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DEGLI STUDI  
DI PALERMO

Children for children wellbeing:  
strengthening National Child Care System to guarantee equal rights for all children  
European Union's Rights, Equality and Citizenship Programme (2014-2020)  
Agreement number: 785676 – REC-RCHI-PROF-AG-2017  
Capacity-building in the area of rights of the child<sup>1</sup>

## The Questionnaire of Analysis and monitoring Good Practices in Sheltered Communities 8th area Unaccompanied foreign minors

### 8th area – Special Measures

The last area is related to special measures addressed, in this case, to Unaccompanied Foreign Minors. By Unaccompanied Foreign Minors (UFM) I refer to all those who are minors, or who claim to be such, who arrive in Italy without being accompanied by their parents. The absence of the parent can be determined by the choice of the child or the family to make him/her arrive alone in Italy, or, by the fact that during the journey to Italy, especially if made in conditions of extreme difficulty on boats or other vehicles, there may be the loss of the parent, either temporary - a temporary loss or destination to another place of shelter and care as soon as he/she arrives in Italy - or permanent, in the event that, unfortunately, the parent or parents should lose their lives during the journey.

In terms of the care of the minor, being UFM implies, within the community, a level of attention equal to that of children with families, but with a different impact. As we have seen several times, it means not having a referring person, both from the legal and the educational point of view, and forces communities to do double work. Finally, in the case in which the minor, having reached the age of majority and having left the community, has all the requirements to stay in Italy or in Europe, he/she is certainly a subject who, unlike most of the others, will not have a family to return to, and therefore he/she will have to be provided with more measures related to autonomy and independence, in order to fill some gaps that are also the result of their previous educational process.

This is the reference context related to the world of UFM. For the purposes of our research, being an MSNA or a child with a family of origin has no relevance. In fact, if all guests in the community must be guaranteed the same rights, the distinction between UFM and subjects with a family of origin makes no difference. Certainly there is an impact in terms of procedures to be adopted, or if we want, in terms of methods of application of good practices that must take into account the experience and the starting condition. In any case, the good practices remain the same and are those we have observed in the first 7 areas. In this area, our attention has turned to the phenomenon of UFM and how the organizational structures of the community prepare for their management.

The first point we wanted to explore is that of sheltering, i.e. how many communities have sheltered or are sheltering UFM.

The second point, referring only to those who have sheltered UFM, is that of the adoption of special procedures. In this case, the feedbacks allowed to specify whether such procedures have been implemented, have never been implemented or have not been considered necessary. The difference between "no" and "did not serve" is in the approach. The first response is indicative of the non-adoption of particular procedures, while the second is the assumption that such procedures may be useful but the absence, when confronted with actual cases, of the need to implement them.



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If they had been adopted, we also asked what procedures had been put in place, trying to understand and deepen the issue.

With the last question we asked, with reference to some specific areas on which they have focused their attention in the sheltering of UFM. This question aims to highlight, in a more systematic and orderly way, any procedures that they have put in place and that were the subject of the previous question.

The analysis of this aspect would merit a separate research process. The cross-section of UFM would require an ad hoc analysis that takes into consideration, and assumes as a central element, this particularity. In our analysis, as repeatedly noted, we will only try to take into consideration the operational and organizational aspects of the communities.

## First evidences

In response to the data that emerged and the responses provided by the Sheltering Communities involved in the screening process for the emergence of best practices in relation to the eighth area, intended for the care of UFM, this is the first data that emerges from an analysis:

1. Overall, 90% of communities have received or still receive UFM, only 10% have never had UFM;
2. Nearly 55% of the communities state that they have adopted or adopt detailed procedures for the management of UFM, 35%, despite having received UFM, state that they have never put them in place, while only 10% state that although they thought they were necessary in practice, it was not necessary to adopt them.;
3. We asked the various communities to indicate which special procedures have been implemented. There is a clear attention to the training needs and therefore to the construction of the IEP that takes into consideration the specificity of UFM. Only one community has reported that it has adapted its activities to the time of Ramadan to allow the minor to be able to carry out religious practice;
4. 45% of the community stated that in the presence of UFM it is the area of orientation and the right to study that they focus most on, 35% do so on extracurricular activities and vocational training, only 20% on autonomy and material support;

Chart 1 – Sheltering UFM

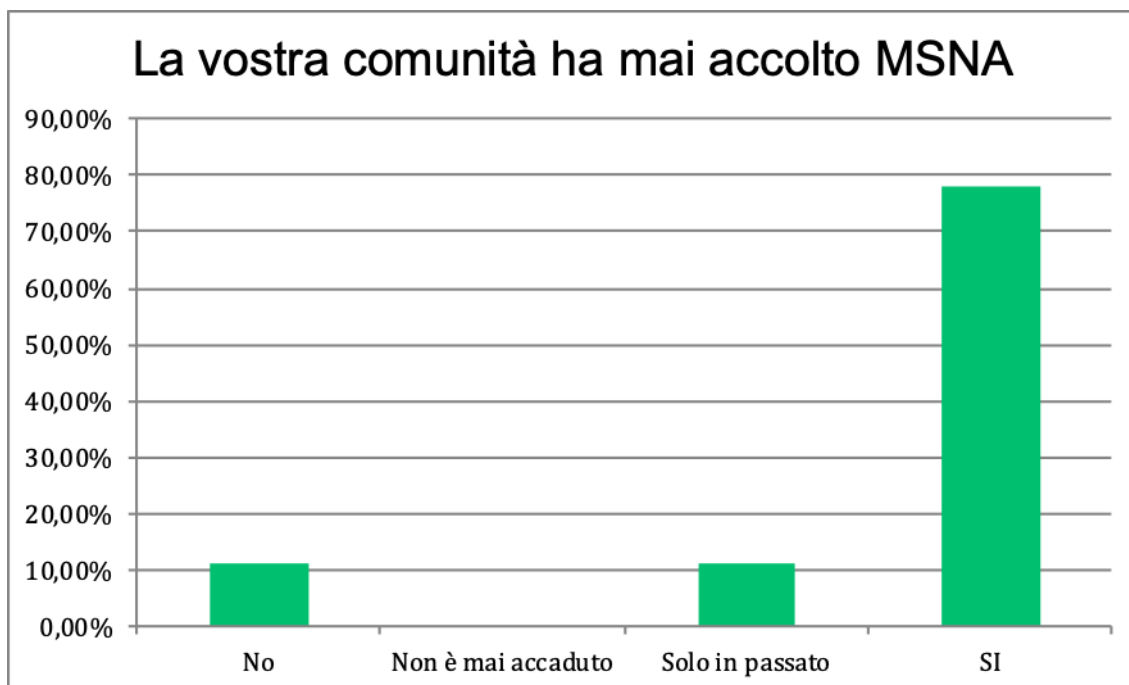


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Q: Has your community ever included UFM's?

Source: Elaboration on data from the questionnaire on good practices

Chart 2 – Procedures with UFM's



Q: Were there any procedures that could not be used with Italian minors?

Source: Elaboration on data from the questionnaire on good practices



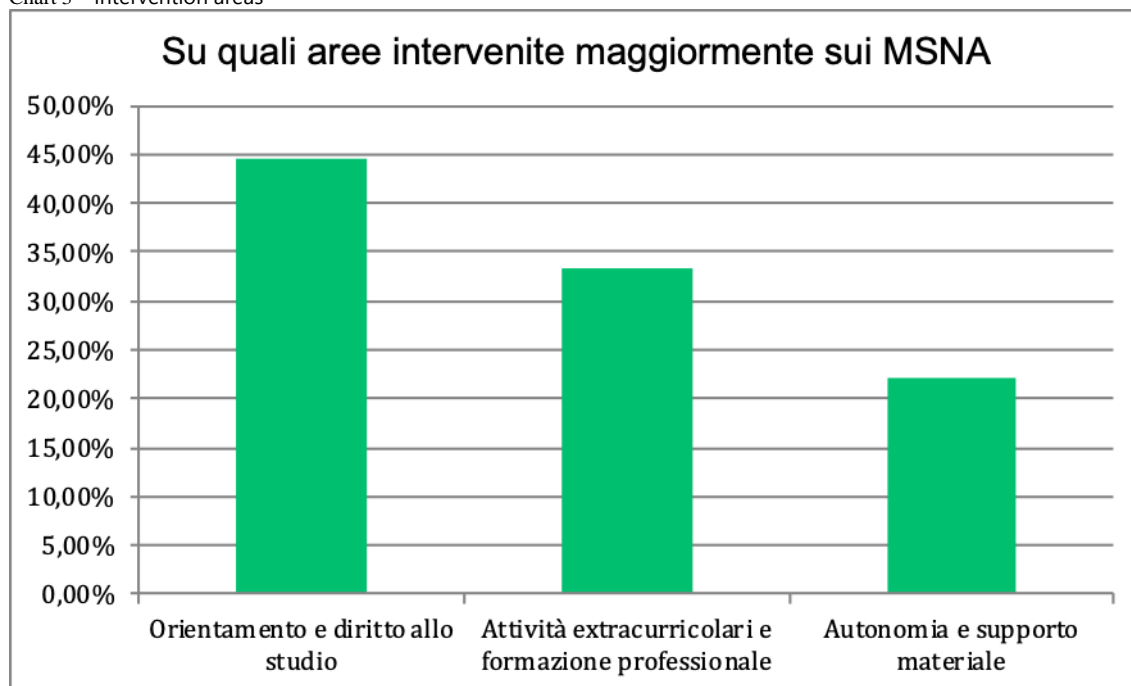
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Chart 3 – Intervention areas



Q:What area do you focus on most with UFM's?

Source: Elaboration on data from the questionnaire on good practices



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