



**Young adults suspended between
multiples transitions: factors that facilitate
or constrain UASC's transition pathways**

Migration & Adulthood: Three Key Questions

- How do transition **pathways to adulthood** meet their **expectations and aspirations**?
- What are the **factors** that make UASC more vulnerable, and at risk of exclusion, abuse and exploitation?
- Which **good practices** or **positive experiences** can be replicated to facilitate their **transition to adulthood** and **promote** their **social inclusion**?

TRIPLE TRANSITION

1. the transition **from adolescence to adulthood**, with its biological-physical, socio-emotional and cognitive changes that are common to all human beings;
2. the transition related to migration that leads to **detachment from one's context of origin and the need to build a new life** in a different cultural and social environment;
3. the transition related to **overcoming traumas experienced** during or after the journey.



artificial age-based distinction
'children' and 'adults'



transitional process of becoming
adults:

- the cultural and social differences of this process;
- the specific vulnerabilities of this category of migrants.



Difficult search for a balance between



'young people' → process and cultural differences in the various stages of growth (Youth Strategy 2030)

Aspirations and family expectations

- to find opportunities for a **better life**
- to pursue **education**
- to **escape from violence** → situations of conflict, persecution and violence in their country of origin
- to flee from family abuse and the risk of early marriage
- to **reunite with one's family**
- to **have a family** of their own in the future
- **not** having **precise desires**

!!! influence of the family of origin on the formulation of expectations

Factors that facilitate UASC's transition to adulthood

- A. the **quality of the support** offered by the reception facility → educators and other staff who spend the day with the UASC;
- B. opportunities that are built in the **school-training** context through the **network of relationships** that are established;
- C. the type of **guidance and orientation in the choices** that UASC make to either continue training or access employment.

Becoming adults by building meaningful relationships

-**formal relationships**, which are mediated by the processes of institutionalization and inclusion;

-**informal relationships**, which are the spontaneous relationships that arise and develop through links with the communities from home countries and friendships between peers groups;

-**relationships that are built in the formal sphere** but that go beyond their formal function.



Formal and informal relationships play a **key role in supporting social inclusion.**

The relationships with the educators of the reception facilities, the guardians, foster families and with the teachers established when they were still UASC had been 'put to the test' for a certain period and can represent **the baggage that children who turn 18 can carry with them in their path as young adults**

Obstacles, risks and vulnerabilities in the transition to independence

- A. the complexity of the system for issuing residence permits makes the process for obtaining documents complex and tortuous
- B. the age upon their arrival affects the time available to complete a successful pathway to social inclusion and a full transition to independence→ **lack of a fully structured support process** for this sensitive exit phase
- C. the **effects of traumas** and **difficult experiences** in the country of origin or during the journey affects their ability to pursue a successful social inclusion pathway

Labour opportunities

- the lack of guidance on available opportunities, the complex bureaucratic process (request for Declaration of Immediate Availability to Work, or DID)
- the difficulty in meeting the requirements (A2 level Italian and middle school diploma)
- risk of illegal work (ex. small jobs in legal activities, labour exploitation; exploitation)

Housing independence

- insufficient economic resources
- risk of being discriminated against by property owners

Recommendations

- Facilitate the access to the job market by **strengthening the cooperation** between the **reception system** and **employment offices**;
- Take into due consideration the **specific needs** for gender-related support and assistance in employment and education;
- Promote **preventive interventions**, including adequate information provision, for former UASC regarding labour legislation and the risks associated with inclusion in informal and illegal circuits;
- **Combine training and professional opportunities with life skills-building courses**, improvement of **Italian language skills** and continuous **job market guidance**.





Thank you for your attention!

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