consensi:

4. Il consenso per partecipare alla ricerca.
5. Il consenso all'audio-registrazione (solo se prevista)

6. Il consenso per l'uso dei dati raccolti.

In qualsiasi momento, può cambiare idea e ritirare il suo consenso, senza dover dare spiegazioni e senza conseguenze negative.

Cosa devono fare i partecipanti?

Se accetta di partecipare alla ricerca, dovrà compilare un questionario con 44 domande sui lavoratori migranti qualificati nei Paesi di destinazione e di origine. Il questionario è diviso in tre parti:

1. **Prima parte** – 20 domande su dati personali (età, paese di origine, ecc.).
2. **Seconda parte** – 9 domande sulle competenze lavorative.
3. **Terza parte** – 15 domande su giustizia sociale e discriminazione.

Il questionario richiede **circa 30 minuti** per essere completato.

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**COGNOME E NOME IN
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FIRMA DEL/LA PARTECIPANTE

Data e ora

Consenso all'audio-registrazione dell'intervista

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FIRMA DEL/LA PARTECIPANTE

Data e ora

Consenso al trattamento dei dati

Acconsento al trattamento dei dati derivanti dalla mia partecipazione.



COGNOME E NOME IN

STAMPATELLO

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B. Online and paper-based questionnaire (translated in Italian)

Online survey: <https://limesurvey.univr.it/index.php/182647?lang=it> [Accessed February 26, 2026]

N.	Domanda	Risposte
	In quale Paese vivi ora?	☐ Etiopia ☐ Francia ☐ Germania ☐ Italia ☐ Lituania ☐ Macedonia del Nord ☐ Polonia ☐ Norvegia ☐ Turchia ☐ Regno Unito ☐ Ucraina
	Seleziona la lingua del questionario.	☐ Arabo ☐ Inglese ☐ Francese ☐ Tedesco ☐ Italiano ☐ Lituano ☐ Macedone ☐ Polacco ☐ Russo ☐ Norvegese ☐ Turco ☐ Ucraino
1	Sei nato nel Paese in cui vivi attualmente?? <i>NOTA: Se la risposta è "Sì", il questionario deve essere interrotto per questo</i>	☐ Sì ☐ No. Scrivere il paese di nascita:



	<i>partecipante perché saranno incluse solo le persone nate all'estero.</i>	
2	Sei un immigrato (rifugiato, richiedente asilo, ...) in questo Paese? NOTA: Se la risposta è “No”, il questionario deve essere interrotto per questo partecipante.	☐ Sì ☐ No
3	Quanti anni hai? NOTE: I partecipanti di età inferiore a 18 anni e superiore a 67 non possono partecipare all'indagine.	☐ Meno di 18 ☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55-67 ☐ 68 o più
4	Qual è il tuo status attuale in Italia?	☐ Migrante legale ☐ Rifugiato/richiedente asilo ☐ Immigrato irregolare ☐ Altro ☐ Preferisco non rispondere
5	Attualmente stai lavorando? NOTA: Se la risposta è “Non ho mai lavorato”, il questionario può essere interrotto per questo partecipante in quanto non ha esperienza.	☐ Sì, lavoro e ho un contratto di lavoro. ☐ Sì, lavoro, ma senza contratto di lavoro. ☐ Ora sono disoccupato, ma prima ho lavorato per almeno tre mesi. ☐ Non ho mai lavorato dopo essere arrivato in questo Paese. ☐ Sono un lavoratore autonomo/un imprenditore. ☐ Sono un richiedente asilo.



		☐ Sono un rifugiato con stato di protezione. ☐ Preferisco non rispondere
6	Da quanto tempo sei in Italia?	☐ Meno di un anno ☐ 1-5 anni ☐ 6-10 anni ☐ Più di 10 anni
7	Qual è il tuo genere?	☐ Maschio ☐ Femmina ☐ Altro ☐ Preferisco non rispondere
8	Torni nel paese da cui provieni e ci lavori di tanto in tanto?	☐ Sì ☐ No
9	Perché hai lasciato il Paese da cui provieni? Puoi selezionare più di un'opzione.	☐ Lavoro a lungo termine nel paese in cui vivo ora ☐ Lavoro temporaneo nel paese in cui vivo ora ☐ Crisi economica nel Paese da cui provengo ☐ Istruzione nel Paese in cui vivo ora ☐ Guerra/guerra civile nel Paese da cui provengo ☐ Timore di persecuzioni nel Paese da cui provengo ☐ Disastro climatico/naturale nel Paese da cui provengo ☐ Problemi familiari ☐ Discriminazione nel paese da cui provengo ☐ Motivazione personale ☐ Altro. Si prega di specificare:



10	Qual è stato il livello di istruzione che hai raggiunto nel Paese da cui provieni?	☐ Nessuna istruzione scolastica ☐ Sono solo in grado di leggere e scrivere ☐ Istruzione di base ☐ Istruzione secondaria superiore/superiore generale ☐ Istruzione secondaria superiore professionale ☐ Maestro, artigiano/tecnico ☐ Corso professionale ☐ Istruzione universitaria ☐ Nessuna risposta ☐ Non ho ricevuto alcuna istruzione nel paese da cui provengo.
11	Qual è il livello di istruzione che hai raggiunto in Italia?	☐ Nessuna istruzione scolastica ☐ Sono solo in grado di leggere e scrivere ☐ Istruzione di base ☐ Istruzione secondaria superiore/superiore generale ☐ Istruzione secondaria superiore professionale ☐ Maestro, artigiano/tecnico ☐ Corso professionale ☐ Istruzione universitaria ☐ Nessuna risposta ☐ Non ho ricevuto alcuna istruzione nel paese da cui provengo.



12	Qual è il settore in cui hai ottenuto il più alto livello di qualifica (ad es. ingegneria, istruzione, sanità, economia, turismo, generale, ...)?	Specifica il campo in cui hai ottenuto la tua qualifica più alta:
13	Se hai conseguito l'ultimo diploma di formazione professionale o di istruzione superiore nel Paese da cui provieni o in un altro Paese, questo diploma è riconosciuto in Italia?	☐ Sì, completamente ☐ In parte ☐ No ☐ Altro. Si prega di spiegare:
14	Se hai ricevuto una formazione professionale in Italia, dove l'hai ricevuta? È possibile selezionare più di un'opzione.	☐ In una università (laurea o diploma) ☐ In una scuola tecnica professionale superiore ☐ In un centro di formazione professionale ☐ In apprendistato (sistema formale) ☐ Formazione professionale continua ☐ Sul posto di lavoro ☐ Altro. Specificare: ☐ Non ho ricevuto alcuna formazione professionale
15	Che cosa ha fatto il tuo datore di lavoro per aiutarti ad adattarti al lavoro in Italia? È possibile selezionare più di una risposta.	☐ corsi professionali interni ☐ corsi professionali esterni ☐ formazione guidata sul posto di lavoro ☐ programma di tutoraggio/accompagnamento



		☐ monitoraggio delle prestazioni ☐ fornire un feedback individuale ☐ modifica delle pratiche di lavoro ☐ riassegnazione del lavoro ☐ rotazione delle mansioni ☐ scambi o visite di studio ☐ conferenze/workshop ☐ circoli di apprendimento o di qualità ☐ nulla ☐ ho frequentato corsi di apprendimento autonomo/e-learning, lezioni private senza l'aiuto di un datore di lavoro. ☐ ho seguito corsi di formazione permanente o di formazione generale per adulti senza l'aiuto di un datore di lavoro.
16	Che lavoro fai attualmente (ad es. meccanico, operaio edile, infermiere, panettiere, badante, ingegnere, ecc.)	Occupazione:
17	Hai già svolto il tuo attuale lavoro nel paese da cui provieni?	☐ Sì ☐ No
18	Qual è il numero di dipendenti dell'azienda/organizzazione in cui lavori?	☐ Più di 250 ☐ Da 10 a 250 ☐ Da 1 a 10 ☐ Sono un lavoratore autonomo/lavoro in proprio.
19	Quanto tempo hai impiegato per trovare il tuo primo lavoro in Italia?	Durata (in anni, mesi, settimane o giorni):



20	Come hai trovato il tuo primo lavoro in Italia?	☐ Agenzia di collocamento ufficiale ☐ Società privata di collocamento ☐ Contattando i datori di lavoro ☐ Invito dell'azienda ☐ Annunci di lavoro ☐ ONG ☐ Sindacati ☐ Conoscenti ☐ Ho avviato un'attività in proprio. ☐ Altro. Si prega di specificare: ☐ Non ho trovato lavoro prima del mio arrivo.
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C. Interview questionnaire (translated in Italian)

Preliminary Questions

Da quale Paese provieni?

Quanti anni hai?

Che lavoro fai?

Campo	N.	Domanda
Percorsi migratori	1	Per quale motivo hai deciso di lasciare il tuo Paese? Fino a che punto questa decisione è stata volontaria?
	2	Come hai deciso in quale Paese andare? Sei passato per altri Paesi prima di venire in Italia? Descrivi i principali punti di riferimento del tuo percorso. Perché hai deciso di venire in Italia?
	3	Prenderesti mai in considerazione l'idea di tornare nel tuo Paese di origine? Dal tuo punto di vista, quali sarebbero le condizioni necessarie per tornare?
Formazione delle competenze	4	Parlami brevemente del tuo percorso di istruzione e formazione nel tuo Paese di origine.
	5	L'istruzione acquisita nel tuo Paese di provenienza è stata riconosciuta in Italia? Se no, quali sono i problemi principali che hai dovuto affrontare per far riconoscere il tuo titolo di studio?
	6	Dopo il tuo arrivo in Italia, hai seguito un corso di istruzione o formazione professionale? Se sì, quale e in quale scuola/istituto?
	7	Lavoravi nel Paese da cui provieni? Che cosa hai fatto? Si prega di fornire una breve descrizione.



	8	Lavori o hai lavorato di recente in Italia? Che lavoro fai? Cosa pensi della tua situazione lavorativa e di come si è evoluta (anche nei diversi Paesi)?
	9	Complessivamente, quanto tempo hai impiegato per trovare un lavoro in Italia? Quali difficoltà hai incontrato? Come hai cercato un lavoro (Internet, agenzia privata, centro per l'impiego pubblico, ...)?
Mancata corrispondenza delle competenze	10	La tua formazione è sufficiente per il lavoro che stai facendo ora? Quali sono le ragioni? Se non lo è, puoi seguire una formazione per ottenere le conoscenze e le abilità pratiche necessarie?
	11	Quali sono i principali problemi che riscontri in termini di competenze sul posto di lavoro?
Giustizia	12	Hai l'impressione che i lavoratori migranti lavorino più spesso in modo irregolare rispetto ai lavoratori locali? Se sì, fornisci esempi e ragioni.
	13	Quante ore lavori a settimana? È lo stesso orario dei lavoratori italiani? Ti viene chiesto di fare straordinari o di lavorare nei giorni festivi?
	14	Sei soddisfatto/a del tuo stipendio? È sufficiente per vivere bene?
	15	Sei soddisfatto/a della sua sistemazione abitativa? Puoi parlarci della sua situazione familiare? Devi prenderti cura di qualche familiare? Come influisce questo sul tuo lavoro?
	16	Sei in contatto con sindacati, ONG e gruppi di immigrati? In che modo ti sono di aiuto?
Genere	17	Ritieni che le donne subiscano discriminazioni di genere per quanto riguarda l'istruzione e l'occupazione? Sapresti confrontare la tua esperienza qui e nel Paese da cui provieni?
Altro	18	Come immigrato/a, di quale sostegno hai bisogno in Italia?
	19	Hai altri commenti o suggerimenti?



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