

At a crossroads
Unaccompanied and separated
children in their transition
to adulthood in Italy

Research questions and methodology

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#### Research objectives

Analyze the transition to adulthood of UASC in Italy
Provide empirical evidence of factors that facilitate or constrain
this transition

Impact of
Iegal status
on the
transition to
adulthood

Access to education, vocational and on-the-job training

Access to the job market and the risks related to informal labour and exploitation

Access to adequate housing solutions

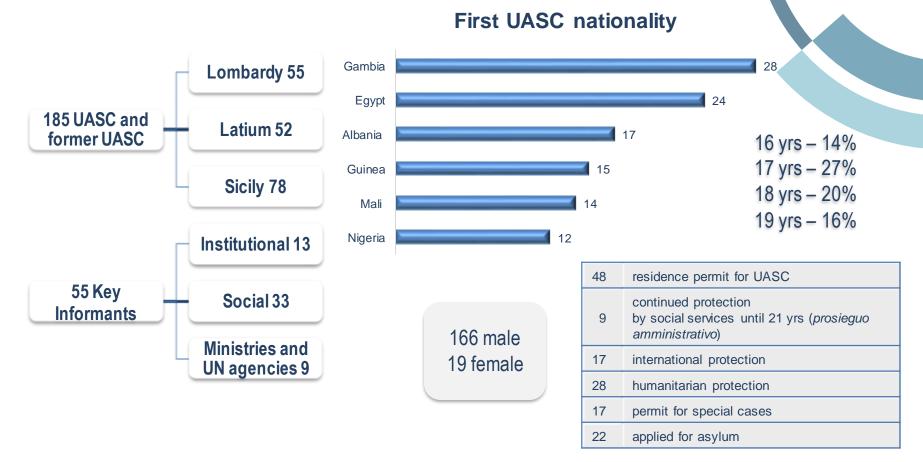
The role of formal and informal relationships

Relationship
with families
of origin
and the
possibilities of
family
reunification

Experiences with volunteer guardians

The risk of onward movements

#### **Description of the sample**



#### Methodological approach and research tools

Mixed methods Quantitative Qualitative Desk review technique technique Secondary data on Questionnaire Two U-Report on the demographic Biographical interviews Interviews with key Three case studies (1 x addressed to 39 Adult Move polls to collect and FGDs with UASC each region) to identify characteristics and social and institutional Learning Centers opinions of UASC on and former UASC conditions linked to informants «good practices» (CPIAs) their education and legal status training pathways and

internship experiences

## Peer research approach

## 10 Former UASC

Training on methods for conducting interviews

- comfort of respondents
- peer-to-peer relationships
- lower level of power imbalance
- similar experience
- emotional proximity



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Research results

Sarah Martelli









#### FACTORS FACILITATING UASC TRANSITION TO ADULTHOOD

- **Legislation**: with the Law 47/2017, Italy has an advanced legal framework on the recognition of UASC's rights and their protection;
- Reception: the possibility of social inclusion and of overcoming past traumas and problems is closely linked to the reception experience, which can potentially play a positive role, but it is strongly influenced by the local context;
- **Relations**: formal and informal relationships, both with adults and peers, represent an important support for UASC and former UASC. In particular, the role of educators in the reception facility and of volunteer guardians is acknowledged by UASC as crucial;
- **Education**: school and vocational training are acknowledged by UASC and former UASC as fundamental;
- **Home**: importance of transitory solutions emerges, such as family-related hosting or of supervised semi-independent living in the achievement of independent living

## **Education and training pathways**

Italian languages classes

Workshops in reception facilities

Catch up school courses

Italian language schools

School access

guaranteed in the class corresponding to their age

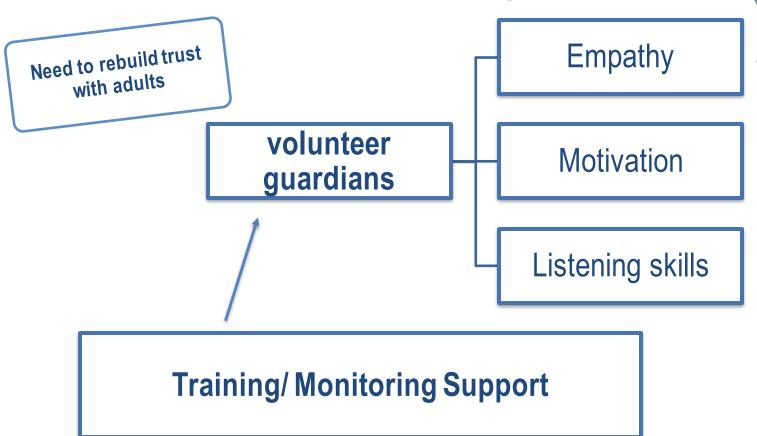
Catch up school courses (most UASC are 15+)

Vocational training

Short courses (3-6 months) by VET bodies Long courses

(2-5 years) by training institutions and catchup schools

### The role of volunteer guardians



#### Housing independence

Between independence and abandonment

Need to get away from the "rigid" rules of the facility

Need to find a solution before leaving the facility

Necessity of an employment contract

**Support aspects** 

Experiences of supervised independent living

Possibility of alternative care

networks of fellow compatriots

«Good practices»: supervised independent living

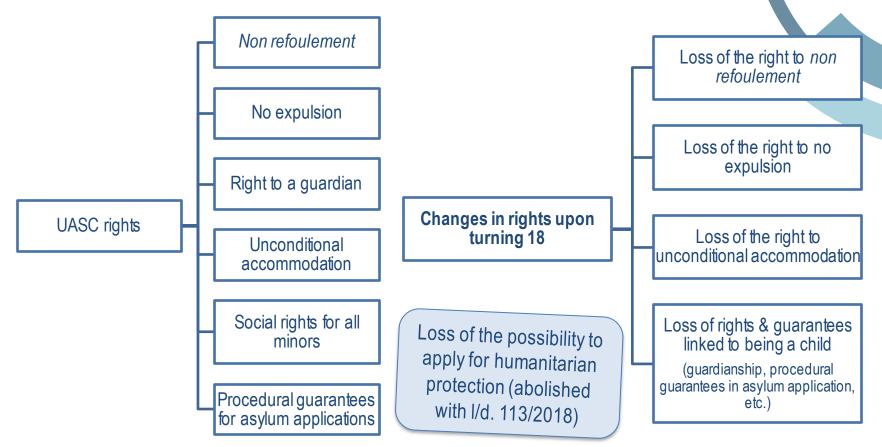
Size and location of the houses

Limited presence of an adult

Flexibility of pathways

Economic independence

### Changes in entitlements when turning 18



#### FACTORS HINDERING UASC TRANSITION TO ADULTHOOD

- Legislation: the slow and complex procedures to get documents (and additional bureaucratic bottlenecks);
- **Time-frame**: the very short time most UASC have because of their age at arrival(16–17 years old), very limited to equip themselves with the necessary tools for autonomy and inclusion;
- Access to information: some limitations with respect to information and guidance provide to UASC on the opportunities and on the potential pathways (normative framework, training, and labor insertion);
- **Work**: the difficulty in getting a regular work contract affects every other aspect of the transition (residence permits, access to housing, etc.);
- **Discrimination**: forms of discrimination and racism in accessing the job and housing markets represent an additional obstacle in autonomy and social inclusion pathways and affect the personal well-being of UASC and former UASC;
- **Trauma**: traumatic or particularly complex experiences in the country of origin or during the journey are difficult to overcome, making social inclusion more difficult;
- **Violence**: the dynamics of violence, including gender-based violence, experienced in particular by girls even when they are not victims of trafficking, have a strong impact on their transition to adulthood.

#### **Employment paths**

Adequate offer of professional training

Work grants/internships

Labour market opportunities

Legal status

**Labour** insertion

Social network able to mediate job opportunities

#### **Vulnerabilities and risks**

# Trauma & psychological distress

Traumas experienced before departure or during the journey

Need for early identification of the symptoms by the reception system

# Violence, torture and sexual exploitation

Violence & torture during the journey (Libya & western Balkans)

Trafficking, violenze & sexual exploitation

Risk of psychological distress or depression after arrival in Italy

#### Exploitation & exclusion

Factors that increase the risk:

- Experienced violence
- o Need to earn

Possible scenarios

- o «odd jobs»
- Labour exploitation
- Illegal activities

Possible support

Formal & informal reception

## Risk of secondary movements

From the South of Italy to cities in the Centre & North:

 Lack of geographical distribution of UASC after landing in southern regions

Towards other EU countries:

 Problems with family reunification procedures under Dublin III Regulation: lengthy waiting times and poor knowledge of options with consequent risk of becoming «unaccounted for»

#### **Experience of discrimination**

«no one here has ever seen a black person study engineering»

school

work

«colleagues who have problems because they don't want us there »

«house rental is refused because of the colour of their skin»

home

institutions

«when they took me to the police station, they slapped me»