



Doctorate in Educational Psychology (DEdPsy)

Listening to young refugees' experiences of education in Wales

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Abstract

Young refugees are often not considered as a distinct group of learners, although research shows that they face unique challenges in their education within the UK. There is little research on their educational experiences in Wales and fewer from their own points of view. Therefore, this research sought to explore young refugees' experiences of education in Wales by listening to their voice.

The study used a Narrative Inquiry approach to data collection and used 'The Listening Guide' to analyse the research. Four young refugees' stories were gained and analysed using the four stages of the Listening Guide. The plot of their stories is presented alongside the voices within their stories, evidenced by I-poems. Contrapuntal voices and the wider context across all four stories are also discussed. From considering all four stories, overarching themes and experiences were identified: Facing challenges, determination to have better opportunities and the importance of connection and support.

It is hoped that from the findings of the study provide educational professionals and Educational Psychologists a greater awareness of the experiences of young refugees in education which can develop their practice in supporting future young refugees' experiences of education. Considerations of how to adapt an education environment that will support their resilience, as well as suggestions for practice at individual and whole setting levels are discussed.

Summary

This thesis is comprised of three parts: a literature review, an empirical paper and a critical appraisal. The aim of this thesis is to explore young refugees' experiences of education in Wales.

Part 1: Research Literature Review.

Part one provides a detailed review of the literature in the area. Initially the wider context of the research and review is provided by discussing the global and UK refugee context, terminology, legislative context and refugee education in the UK. Relevance to Educational Psychologists (EPs) is also discussed. A scoping review of previous literature is presented exploring how previous research has been conducted into young refugees' experiences of education in the UK and what their findings tell us about their experiences. A rationale for the current research is provided with research questions outlined.

Part 2: Empirical Paper

Part two provides an empirical paper with a summary of previous literature into young refugees' experiences of education in the UK and Wales, rationale for the research and research questions. Followed by a description of methodology for the research conducted. The findings from four narrative interviews were analysed using the 'Listening Guide' and stages from this analysis are presented. The discussion explores three themes generated from the analysis of participants stories and considers these in relation to previous literature and psychological theory. Finally, implications for practice are suggested for EPs and education professionals along with strengths and limitations of the research and suggested directions for future research.

Part 3: Critical Appraisal

Part three provides a reflective and reflexive account of the development of the researcher and the research project. Further context and rationale is provided for the research decisions made. It also critically discusses the research's contribution to knowledge in the field.

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“That’s why I call these stories inspiring stories. Refugee stories, they’re not just stories of grief and sorrows...these are stories of inspiration, resilience and triumph” - Malala

Yousafzai

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List of Abbreviations

ALN – Additional Learning Needs

ASSIA - Applied Social Sciences Index and Abstracts

BEI - British Education Index

BPS – British Psychological Society

CASP – Critical Appraisal Skills Program

CYP – Child or Young Person

EAL – English as an Additional Language

EP/EPs – Educational Psychologist/Educational Psychologists

ESOL – English as a Second Language

ERIC – Education Resources Information Centre

FE – Further Education

HE – Higher Education

IAG – Information, Advice and Guidance

HCPC – Health Care Professions Council

LA – Local Authority

MH – Mental Health

MSLSS - Multidimensional Students Life Satisfaction Scale

PRISMA – Preferred Reporting Items for Systematic Reviews and Meta-Analyses

SEN- Special Educational Needs

SVPRS - Syrian Vulnerable Persons Resettlement Scheme

UASC – Unaccompanied Asylum Seeking Children



Listening to young refugees' experiences of education in Wales

Part 1: Major Literature Review

Word Count: 12,127

Part 1: Major Research Literature Review

Introduction

Access to education is a human right for Children and Young People (CYP) around the world according to the United Nations Convention on the Rights of the Child (UNCRC, 1989). Within this legislation refugee children are also provided the right to protection and assistance to access all the rights in the convention (UNCRC, 1989). Considering the UNCRC legislation (1989), the UK has the duty to provide education that will help refugee children thrive (Reakes, 2007). An understanding of refugee and asylum-seeking CYP's experiences in education must be developed (Arnot et al., 2009) in order to provide appropriate support. Research has suggested that CYP with refugee and asylum-seeking backgrounds have distinctive experiences of education in the UK compared to their peers (Candappa, 2000; Ashlee & Gladwell, 2020). Within Wales, there has been little recent research in understanding the educational experiences of children and young people with refugee and asylum-seeking backgrounds (Dunkerley et al. 2006; Maegusku-Hewett et al., 2007). To understand a child or young person's experience of education it is important to listen to their voice (UNCRC, 1989). To develop an understanding of recent experiences of education in Wales for CYP with refugee or asylum-seeking backgrounds, further research is needed and therefore is the focus of the present study. This literature review aims to take a broader lens in reviewing the literature on young refugees' experiences of education within the UK to provide insight into previous and current experiences.

1.0 Structure of Literature Review

The literature review has three sections. The first section focuses on the context of the research in terms of: The global and UK refugee context, key terminology, key legislation, an overview of education in the UK, an overview of refugee education in the UK and the relevance to the Educational Psychology profession. The second section presents a rapid scoping review of the literature, investigating characteristics and findings of previous studies into what young refugees' experiences of education in the UK are. The third section provides a rationale for the current research project and research question.

1.1 Global and UK Refugee Context

Worldwide there are approximately 89.3 million people that have been forcibly displaced from their country of origin due to persecution, violence, conflict, or other human rights violations (United Nations High Commissioner for Refugees (UNHCR, 2022). 27.1 million of these are considered to be refugees and half of these are under the age of 18 (UNHCR, 2022b). With recent political situations in Afghanistan and Ukraine the UK government set up

schemes for refugees to apply for resettlement in the UK. Along with political and social unrest in many other countries such as Iran there has been an increased need internationally for resettlement in countries that can provide safety.

In the 2021 Global Trends report by UNHCR (2022a), it is highlighted that Turkey hosts the largest number of refugees worldwide with an estimated 3.8 million; typically countries that host large numbers of refugees are developing countries near refugees' country of origin. Many refugees seek asylum in European countries. The UK previously had a long history of accepting refugees and asylum seekers (Refugee Council, 2022). Under previous schemes such as the Syrian Vulnerable Persons Resettlement Scheme (SVPRS) between 2016-2020, the UK government resettled 20,319 people (Refugee Council, 2022) of which half were children. Currently in the UK, asylum applications have increased by 99% between 2021 and 2022 (Home Office, 2022). A total of 75,181 people applied for asylum in the UK by June 2022, 13,735 of which were under 18 (Home Office, 2022). This demonstrates the number of refugee children and young people (CYP) (seeking asylum or with refugee status) currently living within the UK is increasing and research is required to understand their experiences in order to provide appropriate support to meet their needs.

Although making up a small percentage of the population in education, there are a number of refugee and asylum-seeking CYP within the UK who have the right to access education. In the future this number is likely to increase with more refugee and asylum-seeking CYP arriving into the UK who will enter the education system. This demonstrates the need for research into their current experiences of education to inform and develop support for future new arrivals.

1.2 Terminology and definitions

It is important to define and justify terminology, to provide clarity and a shared understanding of what is meant by the terms used. This paper uses the term 'young refugees' to describe the group it focuses on, further description and justification is provided in this section.

1.2.1 Refugee

The United Nations High Commissioner for Refugees (UNHCR) also known as the UN Refugee Agency define the term *Refugee* as an individual who:

“owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country” (UNHCR, 1951 Refugee Convention, p.4).

In the UK a person is regarded as a 'refugee' if the government considers them to meet the definition above, they will then be granted the right to remain temporarily or permanently in the UK. If a person is seeking refuge but has not officially been recognised as a refugee then they are referred to as an asylum-seeker. They have to wait to find out if they have the right to remain in the UK after applying through the asylum system for refugee status.

There is much debate around the term refugee and there has been a recent increase in the use of other terms, such as, 'people seeking sanctuary' which can be considered a more humanising term that carries less negative societal perceptions (Schools of Sanctuary, 2023). The Welsh government chooses to use the term 'people seeking sanctuary' to refer to refugees or asylum seekers (Welsh Government, 2019).

Ludwig (2016) discusses the advantages and burdens of the term 'refugee'. Ludwig identified the advantages of the use of the legal term refugee which included access to resources and support, and the disadvantages of the "informal refugee label" (Ludwig, 2016, p. 5) in terms of stigmatisation. Ludwig (2016) additionally suggests that the use of the term refugee can be rejected or accepted by individuals depending on the context it is used and whether an individual feels 'labelled' by others. They conclude that it is important to distinguish between the legal label and the informal label of the term refugee. Within this literature review the researcher continues to use the legal term 'refugee' as defined by the UNHCR refugee convention (1951). As highlighted by Ludwig (2016) the term refugee can provide access to resources and a sense of agency to a young person through how they use the term. The definition is also inclusive of those who, in the UK, are legally considered to be asylum seekers. This is in line with the present research which includes young people who personally identify with the term 'young refugee', with a focus on their experience and voice rather than their legal status. Therefore, distancing the research from the UK asylum system. The researcher recognises that taking this view could suggest a homogeneity of experience between both asylum seekers and refugees, the researcher acknowledges that legal status does have an impact on the experience and opportunities CYP have. The researcher hopes that the review will give space for this to be explored and these different experiences to be recognised.

1.2.2 Youth

'Youth' is defined by the UN as being between the ages of 15-24 (Morrice et al., 2020). Within the UK, the Office for National Statistics (ONS) states that "youth" age groups on the census are ages 13-29 years (ONS, 2019). However, other parameters are used when looking at youth unemployment (16-19 years) (ONS, 2019) or youth economic activity by ethnic groups (18-25 years) (ONS, 2020). This highlights the shifting parameters of 'youth'.

Within this review the researcher will use the term 'young refugee' to describe children and young people, aged 11-25 years old, who have a refugee or asylum seeker background. This has been decided through the age of entry (11 years) into secondary education and the age at which statutory support for learners with Additional Learning Needs (ALN) or Special Educational Needs (SEN) stops (25 years).

1.3 Legislative context

In order to be legally recognised as a refugee, individuals must apply for asylum. Once they have gone through a process of stringent checks and are deemed to be refugees by the government they are given refugee status which provides them with the right to work, housing, education and healthcare (Home Office, 2021). Immigration legislation applies to all countries in the UK and is a national policy.

To understand young refugees' lived experiences, it is important that the legislation that impacts on them is explored and understood. Young refugees' experiences in the UK, post migration, are impacted by the legislation that they are privy to (Rutter, 2006). Relevant legislation is discussed below.

1.3.1 Refugee legislation

The Geneva Convention in 1951 ratified the Refugee Convention Act (1951) which outlined the identification of a person as a refugee, their rights and how nations worldwide have a legal obligation to support and protect refugees.

1.3.2 UK Immigration legislation:

The 1999 Immigration and Asylum Act introduced the policy of dispersal for those seeking asylum accommodation. This meant that people would be placed in local authorities that had accommodation available rather than staying in the authority they arrived at, reducing the pressure on London and authorities in the southeast of England. It also stopped access to benefit payments and removed the obligation for local authorities to ensure refugee and asylum-seeking children had an adequate standard of living breaching the rights of the child legislation (Hek, 2005).

The Immigration Act 2014 and 2016 introduced the National Transfer Scheme which meant that refugee and unaccompanied asylum seeking CYP arriving in the UK were no longer required to be cared for by the Local Authority that they presented at. Like the dispersal scheme in 1999, CYP would be relocated to authorities who had a greater capacity.

The Nationality and Borders Act 2022 changed legalities around people seeking asylum and applying for refugee status. In light of this bill, individuals can only apply for refugee status if

they have arrived in the UK via 'official routes' despite the fact that many have little choice over their journey to the UK and limited 'official routes' (Refugee council, 2023). Children and young refugees will have to provide more evidence to prove their age, and scientific methods will be legally allowed to assess this (Children's Society, 2022).

1.3.2 Legislation relating to children's rights:

The United Nations Convention on the Rights of the Child (UNCRC, 1989) has 54 articles which outline rights for all children including; access to education, access to healthcare, parent reunification if separated and adequate standard of living. Article 22 within the convention is specific to refugee children and states that they must be provided with protection and assistance to ensure all the rights in the convention are upheld. Since 1992, when the convention came into place within the UK (UNICEF, 2022), all children and young people who are refugees are entitled to access education, healthcare and social security providers. However, it can be argued that the UK's treatment of young refugees has often breached these rights (Rutter, 2006).

The Children's Act (1989) placed a responsibility on local authorities to promote and safeguard the welfare of children as well as providing services to meet children's needs. This meant local authorities were responsible for looking after children seeking asylum who were separated or 'unaccompanied', often abbreviated to UASC.

The Equality Act (2010) denotes that refugees are protected on the basis of all characteristics stated in the act. This protects individuals from racial discrimination in relation their nationality, ethnic or national origins or the colour of their skin. Refugee CYP in the UK should not face discrimination or disadvantage by their identification as refugees; they are entitled to equal access to provision and opportunities within society, especially education, and reasonable adjustments should be made to achieve equality.

The Additional Learning Needs and Education Tribunal Act (Wales) (2018) and Special Educational Needs and Disability Code of Practice (2015) both promote the right for CYP's voices being at the centre of decision making and to be listened to, in order to influence their experience of education.

1.4 Prioritizing young people's voices

Kelly (1955) stated that in order to understand a situation, issue or context it is essential to gain the views and constructs of those who are affected. The UNCRC (1989) Article 12 promotes the rights of children to have their voice listened to and to be taken into consideration for decisions about their life. The Code of Practice (Department for Education,

2015) and Additional Learning Needs (ALN) reforms (Welsh government, 2021) both assert the importance of professionals gaining and using CYPs voices to support them. Within this review the presence of young people's voices in the research will be considered.

1.5 Narrative approaches

Storytelling is present across the world and narrative approaches are considered to be recognised and understood across all cultures (Clandinin & Rosiek, 2007). Squire (2013) shared that personal narratives are an experience centred approach which support human sense-making, through the sharing of individual's personal life stories and experiences. Mohamed & Thomas (2017) highlight the importance of hearing the voices of young refugees using narrative and storytelling approaches as it can help with sense making but also strengthens their resilience and wellbeing. Hulusi and Oland (2010) used a narrative approach called 'Talking Stones' to support newly arrived CYP, to develop a coherent narrative of their experience of transition to the UK. Their creative approach supported the construction of CYP narratives and supported CYP's wellbeing.

Abkhezr et al. (2020) describe narrative inquiry as a process that requires "*the inquirer to get as close as possible to the subjectivities of participants lived experiences*" (p. 6) but is similarly a process that is built on rapport and trust to form a collaborative co-constructed narrative. Narrative inquiry is considered an ethical approach to research with marginalised or disadvantaged groups such as CYP with refugee backgrounds (Abkhezr et al., 2018). It has been described as a "voice giving process" (Abkhezr et al., 2018, p.35) to participants. Educational Psychologists have used these approaches previously in research to amplify the voices of CYP, for example, Billington (2018) used narrative inquiry to understand the experiences of young people who were missing education. This approach supported CYP to share their views and highlight changes they wanted to see in education professionals' practice. This demonstrates the importance of considering and using narrative approaches in practice and research to understand young people's lived experiences.

1.6 Refugee research context - trauma and resilience perspectives

Refugee and asylum-seeking populations are more likely than the general population to have experienced events that are traumatic and therefore can be at a higher risk of experiencing mental health difficulties (Fazel & Stein, 2002; Bronstein & Montgomery, 2011). Research into young refugees has highlighted the need to consider the experience and impact of trauma on their educational experiences within the UK and therefore consider support that could be provided within education settings (McMullen et al., 2021). However, a focus on trauma within the field of refugee research can be considered disempowering for

refugees and asylum seekers due to having a deficit focus (Rutter, 2006; Mohamud, 2021). The British Psychological Society guidelines for psychologists working with refugees highlights the importance of assessing trauma but also not pathologising an individual's suffering, as their response can be recognised as a normal response to an abnormal situation (BPS, 2018). A further critique of the trauma lens in research is that it is western centric idea and therefore not applicable across cultures (Vara & Patel, 2011), a focus on resilience, protective factors and strengths can be considered to be a supportive and empowering lens (Mohamed & Thomas, 2017; Michael, 2020; Mohamud, 2021). There has been an increased focus in recent years on resilience, strengths and protective factors in refugee research (Mohamed & Thomas, 2017). Ungar (2013) suggested that traditional views of resilience, which are focused on within person are western-centric. He proposed that resilience is a process of interactions with a person's context that can optimise ability to manage adversity. Ungar (2013) emphasised the importance of the environment and context rather than individual characteristics in conceptualising resilience. In the context of refugee education, focusing on this interactive view of resilience can be a helpful lens to consider their experiences and how practice within education can support this group (Michael, 2020).

1.6 Education in UK

Within the UK there are the following stages of education: early years, primary, secondary, Further Education (FE) and Higher Education (HE). Education is compulsory between the ages of 5 – 16 (Department for Education, 2016). After the age of 18, full time publicly funded education ends. Education within the UK is devolved between nations; therefore, each have their own policies. A focus on England and Wales will be taken in this literature review.

Wales differs to England in its curriculum and support of Additional Learning Needs (ALN) (Welsh government, 2021) compared to Special Educational Needs (SEN) in England. It also offers education through the medium of Welsh. There are funding differences in Further Education for students in Wales compared to England; in Wales students can apply for Education Maintenance Allowance between the ages of 16-18 years or a Welsh government learning grant for students over the age of 19 (Student Finance Wales, 2023). In England there is no government funding for Further Education for students over the age of 19 (Education and Skills Funding Agency, 2015) unless they have an Education, Health and Care Plan (EHCP). Both countries provide statutory support until the age of 25 years old if the young person experiences ALN or SEN.

Many Welsh authorities continue to have minority ethnicity support teams who provide specialist support such as English as an Additional Language (EAL) teachers and bilingual classroom assistants. However, in England these services are no longer centralised as the Ethnic Minority Achievement Grant (EMAG) previously used to fund them has been disseminated into general school funding. This means that the funding is no longer ringfenced to support learners with English as an Additional Language (EAL) (Hutchinson, 2018).

1.7 Refugee education in the UK

Arguably, refugee children aged 5 to 16 years are entitled to the same access to education as children born in the UK (Reakes, 2007). Local authorities are responsible for providing support to refugee, asylum seeker and unaccompanied children and young people, including the provision of education for those under 18 and those in receipt of social care support who are unaccompanied. However, there is little policy or guidance on how to support young asylum seekers and refugees (Sharples & Camara, 2020). Young refugees are not treated as a distinct or discrete group within education data, policy or assessments (McIntyre & Hall, 2020) which means it is difficult to ascertain their needs, experiences and progression on a national scale. As national data is not routinely collected on young refugees (Gladwell & Chetwynd, 2018) the recording of outcomes and experiences relies on settings, local authorities and organisations to research and collect data on these (Gladwell & Chetwynd, 2018).

Hek (2005) completed a literature review on the experiences and needs of refugee and asylum-seeking children in the UK. Within the review she highlighted the importance of education in supporting settling in and providing hope for the future. The review summarised key themes relating to the experiences of young refugees in education including; access to education, differences between the education system in their home country and the UK, importance of welcome and school ethos, importance of refugees support teachers, importance of learning English, impact of racism and bullying in school, importance of links between school and home and the importance of friends. Findings from Hek's (2005) review are echoed by Peterson et al.'s (2017) literature review, who similarly suggest that education is a key factor in the integration of young refugees into their communities. Peterson et al. (2017) highlight the complex intersection of immigration and education policies and structures that impact on young refugees' access and experiences in education. The influence of discourses and perceptions of young refugees present within the wider socio-political context which education settings operate within are also discussed. Peterson et al. (2017) looked at literature from western, English-speaking countries, in addition to the UK.

They add to Hek's (2005) findings by highlighting the ongoing barriers and the lack of research on experiences in further and higher education. They suggest that more research is needed to understand everyday education and schooling experiences from young refugees' perspectives, as well as more research into understanding young refugees' journeys and experiences through FE and HE. Similarly, Gateley (2015) states that there is little research into the experiences of accessing FE and HE for young people, aged 18-29 with refugee status. They highlight the need for further research in this area.

1.7.1 Welsh context

The Welsh government announced that they were setting out to become the world's first 'Nation of Sanctuary' (Welsh Government, 2019) and proposed a plan to support refugee and asylum seekers within Wales. Within this plan there were specific targets and actions about the education of refugee and asylum seekers; this included improving opportunities and educational experiences for CYP and adults from refugee or asylum-seeking backgrounds. Two targets were: the Welsh government supporting local authorities to act in improving educational outcomes for young refugees; and promoting adult learning provision to refugees and asylum seekers. England does not have an education policy or plan of support for this group which demonstrates a difference in policy and support between England and Wales for young refugees in education.

1.8 Relevance to the Educational Psychology profession

Although, making up a small proportion of the population in education, it is important for Educational Psychologists (EPs) to be aware of the unique educational experiences of young refugees. Awareness is crucial to providing ethical, informed support to this group as well as advocating for their rights to equal access and opportunities in education (Peterson et al., 2017). Within Welsh Government guidance on inclusion and pupil support, they specifically discuss asylum-seeking and refugee children as a group needing particular consideration and support (Welsh government, 2016). This signifies the need for EPs to be aware of the needs and experiences of young refugees in order to provide appropriate support.

Outlined in the Currie report, EPs work in a variety of ways through research, training, consultation, and assessment (Scottish Executive, 2002) and at a variety of levels; individual, group and systemic (Fallon et al. 2010), so are well placed in providing a range of support to this group. Due to the intersection of responsibility for young refugees, between education settings and local authorities, EPs are in a role that bridges both and can support within both structures. Their position means they are able to form connections and work with education settings, local organisations and services, in order to raise awareness of the

experiences of young refugees and identify ways to support them. Due to the unique training in child development and psychological theory and practice, EPs are well placed to gain the views of young refugees to support positive changes for them and those working with them (Mohamed & Thomas, 2017). Norwich et al. (2006) highlight the role of EPs in gaining and communicating CYP's views within research. This provides a rationale underpinning this research and the relevance for the Educational Psychology Profession.

2.0 Rapid scoping review of the literature

2.1 Introduction

Hek (2005) and Peterson et al. (2017) have conducted literature reviews into the experiences of young refugees in education in the UK. Neither used a systematic approach and to the researcher's knowledge there have not been any systematic reviews conducted in the area of young refugees' experiences of education in the UK. Therefore, a scoping review was selected as a way of systematically searching the literature and could be a pre-cursor to a systematic literature review in the future.

Peters et al. (2017) describes a scoping review as one aiming to map evidence to answer a particular question. The definition as agreed by JBI Scoping Reviews Methodology Group describes it as:

“a type of evidence synthesis that aims to systematically identify and map the breadth of evidence available on a particular topic, field, concept, or issue, often irrespective of source (ie, primary research, reviews, non-empirical evidence) within or across particular contexts. Scoping reviews can clarify key concepts/definitions in the literature and identify key characteristics or factors related to a concept, including those related to methodological research.” (Munn et al., 2022, p.951)

As described by Munn et al. (2018) scoping reviews can be conducted for a variety of reasons including; identifying evidence available in a given area, clarifying concepts and definitions, examining how research is conducted in an area of study, key characteristics or factors related to a concept, as a precursor to a systematic review and to identify or analyse knowledge gaps. A rapid scoping review approach was used to map the scope of research in the area. A rapid scoping review method was selected due to the limited timescale available to the researcher to complete the review and because the researcher was the only reviewer. The objectives of the scoping review are to identify key characteristics of the research in terms of how research has been conducted in the area and identify what the findings indicate what the experiences of young refugees in education in the UK are. A

Population, Concept and Context (PCC) framework was used to structure the research questions, as is suggested best practice for scoping reviews (Tricco et al., 2018). The following research questions were formulated:

How has previous research been conducted into young refugees' experiences of secondary, further and higher education in the UK?

What does previous research tell us about young refugees' experiences of secondary, further and higher education in the UK?

The scoping review was used to outline the scope of literature related to young refugees' educational experiences in the UK with a focus on methodological characteristics of previous research and the key findings from the literature connecting to the research questions (Munn et al., 2018). The findings of previous research will be critically analysed to answer the review questions. The review will be presented in accordance with Preferred Reporting Items for Systematic Reviews and Meta Analysis Protocol for Scoping Review (PRISMA-ScR) guidelines (2018).

A strength of scoping reviews is that they explore grey literature (not published on commercial databases) which enables a broader exploration of literature. This is helpful within this topic area as research can often be conducted by charities and local authorities which may not be published on commercial databases. However, the researcher acknowledges that a systematic review is seen as the most thorough, valid, and reliable review due to its replicability and reduced likelihood of bias. As there is a dearth of research on refugee education in the UK it did not seem an appropriate review method. Systematic reviews also often require a more focused, specific question which was not applicable for the current research. A scoping review typically advocates for two independent reviewers, however due to the nature of this thesis being an independent project, this approach was not possible. This meant that the review has been open to being skewed by researcher bias in the screening process.

2.2 Method

Scoping reviews follow a structured process (Munn et al., 2018). A protocol for examining the literature was developed through use of the PRISMA Extension for Scoping Reviews (PRISMA-ScR) as described by Tricco et al. (2018) to ascertain appropriate inclusion and exclusion criteria, source locations, search terms and identification of appropriate research to analyse. The checklist was used to ensure transparent reporting of the results of the scoping review.

2.2.1 Search terms and sources

A preliminary search was conducted to identify appropriate search terms; the following terms were excluded due to yielding no relevant results when used in combination with other key terms: 16-25, educational psychologists, Educational Psychology. The literature included in this scoping review was obtained from grey literature and online databases, including American Psychological Association (APA) PsycInfo, Applied Social Science Index and Abstracts (ASSIA), Scopus, EBSCO (host Education Resources Information Center [ERIC]), British Education Index (BEI) and Overton. In addition to the search of Overton (a grey literature database), grey literature was searched through Google scholar and Google search engine with the addition of the search term ‘doctoral thesis’, ‘doctoral theses’.

The search terms (table 1) were based on key terms for the area being researched. Filters were applied on each database (Appendix A) in order to reduce the number of results to support the specificity of the search. A combination of terms was used to explore the literature on online databases.

Table 1

Search terms used to find literature, presented with key words and rationale.

Subject Mapping terms	Key word search terms	Rationale
Refugee	Refugee OR Asylum Seek*	The review intends to find studies that look at refugee and/or asylum seekers. A variety of similar terms were used as there are terms used to define this group as discovered in the scoping review. UNHCR definition used to define a refugee, which is inclusive of asylum seekers.
Young person	“Young person” OR “Young people” OR Child* OR Youth	Young people were being asked to take part in the research and were reflecting on their educational experiences as a child (below 16 years) or young person so to include these terms.
Education	Education* OR School OR College OR University OR “secondary school” OR “further education” OR “Higher education”	The study is focused on their educational experiences.

UK	UK OR "United Kingdom" "Great Britain" "England" OR "Wales" OR Scotland OR "Northern Ireland"	Terms for each of the UK countries were included so that the full scope of articles were considered.
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Note: An asterisk indicates a truncated search term e.g. education would also include the phrase educational.*

2.2.2 Inclusion and exclusion criteria

The following inclusion and exclusion criteria was used to assess the eligibility of texts (Table 2).

Table 2

Inclusion and Exclusion criteria with rationale

Inclusion criteria	Exclusion criteria	Rationale
Location – included if described practice in the UK, England, Wales, Scotland or Northern Ireland.	If international papers without a consideration of UK.	Focus is on UK, English, Welsh, Northern Irish or Scottish education experiences.
Study – peer reviewed empirical or experimental design	No position papers. Not peer reviewed. No analysis of theory. No literature reviews. No meta-analysis.	Quality of paper through peer review, but also exploration of real-world practice rather than opinion or theory. No literature reviews or meta-analyses as they are not a primary data source.
Focus on education	Does not focus on education for example, health or social care.	Focus is on refugee education. Education defined as education setting-based experiences or experiences that relate to education for example wellbeing and concentration.
Focus is on secondary, further and higher education	If related to early years or primary education.	The study focuses on secondary, further and higher education as participants were 16-25 years old. Participants would be being asked to reflect on their recent educational experiences therefore not early or primary education.
Focus is on refugee/asylum seeking young	If does not focus on refugee/asylum seeking young people or children for example, focuses on	Focus is on literature related to refugee/asylum seeking young people/children. Specifically focuses on refugee asylum seeking young

people/children. Age 11-25.	wider groups for example, migrants. Or only relates to children below age 11 (only will have experienced early years or primary education).	people population experiences of education. Relates to the age that CYP can attend secondary, further or higher education. Relates to age range of study.
Written in English	Not written in English	For the researcher to be able to review the literature appropriately.
Date	Studies before 1999.	The Immigration and Asylum Act came into effect in 1999 which included the dispersal policy which led to asylum seekers and refugees being dispersed across the UK rather staying in key areas such as London. This led to many more education settings supporting young refugees, refugee children and their families.

2.2.3 Screening process

A total of 611 papers were identified, the results from each database were exported to 'EndNote', a referencing software system, to help screen the results. After duplications were removed, the researcher screened titles and abstracts for relevance using the inclusion and exclusion criteria, further information on excluded studies can be found in Appendix B. A total of 56 studies remained pertinent, and the full text of these studies were accessed and analysed using the inclusion and exclusion criteria. 26 studies were selected to be included from the database searches. In addition to these 4 doctoral theses and 5 papers from grey literature searches were selected. Grey literature sources included charity reports (Gladwell & Chetwynd, 2018; Ashlee & Gladwell, 2020), a report from a research consortium funded by Scottish government (McBride et al., 2018), and two university research papers shared on a university website (Elliott et al., 2020), including research funded by a local education authority in Northern Ireland (McMullen et al., 2021). These also were analysed against the inclusion and exclusion criteria. The results are reported in a flow diagram using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Figure 1). These 35 studies were then subject to a knowledge synthesis approach to answer the research questions posed by the scoping review. The studies were critically appraised to assess the validity and quality of them (Crombie, 2022).

2.2.4 Critical appraisal

A novel checklist (Appendix C) was created by the researcher based on combining elements from the Critical Appraisal Skills Programme (CASP), Qualitative Checklist (CASP, 2018) and Evaluation Tool for Quantitative Research Studies (Long et al., 2002). The checklist created required the studies to be appraised with the following questions: Was there a clear statement of aims of the research? Were participant groups adequately outlined and justified? Has the relationship between researcher and participants been considered? Have ethical issues been taken into consideration? Was the methodology used appropriate for the aims of the research? Was the analysis sufficiently rigorous? Is there a clear statement of findings? Are the interpretation of results and conclusions drawn in keeping with the results presented?

Following the appraisal, all of the studies (Appendix C) were appropriate to be used in the review, despite varying levels of quality.

2.2.5 Data synthesis

Data from the studies was abstracted and charted into a table (Appendix D) to answer the research questions of the review. The following characteristics were noted, country of origin, population and sample size, methodology and data collection method and chosen approach to analysis. As well as findings from the studies regarding young refugees' experiences of education in the UK. Themes were then identified from the findings. Further information is presented in Appendix D which shows the data for these elements extracted in a table format.

2.3 Results

Research question 1: How has previous research been conducted into young refugees' experiences of secondary, further and higher education in the UK?

The characteristics of the studies included in the review demonstrate how research has been conducted into young refugees' experiences of secondary, Further and Higher Education in the UK.

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other [sources](#)

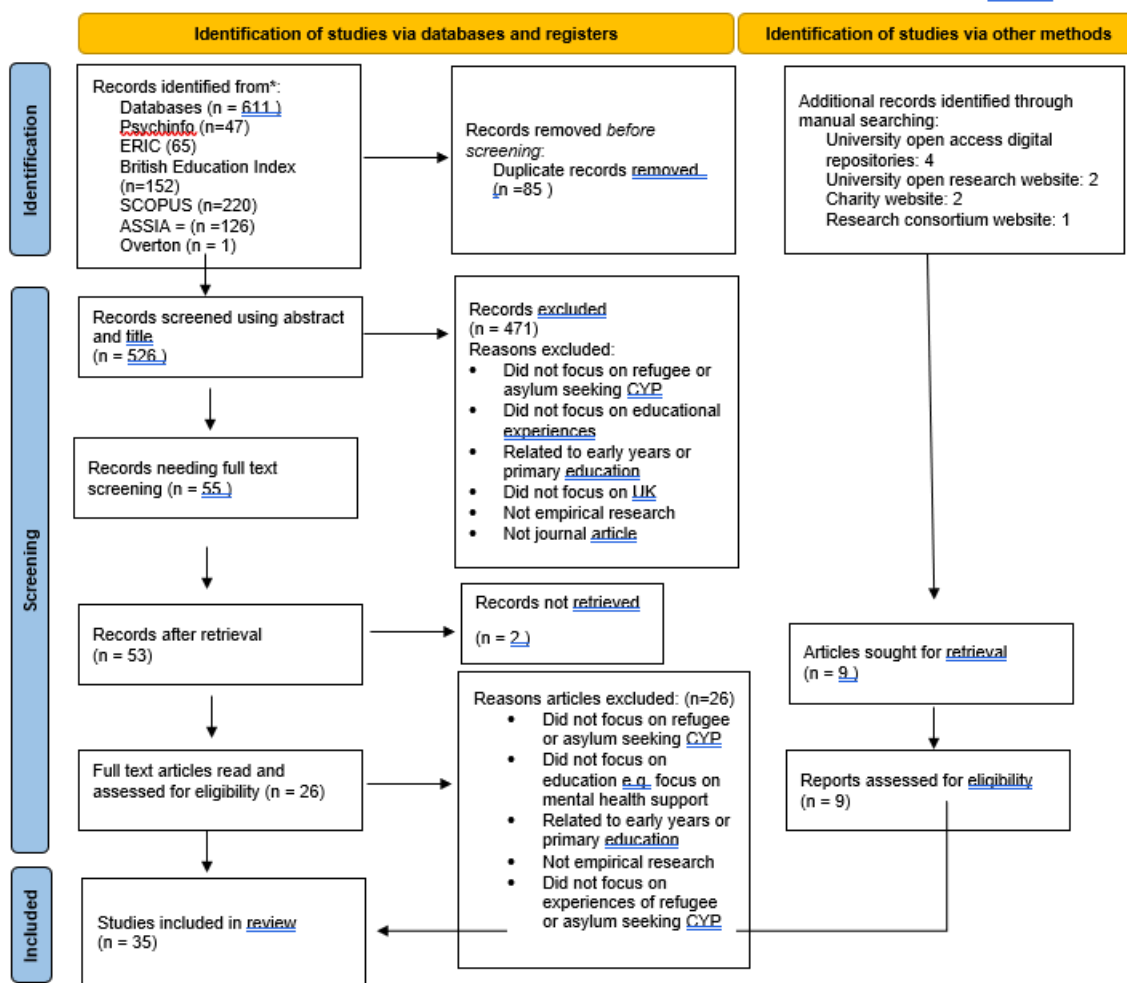


Figure 1.
 Flow chart of PRISMA text screening process.

2.3.1 Characteristics of studies

Table 3
 Location of studies included in literature review.

Country studies conducted in:	
England	19
Wales	1
Scotland	1
Northern Ireland	3
UK*	11

*Including studies conducted in more than one country or country not specified

Table 4

Methodology of studies included in literature review.

Methodology used:	
Qualitative	22
Mixed method	11
Quantitative	2

As can be seen in Table 3, the majority of the studies were conducted in England with only one study focused on Wales. Eleven of the studies were conducted in the UK, inclusive of studies that were conducted across more than one country, such as England and Scotland. The majority of studies used a qualitative methodology to research young refugees' experiences of education (Table 4). Most studies used multiple populations to form their participant groups, for example, young refugees, professionals and parents (Table 5). Only thirteen studies had young refugees (including UASC) as their sole participant group/voice. Study sample sizes ranged from 5 to 500. No study had less than five participants and the highest number of studies had over 50 participants (Table 6). This could indicate a focus on breadth of experiences rather than depth. A variety of research designs were employed (Table 7). The majority of studies used multiple methods to collect data, further information for each study on the research design employed can be found in Appendix D. There were a range of analysis methods used, as shown in Table 8. The most commonly stated approach being Thematic Analysis (TA), however, many studies did not describe their approach to analysis.

Table 5

Populations of included studies included in literature review.

Populations/Voices heard:	
UASC only	5
Refugee or asylum seeking CYP only	8
Parents only	0
Professionals only	5
Families (parents and CYP together)	1
Professionals and CYP	4

Multiple groups	12
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Table 6

Size of sample in included studies.

Sample size:	
<5	0
5-10	9
11-20	4
21-30	1
31-40	4
41-50	2
>50	13
Not listed or unclear	2

2.3.2 Critical appraisal synthesis

Was there a clear statement of the aims of the research?

All studies provided clear aims of the research they conducted.

Were participant groups adequately outlined and justified?

In most of the studies researchers provided information about the participants who took part in the research and a justification of why and how they were chosen as the sample.

However, some studies only outlined or justified their participant groups with minimal information. Candappa (2000) selected and outlined their participants as being from main asylum-seeking groups at the time of the study in the UK, as well as a comparative group who were born in Britain but were from diverse backgrounds. However, they did not outline how participants were recruited. Similarly, Fuller & Hayes (2020) interviewed 6 UASC but did not outline how they were recruited.

Arnot et al. (2009) outlined the make-up of the schools chosen for case studies and why they had been selected. However, they do not adequately outline the participants (school staff) that took part in the interviews, they do not provide a total number of school staff interviewed or why they were selected. Therefore, the true sample size is unclear. Similarly, Reakes

(2007) uses a case-study design and does not outline the number of participants who took part in the semi-structured interviews.

Madziva & Thondhlana (2017) gave clear details on the number of participants, in terms of the adults and children with refugee backgrounds, that took part. They also describe that they additionally had 26 participants who were; teachers, individuals from council authorities, representatives of faith based and migrant support organisations and community societies. However, they only state that 6 of the participants were teachers and do not outline the number of participants from the other roles.

Relationship between researcher and participant considered?

Hugman et al. (2011) state that in refugee research it is ethical for researchers to consider their relationship with the participants in order to protect them from harm and to reduce bias. They speak about this being a consideration throughout the research process not just the within data collection. In qualitative research this is an element that should be considered. Apart from the two quantitative studies, each study had an aspect of qualitative data collection and, therefore, the relationship between researchers and participants should have been noted. Nine studies do not explicitly consider or refer to the relationship between researcher and the participants which could have reduced the quality and validity of the research (Candappa, 2000; Whiteman, 2005; Hughes & Beirens, 2007; Reakes, 2007 and Arnot et al., 2009; Doyle & O'Toole, 2013; Ashlee & Gladwell, 2020; Madziva & Thondhlana, 2017; Elliott et al., 2021).

Ethical issues taken into consideration?

All research must follow ethical guidelines. Research into the experiences of refugees is an area where careful ethical consideration is needed (Jacobsen & Landau, 2003). Morrice et al. (2020) demonstrate quality ethical considerations in their research by considering the comfort of participants, language accessibility and researcher-participant power dynamics. If studies mentioned ethical approval within their study then the researcher interpreted this as they had taken ethical issues into consideration despite not discussing these further. The researcher recognises that, in order to publish their papers, all researchers will have received ethical approval, however, the following studies do not explicitly demonstrate that they have taken ethical issues into consideration: Candappa (2002), Hughes & Beirens (2007), Reakes (2007), Arnot et al. (2009), Doyle & O'Toole (2013), Fazel (2015), McIntyre & Hall (2020) and Fuller & Hayes (2020). This lowers the credibility of the research and the findings they present as they have not been transparent in their ethical considerations.

Was the research design used appropriate for the aims of the research?

It was considered that all 35 studies used research designs that were appropriate for the aims of their research. Table 7 shows which methods of data collection were used by the studies presented. It was noted that Madziva & Thondhlana (2017) do not present a clear research design. They are transparent in the fact that they initially planned to conduct focus groups but changed this to interviews with families in their homes and a focus group for children at school. This change was to meet the needs of the participants and resolve concerns around privacy. However, they also discuss engaging with 26 other professionals but do not describe in what capacity and how these were conducted other than they were recorded and transcribed. The researcher also observed that not all mixed methods studies justified the order of the data collection methods (Candappa, 2000; Mohamed & Thomas, 2017; Ashlee & Gladwell, 2020).

Table 7

Details of methods of data collection for included studies

Data Collection Method	Number of studies	Studies
Interviews only (one narrative approach)	7	Hastings (2012) Fazel (2015) Fazel et al. (2016) McIntyre & Hall (2020) Fuller & Hayes (2020) Sobitan (2021) Elliott et al. (2021) Ward (2022)
Focus groups	1	Codina & Szenasi (2022)
Visual participatory and discussion	1	Farrugia (2020)
Use of existing databases or datasets	2	O'Higgins (2019) Hutchinson & Reader (2021)
Case-study	4	Hughes & Beirens (2007) Reakes (2007) Arnot et al. (2009) Prentice (2022)

Multiple methods used:	20	Candappa (2000) Whiteman (2005) Dunkerley et al. (2006) Stevenson & Willott (2007) Walker (2011) Doyle & O'Toole (2013) Gateley (2014) Madziva & Thondhlana (2017) Mohamed & Thomas (2017) Morgan (2018) Ott & O'Higgins (2019) Morrice et al. (2020) Gladwell (2021) Ashlee & Gladwell (2020) O'Toole Thommessen & Todd (2018) Gladwell & Chetwynd (2018) McBride et al. (2018) McMullen et al. (2021) Heaney (2022) Elliott et al. (2021)
<ul style="list-style-type: none"> • Interviews and observations • Interview and survey or questionnaire • Interview and focus group • Interview and focus group and art session • Interviews questionnaire, focus group and analysis of reports, assessments and organisational research • Interview and analysis of organisation data or reports • Interview, questionnaire and life satisfaction measure. • Interview, narrative activity (talking stones) and action research approach • Action research and semi-structured interviews • Questionnaire and interview and activity based discussion group • Survey and focus group • Interview and drawing task 		

Was the analysis sufficiently rigorous?

For studies to be valid and credible they must be analysed rigorously. Considering the high number of qualitative studies, it was pertinent that studies were transparent with their analysis approach. The researcher found eight studies had not stated or inadequately described their analysis process making it difficult to assess the rigour of analysis (Reakes, 2007; Hughes & Beirens, 2007; Stevenson & Willott, 2007; Arnot et al., 2009; Walker, 2011; Gately, 2014; McIntyre & Hall, 2020; Morrice et al., 2020; Gladwell & Ashlee, 2021). Although, it was acknowledged from looking at the findings they were deemed as having all been analysed in depth but had not been explicit or transparent about the process to reach

these findings. For example, Morrice et al. (2020) collected both quantitative data and qualitative data, they used TA to analyse the qualitative data but do not describe how they analysed the quantitative data. Although statistical summaries and tables showing descriptive results are present in the findings.

Table 8

Analysis used in included studies

Analysis approach	Number of studies	Studies
Thematic Analysis	7	Mohamed & Thomas (2017) Morgan (2018) Morrice et al. (2020) Farrugia (2020) Codina & Szenasi (2022) Elliott et al. (2021) Prentice (2022)
Themed (not explicitly thematic analysis)	6	Madziva & Thondhlana (2017) McIntyre & Hall (2020) Ott & O'Higgins (2019) Gladwell (2021) McBride et al. (2018) Gladwell & Chetwynd (2018)
IPA	5	Hastings (2012) O'Toole Thommessen & Todd (2018) Fuller & Hayes (2020) Sobitan (2021) Heaney (2022)
Content Analysis	1	Ward (2022)
Situational analysis	1	Dunkerley et al. 2006)
Quantitative analysis (e.g. SPSS)	2	O'Higgins (2019) Hutchinson & Reader (2021)
More than one analysis type	5	Doyle & O'Toole (2013) Fazel (2015) Fazel et al. (2016) Whiteman (2005) McMullen et al. 2021
Not stated or not adequately described to be grouped to an analysis type	8	Candappa (2000) Hughes & Beirens (2007) Reakes (2007) Stevenson & Willott (2007) Arnot et al. (2009) Walker (2011) Gateley (2014) Ashlee & Gladwell (2020)

Clear statement of findings?

The researcher considered that 31 studies had clearly stated their findings. Although, it was felt that Hughes & Beirens (2007) did not present full findings as they only provided a few examples, the authors acknowledge this and direct readers to a future publication for full

results and discussion. A reasoning for this is that a key purpose of the article is to demonstrate how 'The Children's Fund' services had enhanced schools' ability to provide support to young refugees and asylum seekers therefore, they present positive aspects of the findings to support this. This partial presentation of findings reduces the validity of their research. Madziva & Thondhlana (2017) did not present findings clearly, they did not have a results section and instead results were presented in a discussion style with other research. This made it difficult to distinguish the findings of their study compared with the findings of previous research. Codina & Szenasi (2022) did not present findings clearly, they presented them in a structure of a social inclusion model. The researcher felt this detracted from the findings as it required the reader to check back to the model to understand the section. Candappa (2000) collected data through questionnaires and interviews, however, did not report the questionnaire data; they stated that only the interview data will be reported without providing a justification as to why.

Interpretation of results and conclusions drawn are in keeping with results presented?

All studies included in the review were deemed to have presented conclusions in keeping with results presented. Two studies acknowledge the conclusions they make are tentative due to the nature of their data being correlational (O'Higgins, 2019) or an experimental approach to triangulating information (Hutchinson & Reader, 2021).

2.3.3 Discussion

To demonstrate the findings of the scoping review in relation to the second research question:

What does previous research tell us about young refugees' experiences of secondary, further and higher education in the UK?

A narrative synthesis approach has been used to describe findings of the scoping review. A narrative synthesis uses words and text to summarise and explain the findings of the synthesis (Popay et al., 2006). Decisions about which data were extracted from individual studies were guided by the review questions (Popay et al., 2006) and the charting of this is shown in Appendix D. To present the findings of previous research, the researcher has themed these into experiences that were frequently discussed in the studies. Three overarching themes on young refugees' experiences of education were revealed through thematic literature synthesis. The first theme relates to accessing education and what impacts on this. The second theme relates to personal experiences of young refugees. The

third theme relates to young refugees' relationships relating to their educational experience. The researcher acknowledges that there is significant overlap between these areas, but in the interest of succinct discussion felt it best to present them in this way.

Findings from studies are discussed using the term young refugee to refer to participants within them, however, the researcher recognises that there is an emerging literature on UASC's unique educational experiences compared to young refugees who are accompanied. It is therefore important to draw attention to the studies that focused solely on UASC's experiences: O'Higgins (2019), Morgan (2018), Ott & O'Higgins (2019), Fuller & Hayes (2020), Farrugia (2020), Gladwell (2021), Codina & Szenasi (2022) and Ward (2022). Where experiences for UASC are significantly different within the discussion, this will be highlighted.

2.3.3.1 Accessing education.

Impact of status

A continual theme through much of the literature is around the impact of legal status on education. Young people who are seeking asylum and do not yet have refugee status can be impacted by their access and progression in education through limited or lack of funding options, limited course options, being relocated by Home Office (dispersal) or housing changes (Walker, 2011; Doyle & O'Toole, 2013; McIntyre & Hall, 2020; O'Higgins, 2019, Morrice et al, 2020; Fuller & Hayes, 2020; Codina & Szenasi, 2022). The uncertainty and stress of the process negatively impacts on wellbeing and, therefore, on access to education (Fazel et al., 2016; Morgan, 2018; Gladwell, 2021; Ashlee & Gladwell, 2020).

Access

Accessing education for young refugees can be difficult at Secondary, Further and Higher Education levels (Gladwell & Chetwynd, 2018; Ashlee & Gladwell, 2020; Walker, 2011). Twelve studies described difficulties in accessing education (Candappa, 2000; Dunkerley et al.; 2006; Reakes, 2007; Stevenson & Willott, 2007; Walker, 2011; Doyle & O'Toole, 2013; McIntyre & Hall, 2020; Ott & O'Higgins, 2019; Morrice et al, 2020, Gladwell, 2021; Ashlee & Gladwell, 2020). Some studies acknowledged young refugees experienced delays in gaining school placements (Candappa, 2000; Dunkerley et al., 2006; McIntyre & Hall, 2020). Gladwell & Chetwynd's (2018) study suggests that no regions in the UK met the 20 day target for UASC to access education with the longest delays being for secondary and FE. Madziva & Thondhlana (2017) found their participants experienced issues with school enrolment, especially children with SEN. Walker (2011) provide an example of difficulties with access as they found that settings did not believe two young people's age and therefore

did not allow them to access their setting. Headteachers who were interviewed described how refugee and asylum-seeking students were often labelled as 'hard to place', which delayed entry to schools (McIntyre & Hall, 2020). Walker (2011) found that some of their participants had been unable to access education for "between a few weeks to over two years" (p.214), with Further Education (FE) being the most difficult to access after the start of the academic year. One reason for delay was students arriving mid academic year; Dunkerley et al. (2006) outlined that due to young refugees arriving throughout the academic year, Welsh settings did not have spaces available due to oversubscription. Similarly, Ott & O'Higgins (2019) reported that access to Further Education was difficult due to the way post 16 settings are funded, meaning that funds were unavailable for students arriving mid-year. Their research focused on UASC, and they indicated other reasons why access to education was difficult, including English language skills, age disputes, prejudice, social and emotional needs, unstable living arrangements or barriers presented by the setting themselves. Gladwell & Chetwynd (2018) found barriers to accessing FE and secondary included: long waiting lists for ESOL places, in year arrivals not being able to access funding and complex admission procedures. They also suggested that there were institution based barriers such as a reluctance to receive upper secondary entry due to the impact on exam results and the length of time it takes for academies to be directed to receive students. Studies also highlighted the impact of dispersal, Home Office relocation or the National Transfer Scheme (NTS), where young people were often moved from one city or place to another, with the result being that their education was disrupted or ended (Hughes & Beirens, 2007; McIntyre & Hall, 2020; Codina & Szenasi, 2022). This demonstrates the impact that the immigration system can have on education.

Ashlee & Gladwell (2020) and Gladwell (2021) focused on exploring access to Further and Higher Education settings, they specify the key barriers and facilitators to FE and Higher Education (HE). Barriers included poverty, poor wellbeing, lack of support, the impact of immigration status on funding, impact of age on funding, not having correct documentation, insufficient Information, Advice and Guidance (IAG) and dispersal (or NTS) meaning their education was disrupted. Factors that supported access to FE and HE were targeted support with applications and enrolment, inclusive and flexible settings, long term education planning or advice and scholarships or funding support. Gladwell & Chetwynd (2018) suggest that strategic use of funding such as pupil premium, liaison with voluntary sector organisations and support workers and a welcoming ethos helped improve access to education for young refugees. Morrice et al. (2020) demonstrated structural barriers faced by young refugees in their study, as only 13.4% received university level education compared to the rest of the population where, on average, 48% of young people attended university in the same year.

Reasons behind this were discussed; it was suggested that there were limited education opportunities available due to a lack of funding after the age of 18 years old. In particular, those without legal refugee status were classed as international students by universities and expected to pay higher fees which were possibly financially unviable for asylum seekers in the UK. Stevenson & Willott (2007) found key barriers to accessing or applying to HE experienced by young refugees were poverty, lack of knowledge of the UK education system, uncertainty of status, interrupted education in the UK and previously, lack of encouragement and lack of English language support. They shared that UASC faced additional barriers. O'Higgins (2019) found that young refugees in care experienced four times more changes in school than other children in care, affecting their access to education.

Age of arrival was suggested as a key factor in progression within education by Morrice et al. (2020). They explored 86 young refugees' (age 13-24) educational experiences and aspirations in the UK as well as their post-compulsory education pathway. They found that if refugees arrived at a younger age (13-18 years old) and entered education in the UK earlier, they were more likely to have accessed a higher education level (FE or HE) than those who arrived when they were older. Those who arrived when they were older (19-24 years old) often only had the opportunity to study English as a Second Language (ESOL). They describe it as "the narrowing pipeline of educational opportunities" (p.395).

Provision

Provision was another theme in the literature, describing the provision of education that young refugees had available to them or had attended, including physical settings and learning resources.

Reakes (2007) described how different local authorities decided school provision or placement for young refugees; in England and Scotland refugees were mostly placed in schools depending on their needs, but in Wales they were placed depending on location or catchment area. In England, this meant there could be lengthy travel to reach their setting, findings echoed by Doyle & Toole (2013). Reakes' (2007) study is dated so its relevancy could be limited, though it does provide insight into the practice of deciding and providing placement or provision for young refugees. The approach outlined in Wales meant that young refugees were placed in schools who had little experience with EAL or children with diverse backgrounds. Reakes (2007) noted that when CYP were placed in more diverse schools they settled more easily. They additionally identified a lack of language provision (EAL support staff or support classes) in Welsh college settings.

There is no nationally collected data on young refugees' access to educational provisions. In response to this, Ott & O'Higgins (2019) aimed to identify the types of provision UASC access. They used a mixed methods approach which involved conducting interviews with Local Authority education and social care professionals, third sector providers, and accessed data from the Department of Education. They identified that there were three main types of provision; mainstream educational provision, English language provision and bespoke provision. They acknowledge that this will not be fully representative due to the lack of systematic recording. Ott & O'Higgins additionally highlighted a lack of representation due to many UASC not being provided with a Unique Pupil Number due to attending bespoke or FE provisions, meaning data could not be accessed for over 50% of UASC in England. They discussed the benefits of attending mainstream education for integration, acculturation, and a sense of welcome and belonging to young refugees. O'Higgins (2019) reported that 85% of refugee and asylum-seeking children in care attended mainstream provision. However, mainstream settings could not always provide appropriate provision to meet young refugees' wants or needs, for example, courses they wanted to study (Doyle & O'Toole, 2013) and language support (Reakes, 2007; Prentice, 2022).

Through triangulation of these studies findings, it can be concluded that the majority of young refugees enter mainstream education (Madziva & Thondhlana, 2017; O'Higgins, 2019; Ott & O'Higgins, 2019; Codina & Szenasi, 2022; Prentice, 2022), although many studies described how young refugees accessed bespoke or additional learning support before accessing mainstream learning opportunities (Whiteman, 2005; Walker, 2011; Ott & O'Higgins, 2019). Whiteman (2005) described that, for the first term, young refugees had intensive English tuition before accessing mainstream learning. If under 16 years old they would access EAL support, if nearing or over 16 years old then typically students would access ESOL provision to develop their English language skills either as a sole course or alongside other courses (Madziva & Thondhlana, 2017). It was felt that for successful integration of Syrian young refugees in schools, a full-time placement in mainstream education with occasional withdrawal for targeted intervention e.g., for language development, was best (Madziva & Thondhlana, 2017). Codina & Szenasi (2022) explored the experience of bespoke provision for 15/16-year-old UASC in one setting. They discussed the benefits the provision had in helping build confidence, autonomy and support settling in, however, the research also shared that young people felt they were missing opportunities by not attending a mainstream school. Walker (2011) indicated that young refugees were sometimes placed in alternative provisions due to schools' needs rather than the young person's needs, for example, settings not wanting exam results to be affected. Gladwell & Chetwynd (2018) further suggest that sometimes young refugees in England, Scotland and

Wales were placed inappropriately in a setting for example in college instead of school or were in a setting with inadequate EAL or ESOL support.

Doyle & O'Toole (2013) explored young refugees' experiences of accessing post-16 education provisions; they found that the majority attend Further Education college provisions. Young people experienced difficulties with navigating eligibility to study and fees to study courses or take exams, which affected their access to provision or to receive qualifications. There was no discussion of provision in HE.

Language

Learning English was highlighted in 24 studies as a key experience of education for young refugees. English language skill development was described as significant to accessing learning and support but also to integrating into society (Ott & O'Higgins, 2019). As noted by young refugees in some studies, English language competence was described as crucial in building friendships and relationships (Candappa, 2000; Mohamed & Thomas, 2017; Madziva & Thondhlana, 2017) and important for feelings of self-confidence (Candappa, 2000). Mohamed & Thomas (2017) described English language competence as a resilience factor for young refugees' mental health and wellbeing. Conversely, limited English language skills or support was a barrier to inclusion, learning, relationships, positive wellbeing, mental health support and progression in education (Morgan, 2018; Ott & O'Higgins, 2019; Ward, 2022).

Factors that supported English development were accessing specific language support provision (Ott & O'Higgins, 2019; Gladwell, 2021; Codina & Szenasi, 2022; Prentice, 2022), access to bilingual staff or peers (Whiteman, 2005; Hughes & Beirens, 2007) and promotion of their first language (Hastings, 2012; Prentice, 2022). Reakes (2006) acknowledged that language lessons and language support staff were not always available in provisions in Wales. Some research suggested that young refugees may experience being placed in lower sets due to their language abilities or being excluded from peers to receive EAL/ESOL support (Prentice, 2022).

Transitions

Transitions between settings were suggested by studies as points where young refugees experienced difficulty in their education (Morgan, 2018; Fuller & Hayes, 2021; Ashlee & Gladwell, 2020). Some difficulties experienced were due to a change in support available and the loss of relationships from previous settings (Fuller & Hayes, 2020).

Setting factors

Research outlined factors relating to education settings which influenced the experience of education for young refugees. Studies shared the importance of planning for the arrival and having a welcoming, diverse environment, supporting adaptation to education in the UK (Reakes, 2007; Mohamed & Thomas, 2018; Gladwell & Chetwynd, 2018; Prentice, 2022). Although Reakes (2007) and Prentice (2022) did not consider or gain the views of young people, it is further validated by Ashlee & Gladwell's (2021) findings that suggest settings with a welcoming and inclusive ethos were important to young refugees' educational experiences and progression in FE and HE. This was ascertained through interviews and focus groups with 22 young refugees and analysing education data, demonstrating that this is the view of young refugees as well as the professionals supporting them. McIntyre & Hall (2020) highlighted the potential role of settings in mediating changes in community attitudes when young refugees experienced hostile views from others. However, their research only focused on secondary settings, meaning it cannot be considered applicable to experiences in FE and HE settings.

Depending on the settings approach, young refugees might experience an assessment of their needs (Whiteman, 2005; Hughes & Beirens, 2007; Gladwell & Chetwynd, 2018; Ott & O'Higgins, 2019). Studies described young refugees needing access to resources, facilities, and financial and travel support from their settings due to a lack of resources or funds to study, eat or travel to settings (Doyle & O'Toole, 2013; Gladwell & Chetwynd, 2018; Farrugia, 2020).

Accessing Information, Advice and Guidance (IAG)

Previous research indicates that young refugees have experienced difficulties navigating the UK education system due to a lack of Information, Advice and Guidance (IAG) (Stevenson & Willott, 2007; Walker, 2011; Doyle & O'Toole, 2013; Morrice et al., 2020; Ashlee & Gladwell, 2020). Stevenson & Willott (2007) suggest that often young refugees made educational choices without access to IAG, as well as a lack of support and encouragement to access FE and HE. Some studies also found that when IAG could be employed by young refugees it supported their confidence in, and access to, education, especially Further and Higher Education (Walker, 2011; Gateley, 2014; Ashlee & Gladwell, 2020).

2.3.3.2 Personal

Mental health and wellbeing

Another key factor identified was young refugees' experiences of mental health and wellbeing within education. Research indicated that young refugees experienced difficulties with their wellbeing that impacted on their education (Stevenson & Willott, 2007; Hastings, 2012; Fazel et al., 2016, Gladwell & Ashlee, 2021; Ward, 2022; Morgan, 2018). Equally, experiences within education negatively or positively impacted on their wellbeing (Walker, 2011; Mohamed & Thomas, 2018; Gladwell, 2021; Ott & O'Higgins, 2019; Farrugia, 2020; Sobitan, 2021). For some, education provided access to mental health support (Fazel, 2015; Fazel et al., 2016; Ward, 2022).

Fazel (2015) and Fazel et al. (2016) described how the experiences young refugees had prior to being in the UK or since arriving in the UK can negatively impact on their mental health and wellbeing. Gladwell & Chetwynd (2018) also suggest that young refugees experience mental health difficulties associated with their previous experiences. Experiencing mental health difficulties can impact on young refugees' desire to attend settings (Walker, 2011). These studies gained the voices of young refugees in relation to their wellbeing. Poor mental health can impact on engagement and behaviour which can place young refugees at risk of exclusion and be a barrier to progression to further education (Ashlee & Gladwell, 2020). The uncertainty of their future, impacted by their undetermined legal status in the UK, can negatively impact on their mental health and wellbeing (Fazel et al., 2016; Morgan, 2018; McBride et al., 2018; Gladwell & Chetwynd, 2018). In Fazel et al.'s (2016) study, 29 of their participants had undetermined status and they described the negative impact it had on their wellbeing, noting stress caused by the process of applying for refugee status and anxiety about others' perceptions of their status.

Trauma and traumatic experiences were noted in studies as a factor impacting wellbeing of young refugees (McMullen et al., 2018) both those experienced prior to and after arriving in the UK (McMullen et al., 2018; McBride et al. 2018; Elliott et al., 2021) and after arriving within the UK (McMullen et al., 2018; Elliott et al., 2021). McMullen et al. (2018) conducted surveys with young refugees and parents then focus groups with education staff. Within the parent survey 33% of respondents said that children had experienced traumatic events before arriving into Northern Ireland and 15% had experienced traumatic events since arriving. This study focused on Northern Ireland therefore does not represent the wider refugee population across the UK but gives insight into their potential experiences and how these impact on their educational experiences. The study also found that parents rated school-based trauma interventions, aiming to reduce distress to be the most helpful

intervention for their children. The study also conducted focus groups with teachers and education professionals who highlighted that a barrier to education was the “sequelae of previous trauma” (McMullen et al., 2018, pg. 43) and that support from teachers to feel safe in school was key to supporting wellbeing and access to education. It is also important to note that within the study the majority of parents did not feel their child had experienced traumatic events and that their children were coping well with the barriers they faced in learning. This indicates that young refugees’ experiences are not homogenous and need to be considered on an individual basis, parents responses also could suggest that young refugees demonstrate resilience and are able to cope with barriers to education within the UK. McBride et al. (2018) explored the educational needs and experiences of refugee children in Scotland by engaging in discussions with refugee children, their parents and professionals who work closely with them. They highlight that it is important to not pathologize children and that there should not be an assumption that all young refugees have experienced trauma. Within their research they noted that professionals highlighted resilience of families and children and the importance of education staff to be aware of signs of trauma or mental health difficulties in order to identify and support if needed. Young refugees and families did not discuss any mental health difficulties within interviews. Elliott et al. (2021) interviewed refugee service key workers and found that they felt that young refugees’ experiences prior to education in Northern Ireland impacted on engagement and presentation in school, for example, gaps in education and experiences of trauma. This study focused on professionals’ perspectives therefore should be considered alongside evidence from studies which present young people’s perspectives.

Furthermore, research discussed how experiences in education in the UK had a negative impact on young refugees. Attending a setting which lacked cultural diversity was a risk factor for affecting young refugees’ mental health (Mohamed & Thomas, 2017; Fuller & Hayes, 2020). As previously discussed, experiences of bullying in education settings can contribute to experiencing mental health difficulties (Fazel, 2015; Mohamed & Thomas, 2017). Young refugees can also experience difficulties surrounding a lack of knowledge of the UK education system and having to navigate new social and academic structures (Stevenson & Willott, 2007; Walker, 2011; Hastings, 2012; Sobitan, 2021), which may negatively impact on their mental health and wellbeing.

Furthermore, experiences in education can support or improve the mental health and wellbeing of young refugees: through being accepted by peers and forming friendships (Hastings, 2012; Fazel, 2015; Fazel et al., 2016; Prentice, 2022), through relationships with settings, teachers and communities that support belonging (Mohamed & Thomas, 2017; Morgan, 2018; Farrugia, 2020; Ward, 2022) and through fulfilling aspirations and achieving

success to support a better future (Mohamed & Thomas, 2017). Many studies describe education in the UK providing feelings of safety and stability for young refugees (Hastings, 2012; Mohamed & Thomas, 2017; Farrugia, 2020; Sobitan, 2021), although, as noted by other research, education settings could also be places where bullying and discrimination are present towards young refugees suggesting a lack of safety (Candappa, 2000; Whiteman, 2005; Dunkerley et al., 2006; Hastings, 2012; Fazel, 2015; Mohamed & Thomas, 2017; Fuller & Hayes, 2020; Sobitan, 2021).

Studies suggested that through education, young refugees were able to access school based mental health support services (Hughes & Beirens, 2007; Fazel, 2015; Fazel et al., 2016). Fazel et al. (2016) described that young refugees' experiences of accessing this support meant they felt more relaxed, less worried, and more confident. They felt the support had resulted in them having a better understanding of society rules, knowing how to interact with others, improved peer relationships and helped with academic work. However, Ward's (2022) findings indicated that language was a barrier to accessing mental health support in colleges. McMullen et al. (2018) also highlighted how trauma-based interventions were valued by parents of young refugees and targeted trauma training could support staff in supporting young people. McBride et al. (2018) describe that teachers noted how well young refugees did academically despite gaps in their education and traumatic events they had experienced prior to arriving in Scotland. This perhaps indicates the resilience of young refugees' once in education and access support.

Attitude to education

Many studies identified the positive attitude of young refugees to education in terms of their motivation and determination to educate themselves. Dunkerley et al. (2006) found that young refugees in Wales were highly motivated, determined to excel in their education and spent most of their leisure time studying. Additional findings acknowledged that young refugees were noted for their hard working, positive attitude and determination in their studies (Gateley, 2014; Madziva & Thondhlana, 2017; O'Toole Thommessen & Todd, 2018), despite the many challenges and barriers they face to accessing and progressing in education (McBride et al., 2018; Ashlee & Gladwell, 2020). Young refugees described placing a high value on education to be able to access a better future (Doyle & O'Toole, 2013; Gateley, 2014; McBride et al., 2018; Fuller & Hayes, 2020; Farrugia, 2020). Doyle & O'Toole (2013) explored what motivated post 16 learners to study. Fourteen out of 20 young refugees described wanting to gain employment or access a particular career, other motivators included going to university, learning English, making friends, fitting into their new

communities and gaining qualifications. Doyle & O'Toole (2013) also discussed young refugees' determination to study, noting individuals' experiences of overcoming illness and difficult circumstances in order to attend their education. One participant spoke about being determined to study so that when they were granted refugee status, they would be able to attend university. Morrice et al. (2020) provided further evidence of young refugees overcoming barriers to access education. They included examples of the strategies used to do so, such as seeking support from family members and working alongside full time study. Ashlee & Gladwell (2020) identified young refugees' personal resilience as a supporting factor for progression to FE and HE. However, other studies, like Mohamed and Thomas (2017) highlight different risk and protective factors that influence a young refugee's personal resilience, showing that this factor is influenced by other experiences and cannot just be considered on its own.

Aspirations

A common theme in the literature was young refugees having high aspirations for their education, especially in aspiring to attend HE and achieving high grades (Stevenson & Willott, 2007; Doyle & O'Toole, 2013; McBride et al., 2018; Morrice et al., 2020; Fuller & Hayes, 2020; Sobitan, 2021). Mohamed & Thomas (2018) found that fulfilling aspirations and achieving success was a resilience factor for young refugees' mental health. Morrice et al. (2020) also found young refugees' experience of disappointment in the mismatch between their aspirations for education in the UK and the reality of their access to education, for example, their asylum-seeker status as being a barrier to accessing university.

Achievement

Due to a lack of nationally collected data on academic achievement and outcomes for young refugees (resettled, seeking asylum and UASC), Hutchinson and Reader (2021) attempted to ascertain outcomes by triangulating data sources in England. Their novel approach suggests that young refugees at the end of year 11 (age 15/16 years) are on average 15.5 months behind in their English and Maths GCSE score compared to non-migrant children. This gap is similar to that experienced by children on child protection plans or those who are eligible for Free School Meals (Hutchinson & Reader, 2021). For UASC this average extends to 34 months behind for English and Maths GCSE, which is similar to the gap experienced by students with SEN in receipt of an Education Health Care Plan (EHCP) (Hutchinson & Reader, 2021). This indicates that young refugees in secondary education can experience a significant achievement gap between themselves and their peers and suggests a need for focused academic support. Hutchinson and Reader (2021) additionally explored attendance and exclusions and found that, on average, resettled refugees or asylum-seeking children

had fewer absences and lower rates of exclusion (fixed and permanent) than non-migrant children, potentially further exemplifying their dedication and attitude towards education. However, UASC experienced more absences and higher fixed term exclusions than non-migrant children but lower rates of permanent exclusion.

Gladwell (2021) highlighted that a high number of Afghan care leavers faced significant struggles with educational progression, and in two areas of England 80% Afghan care leavers left education with no qualifications. O'Higgins (2019) similarly compared educational outcomes of UASC compared to other children in care. They found that young refugees gained more points at GCSE than other children in care, although notably much less than children in the general population. In their findings they noted that 83.8% of their sample of UASC were recorded as having SEN. It is important to consider the limitations that O'Higgins (2019) shares about the study's data when considering the findings. The data they used was only based on UASC who have a Unique Pupil Number which is only generated when a young person enters mainstream schooling before 16 years old therefore does not capture all of the UASC in care. As previously noted, UASC can attend a variety of settings or be of age to attend FE meaning their outcomes are not captured in the study.

Both O'Higgins (2019) and Hutchinson and Reader (2021) openly share the limitations of their experimental approaches to ascertaining insight into UASC educational outcomes due to a lack of nationally collected data on these. Both studies show different findings around UASC populations in their achievement therefore showing further research is needed to better understand the SEN needs of this population due to the inconsistent findings presented.

Prentice's (2022) findings shared the difficulty in helping refugees achieve in the UK education system due to exam pressures and a time bound definition of success in terms of GCSEs; school staff felt a better focus should be on helping them to settle in than achieving high grades. Sobitan (2021) noted the impact of COVID-19 on young refugees' experiences of achievement, where participants did not feel that their grades were reflective of their progress due to a cancellation of exams. Madziva & Thondhlana (2017) emphasized the high expectations of parents on their children to achieve in school, despite the challenges they faced and the potential pressure this presented for young refugees.

2.3.3.3 Relationships

Relationships were a common theme in the research findings; teacher, peer, family and charity relationships were discussed in particular.

Teacher relationships, skills and knowledge

Teacher relationships were identified as a key theme in how they impacted on young refugees' experiences of education. Eighteen studies discussed teacher relationships in terms of their support, skills and knowledge of working with young refugees. Gladwell & Chetwynd (2018) highlight the importance of having a committed, caring adult within school who provides support over an extended period. Fazel (2015) described that teachers were supportive to young refugees settling into school. Gladwell (2021) found that the most common enabling factor for progression of Afghan UASC in education in the UK was setting based support, such as a committed teacher who provided extra help. When interviewing young refugees about their experiences in secondary school, Hastings (2012) described that teachers were a key source of support for them. Teachers helped them with learning, supported their inclusion, protected individuals from bullying, raised aspirations, listened and helped find solutions to personal problems as well as providing practical support, such as directions to places in and out of school. Teachers and teaching assistants were noted as a key factor in learning and providing support around subject content, but also in learning English (Hughes & Beirens, 2007; Gladwell & Chetwynd, 2018; Farrugia, 2020; Fuller & Hayes, 2020; Ott & O'Higgins, 2019, Ward, 2022). Some teachers promoted the use of young refugees' first language and personalised learning to young refugees' countries and cultures (Ward, 2022).

Studies identified that teachers often recognised the needs of young refugees and provided emotional support. Examples were discussed where teachers provided extra support and nurture akin to that of a parent (Arnot et al., 2009; O'Toole Thommessen & Todd, 2018). Teachers signposted to mental health services (Fazel, 2015; Fazel et al., 2016). Teachers provided advice, encouragement and raised aspirations (O'Toole Thommessen & Todd, 2018; Hastings, 2012). Teachers provided emotional containment (Farrugia, 2020). Madziva & Thondhlana (2017) described that Syrian refugee children felt accepted by their teachers. Teachers challenged negative media or community discourses and promoted respect and acceptance (Arnot et al., 2009; Farrugia, 2020). Additionally, teacher support helped young refugees to feel welcome (McBride et al., 2018), safe and helped them to become more confident (O'Toole Thommessen & Todd, 2018; Sobitan, 2021). Teachers built positive, trusting relationships with young refugees which helped them to integrate (Morgan, 2018; Gladwell, 2021; Codina & Szenasi, 2022; Ward, 2022). In McMullen et al's. (2021) findings 79.2% of young Syrian refugees surveyed felt they got on with their teachers 'a lot' demonstrating their experience of positive teacher relationships. Children formed attachments to teachers and felt that having a key member of staff was important to helping them to settle into school (McMullen et al. (2021).

In contrast, a lack of teacher knowledge and skills in supporting young refugees was identified in previous research (McIntyre & Hall, 2020). Potential staff skill and knowledge shortages meant they could not provide appropriate language and emotional support for young refugees (Hughes & Beirens, 2007); in particular, teachers not having received any training on supporting EAL learners and not having awareness of the challenges they may face (Hughes & Beirens, 2007; Madziva & Thondlana, 2017). Studies also recognised other pressures on teacher and staff time meant that additional support might not always be available (Morgan, 2018; McIntyre & Hall, 2020).

Previous studies highlighted the negative experiences that young refugees could experience with teachers. O'Toole, Thommessen and Todd (2018) described a student experiencing racism and discriminatory views from a teacher. Sobitan's (2022) participants described negative experiences, such as being told, or feeling that, their teacher disliked them.

Peer relationships

Friendships

Peer relationships were a common theme in the research and seen as a key aspect of young refugees' educational experiences, through positive experiences such as friendships and peer support for learning, but also negative experiences including bullying and discrimination. Fifteen studies spoke about experiences with peers. Some education settings provided opportunities to meet and make friends (Dunkerley et al., 2006; Morgan, 2018; McBride et al., 2018; Farrugia, 2020). Hughes & Beirens (2007) described the importance of education as healing, where young refugees could build new social networks.

Friendships were a key theme present in the studies; including the positive benefits they had on wellbeing (Hastings, 2012; Fazel, 2015; Sobitan, 2021; Mohamed & Thomas, 2017), enjoyment of school (McMullen et al., 2021), feelings of belonging (Dunkerley et al., 2006; Farrugia, 2020; Sobitan, 2021; Mohamed & Thomas, 2017) and acculturation (Madziva & Thondlana, 2017; Fuller & Hayes, 2020). Fazel (2015) explored 40 young refugees' experiences of a school-based mental health support service and the factors that had supported their wellbeing. Participants described key moments that improved their wellbeing which were all connected to securing friendships. They discussed experiences such as joining a band, joining a football team and receiving positive feedback from peers after presenting in class. Young refugees also shared what experiences they felt would be beneficial for new arrivals in the future. This included having fun or new experiences in and out of school to help make friends, as well as educating peers in the school or setting on global conflict before new arrivals start so that they have a better understanding of refugees

which could positively support formation of friendships. Other research highlighted the importance of introductory activities on arrival (Fuller & Hayes, 2020) and preparation for school/setting pre-arrival to create a welcoming ethos e.g., assemblies about refugees (Whiteman, 2005; Prentice, 2022). McBride et al. (2018) highlighted that relationships with peers were important for settling and integration in Scotland and Heaney (2022) highlighted that in Northern Ireland peer relationships were important for a sense of belonging and safety.

Peer support in learning

Peer relationships supported learning experiences for young refugees. Peers were found to support learning of English language (Hastings, 2012; Fazel, 2015; Madziva & Thondhlana, 2017; Whiteman, 2005). Peers supported learning about the education setting, e.g., rules, directions and key members of the setting (Hastings, 2012; Fazel, 2015; Fuller & Hayes, 2020). Peers supported academic learning, e.g., offering help or scaffolding tasks to help understanding (Prentice, 2022). Peer relationships supported social integration (Madziva & Thondhlana, 2017). Studies spoke about using a peer as a mentor or buddy to help navigate the education setting, socially, academically and physically (Whiteman, 2005; Hastings, 2012; Gladwell & Chetwynd, 2018; McBride et al. 2018; Sobitan, 2021). In particular peers who spoke the same language for example, Arabic speaking buddy (McMullen et al., 2021).

Isolation, bullying and discrimination

Young refugees were also suggested to experience a lack of peer relationships or social connections which led to feelings of isolation and loneliness (Candappa, 2000; Dunkerley et al., 2006). McMullen et al. (2021) young refugee survey results showed that the majority of young people felt they got on 'only a little' with other pupils and making friends had been highlighted as a key difficulty they experienced. Equally many young refugees in the survey also highlighted that making friends is what they had enjoyed most about school showing the variation in experience. Dunkerley et al. (2006) found that young refugees in post-16 settings had less opportunities to form friendships with peers due to attending language courses (e.g., ESOL), therefore social integration was more difficult. Mohamed & Thomas (2017) identified feelings of social exclusion as a risk factor for poor mental health, but equally that positive peer friendships were a resilience factor that prevented these negative feelings, showing the mediating role friendships can have on young refugees' wellbeing. Fuller & Hayes' (2020) participants described how feelings of isolation and loneliness were initially experienced due to a lack of English language, meaning that developing relationships was difficult and demonstrating the intertwined relationship of social connection and language.

Nine studies indicated bullying by peers to be a common experience for young refugees; (Candappa, 2000; Whiteman, 2005; Dunkerley et al., 2006; Hastings, 2012; Fazel, 2015; Mohamed & Thomas, 2017; Gladwell & Chetwynd, 2018; Fuller & Hayes, 2020; Sobitan, 2021) and five studies highlighted that racism was experienced by young refugees (Dunkerley et al., 2006; Fazel, 2015; Mohamed & Thomas, 2017; O'Toole Thommessen & Todd, 2018; Sobitan, 2021). Studies described the negative effects this had on belonging (Sobitan, 2021), wellbeing and attendance at school (Fazel, 2015; Mohamed & Thomas, 2017), including the development of school phobia (Mohamed & Thomas, 2017). Studies suggested school responses to supporting young refugees with bullying varied, from preventative approaches through anti-bullying workshops (Whiteman, 2005), to providing protection and support (Hastings, 2012), to not taking action at all (Candappa, 2000). Other studies showed that young refugees experienced negative perceptions by peers (Dunkerley et al., 2006; Fazel, 2015). Teachers were identified as a mediator for peers' perceptions, where teachers would facilitate positive interactions and provide support when negative interactions were present (e.g., bullying) (Hastings, 2012; Arnot et al., 2009; Farrugia, 2020).

Family relationships

Families supported young refugees to navigate education and access learning, in particular parents (Madziva & Thondhlana, 2017) and siblings (Hastings, 2012). Heaney's (2022) findings suggested that family connectedness was an important factor in supporting young refugees' experiences in education. Morrice et al. (2020) highlighted that those with family members in the UK were most likely to attain their educational goals. However, they additionally found that families could also be a barrier to education due to young refugees having caring or translation responsibilities (Morrice et al, 2020; Heaney, 2022).

Some research suggested that education settings engaged with young refugees' families by making welcome packs, offering English tuition to them (Whiteman, 2005), setting staff visiting their home and parents being invited into the setting (Madziva & Thondhlana, 2017). This helped to build home-school relationships, which supported families' understanding of the UK education system and in turn helped them support their child's experience of education (Hughes & Beirens, 2007; McBride et al., 2018; Elliott et al., 2021). Studies also suggest that language was a barrier to families having a home-school relationship (Madziva & Thondhlana, 2017; McBride et al., 2018), and interpreters were hard to source so were not always used with families (Whiteman, 2005; McBride et al., 2018), although Whiteman's study is dated so may not have necessarily reflected the availability and use of interpreters in recent years, it is echoed in McBride et al's. (2018) more recent findings. McMullen et al. (2021) equally share that teachers felt that communication between home and school was

difficult for teachers due to language barriers especially when on sensitive topics such as SEN or mental health needs. Elliott et al. (2021) identified that having a refugee service worker helped families and schools to develop good home-school relationships, communication and share information. McMullen et al's. (2021) findings also showed that from their parent survey the majority felt that school were supporting their child well with the barriers they faced at school indicating from this sample the parental perspective in Northern Ireland of overall school support was positive.

Support from charities and organisations

Charities and support organisations were indicated to be a key part of young refugees' educational experiences. Charities were involved in young refugees' educational experiences by supporting their resilience (Mohamed & Thomas, 2017) and emotional needs within their education setting (Whiteman, 2005; Fazel, 2015; Fazel et al., 2016). Gladwell & Chetwynd (2018) identified that partnerships between education settings and voluntary sector organisation contributed positively to young refugees remaining and thriving in education. Mentors from charities helped overcome challenges, provided practical support, provided advice and built confidence in language skills in order to better access education (Walker, 2011). Support organisations provided advocacy and contacted schools and colleges on behalf of young refugees (Walker, 2011), and they provided IAG on education and career options (Gateley, 2014). Support services such as the Intercultural Education Service in Northern Ireland provided advice, resources, and training to teachers to support young refugees educational and emotional needs (McMullen et al., 2021). Organisations helped to promote understanding, sympathy and positive images of refugees in the wider community and within education settings (Madzvia & Thondhlana, 2017), although it is unclear whether this finding came from refugee families themselves or from charity and community organisation perspectives; the latter could present a biased view.

2.4 Limitations of the scoping review

Rapid scoping reviews are limited by the broad nature of the research questions within them; they do not necessarily draw conclusions or identify implications for practice as they tend to map evidence in an area (Munn et al., 2018). Due to the limitations of the inclusion criteria and structured searches, key studies may not be present in the review (Munn et al., 2018)

The current review was conducted by a novice researcher within six months, when typical timeframes of a scoping review are more than 12 months (Grant & Booth, 2009). Due to limited resources and time (Munn et al., 2018), a rapid review was conducted, however this meant that certain steps were not given the time for it to be a thorough approach. The rapid

timescale risks an increase in bias in the process (Grant & Booth, 2009), although the researcher aimed to reduce ambiguity where possible with clear, justified processes, such as inclusion and exclusion criteria in the hope that opportunities where bias could influence would be reduced. In addition, critical appraisal is not typically part of a scoping review (Munn et al., 2018), but due to the needs of the researcher to appraise and assess the quality of evidence this was added into the data charting step.

2.5 Conclusion

The rapid scoping review has demonstrated the scope of research (Munn et al., 2018) in the area, which provides understanding of what young refugees' experiences of education in the UK have been and how research has been conducted into these. The research suggests that young refugees' experiences of education in the UK include the following: impact of status, access, provision, language, transitions, settings, IAG, mental health and wellbeing, attitude, aspirations, achievement, teacher relationships, peer relationships, family relationships and support from charities or support organisations. Many of the factors are interrelated and present tensions, for example, access to education can be a barrier to young refugees' educational aspirations. Equally, education settings can present as a source of safety, a place to form social networks and to support integration into a community. However, they can also be a space where additional challenges are experienced, impacting negatively on young refugees' wellbeing and potentially leading to isolation through bullying and discrimination. Many studies highlight the factors of English language competence and asylum status, often impacting on other experiences within education, such as access to education and integration. It shows the complexity of factors and varying experiences young refugees could have within education.

The review suggests the importance for education professionals to be aware of barriers that might limit young refugees from accessing and progressing in education, as well as factors that support their experiences of education. Many of the barriers identified remain outside the control of a young person but can be influenced by the systems they are supported by, for example local authorities and education settings. This signifies the importance of those working in these systems to understand the potential educational experiences of young refugees which can then inform their practice. Considering the education systems and context around young refugees can help to identify changes that can support their resilience (Shafi & Templeman, 2020). The review additionally indicates a lack of knowledge of experiences in Higher Education (other than barriers to access) which is absent in much of the research (Ashlee & Gladwell, 2020).

The characteristics of the research highlighted gaps in knowledge, in particular a focus on understanding the experiences of young refugees in Welsh education settings. Most studies had a large sample size, possibly showing a focus on breadth of experiences rather than depth of individuals' experiences. Just over a third of studies focused on the voices of young refugees to understand their experiences of education, suggesting there is a need for more studies to focus on young refugees' voices.

3.0 Rationale for current project:

This project aims to address gaps in knowledge in the Welsh context. It also focuses on young people's voices and understanding young refugees' educational experiences from a depth perspective. The study hopes to further promote the voices of young refugees. The current research will explore young refugees' (aged 16-25 years old) experiences of education in Wales. It is hoped that this research will make an innovative contribution to the area by gaining a deeper understanding of individuals' experiences in education than previous studies, in a sensitive and ethical way. The researcher will use a narrative inquiry approach to data collection and narrative analysis, with a small sample of young refugees.

3.1 Research question

This study aims to explore the following research question in a sample of young refugees currently studying in Wales:

What are young refugees' experiences of education in Wales?

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Listening to young refugees' experiences of education in Wales

Part two: Empirical Research Paper

Word count: 14,997

Part 2: Empirical Paper

1. Abstract

Young refugees are often not considered as a distinct group of learners, although research shows that they face unique challenges in their education within the UK. There is little research on their educational experiences in Wales and few from their own points of view. Therefore, this research sought to explore young refugees' experiences of education in Wales by listening to their voice.

The study used a Narrative Inquiry approach to data collection and used 'The Listening Guide' to analyse the research. Four young refugees' stories were gained and analysed using the four stages of the Listening Guide. The plot of their stories is presented alongside the voices within their stories, evidenced by I-poems. Contrapuntal voices and the wider context across all four stories are also discussed. From considering all four stories, overarching themes and experiences were identified: Facing challenges, determination to have better opportunities and the importance of connection and support.

It is hoped that the findings of the present study will provide educational professionals and Educational Psychologists a greater awareness of the experiences of young refugees in education which can develop their practice in supporting future young refugees' experiences of education. Considerations for how an education environment can support resilience, as well as suggestions for practice at individual and whole setting level, are discussed.

2. Introduction

Worldwide, the number of Children and Young People (CYP) facing forced migration has increased (UNHCR, 2022), therefore, the number seeking safety and refuge in the UK has increased (Refugee Council, 2022). The current study uses the United Nations definition of the term 'refugee', which is inclusive of those who would be described as asylum seekers within the UK legal system. To refer to young people (age 11-25) with a refugee or asylum-seeking background the researcher will use the term 'young refugee'. This is because using this term can provide access to resources and a sense of agency to a young person (Ludwig, 2016). The United Nations Convention on the Rights of the Child (UNCRC, 1989) Article 12 highlights that every child and young person should have the opportunity to express their views and have their voice listened to in relation to matters that affect them. Considering this, it is important that research provides an opportunity for young refugees to be able to express their views and experiences of education after arriving in the UK.

Education has been identified as one of the most powerful factors in the resettlement of young refugees, which can provide a source of hope, safety and plans for the future (Ashlee

& Gladwell, 2020). Previous research has outlined education as a key factor in supporting young refugees' social and emotional development, their integration into their local community and promoting aspirations for a better future (Hek, 2005). Young refugees are a diverse group of learners who, despite facing unique challenges in education, do not attract targeted educational funding or support (Stevenson & Willott, 2007). Little is known about their educational outcomes due to a lack of nationally collected data (Hutchinson and Reader, 2021). As they are not treated as a distinct group of learners, their educational experiences, needs and progression within the UK is not greatly understood (McIntyre and Hall, 2020), especially within further and higher education settings (Gateley, 2015).

Previous research has highlighted factors that influence young refugees' experiences of education in the UK. Hek's (2005) overview of existing literature indicated important factors that influence young refugees' experiences of education including; differences between the education system in the UK and their home country, a planned welcome and school ethos, presence of refugee support teachers, developing links between school and refugee families and the importance of forming friendships. Hek (2005) also outlined previously identified issues that young refugees face, including a lack of maintenance and promotion of their first language, racism and bullying in school, academic underachievement, out of school provision and special educational needs assessment and provision. Hek's review focused only on research relating to young refugees under the age of 18.

More recent studies have identified particular difficulties faced due to young refugees' legal status which affected their access to education, their wellbeing and access to support (Ashlee & Gladwell, 2020; Fazel et al., 2016; Fuller and Hayes, 2020). Additionally, their legal status and the type of education setting they enter can lead to variation in access to support and resources available (Codina & Szenasi, 2022; Doyle and O'Toole, 2013; Walker, 2011; Reakes, 2007), demonstrating the impact of an individual's context on their experiences. Furthermore, the role of education settings in creating a welcoming ethos (Ott & O'Higgins, 2019; Ashlee & Gladwell, 2020) for young refugees and supporting positive narratives within the school community (McIntyre & Hall, 2020) was highlighted as important in supporting positive education experiences. Education setting and legal status can impact on young refugees' progression in education (Ashlee & Gladwell, 2020) as well as access to services like Information, Advice and Guidance (IAG) support (Walker, 2011; Gateley, 2014; Ashlee & Gladwell, 2020). As highlighted, access to IAG supported young refugees' progression in education, although was often not available (Stevenson & Willott, 2007; Ashlee & Gladwell, 2020), meaning a lack of IAG could present a barrier to progression.

Learning English was highlighted as one of the most influential factors to access and progress in education (Morgan, 2018; Fuller and Hayes, 2020). It was noted as a key factor

in forming relationships (Mohamed & Thomas, 2017) and supporting integration (Ott & O'Higgins, 2019). Notably, Ott & O'Higgins (2019) research is based on professionals' perspectives rather than young refugees' views of integration so findings need to be considered with caution as it is not a triangulated finding. Conversely, limited English language skills presented barriers to inclusion, learning and positive wellbeing (Morgan, 2018; Ott & O'Higgins, 2019; Ward, 2022).

Mohamed & Thomas (2017) outlined the risk and resilience factors influencing refugee CYP mental health and wellbeing. They identified school as a key factor in supporting resilience. Young people shared that education provided a safe and supportive environment, from which friendships were made and aspirations of success were developed. In contrast, experiences in school could present risk factors to a young refugee's wellbeing, for example through social exclusion or bullying (Mohamed & Thomas, 2017). Fazel (2015) found that school was the key context for supporting "moments of change" (Fazel, 2015, p.257) for refugee CYP's wellbeing and noted that all participants' "moments" related to peer relationships, suggesting the significance of peer relations at school. Research highlights the importance of peer relationships on wellbeing (Hastings, 2012; Mohamed & Thomas, 2017), belonging (Dunkerley et al., 2006; Farrugia, 2020; Sobitan, 2021) and acculturation (Madziva & Thondhlana, 2017; Fuller and Hayes, 2020). Peers were additionally identified as important to supporting learning (Hastings, 2012; Fazel, 2015; Madziva & Thondhlana, 2017; Whiteman, 2005; Fuller and Hayes, 2020). However, peer relationships also presented difficulties through experiences of social exclusion, bullying, racism and discrimination (Candappa, 2000; Whiteman, 2005; Dunkerley et al., 2006; Hastings, 2012; Fazel, 2015; Mohamed & Thomas, 2017; Fuller and Hayes, 2020; Sobitan, 2021).

Teacher relationships and support had a significant influence on young refugees' educational experiences (Hastings, 2012). Previous research highlighted the role of teachers in supporting; settling into school (Fazel, 2015; McMullen et al., 2021), learning English (Hughes & Beirens, 2007; Farrugia, 2020; Fuller & Hayes, 2020; Ott & O'Higgins, 2019; Ward, 2022), emotional wellbeing (Arnot et al., 2009; O'Toole Thommessen & Todd, 2018, Farrugia, 2020) and progression (Gladwell, 2021; Hastings, 2012; Hughes & Beirens, 2007; O'Toole Thommessen & Todd, 2018). Teachers were found to mediate peer relationships (Hastings, 2012) and support wider social integration (Morgan, 2018; Gladwell, 2021; Codina & Szenasi, 2022; Ward, 2022). Although, previous research additionally indicated that teachers and staff can lack knowledge or skills to provide appropriate support to young refugees (McIntyre & Hall, 2020; Hughes & Beirens, 2007) which can create challenges for them (O'Toole Thommessen & Todd, 2018; Sobitan, 2021).

Education was described as highly valued by young refugees (Doyle & O'Toole, 2013; McBride et al., 2021). Young refugees were often noted to be motivated learners (Gateley; 2014 Madziva & Thondhlana, 2017; O'Toole Thommessen & Todd, 2018) and demonstrate resilience within education (Ashlee & Gladwell, 2020). Doyle and O'Toole (2013) found young refugees had various motivations to engage in post-16 education, such as going to university. Equally, education was a context which provided them with opportunities to fulfil their aspirations (Stevenson & Willott, 2007) and to form a social network (Doyle & O'Toole, 2013).

Dunkerley et al. (2006) and Maegusuku-Hewett et al. (2007) explored experiences of refugee children in Wales. Dunkerley et al. (2006) identified that education was highly valued by young refugees and that they demonstrated determination and motivation to succeed within education. However, it was also identified that access to education was difficult, and that once in education additional challenges, such as racism, were faced. Maegusuku-Hewett et al. (2007) identified that school was a context which could support refugee CYP to maintain focus and hope for a stable and successful future. Similarly to Dunkerley et al. (2006) they acknowledged that it was a context where experiences of bullying and conflict were present for some. They identified education as the key context for supporting community cohesion, especially in developing understanding and acceptance of refugees (Maegusuku-Hewett et al., 2007).

The current study

Rutter (2006) acknowledged the lack of research on refugee children's experiences of education and that research often focused on best practice in schools. Although dated, this finding is still relevant and echoed by more recent studies (Hutchinson and Reader, 2021; McIntyre and Hall, 2020; Gateley, 2015). Peterson et al. (2017) completed a literature review of educational needs and experiences of refugee and asylum seeker children with a focus on inclusion. They identified the need for more research into the "everyday education and schooling experiences" (Peterson et al., 2017, p.5) of young refugees from their own perspective and conceptualisation. They equally identified a gap in research on educational aspirations and experiences in regard to further and higher education. They suggested that more research was needed to identify barriers young refugees faced and support to overcome these. The majority of previous studies focused on young refugees' experiences in education prior to the age of 18 (Gladwell, 2021). Ramsey and Baker (2019) completed a meta-analysis of papers on the experiences of students from refugee backgrounds in higher education. They found 46 papers internationally, 32 of these were in the context of resettlement and only four papers were authored in the UK. Their analysis identified a need for more qualitative research to explore these students' experiences of higher education,

especially what supported their journey to access higher education. As highlighted by previous studies, there is a need for qualitative research into young refugees' perspectives on their educational experiences, with a focus on the age group 16-25 years, who are of age to attend or could have attended further or higher education. To the researcher's knowledge, no further studies have been completed into young refugees' experiences in Wales since Dunkerley et al (2006) and Maegusuku-Hewett et al. (2007). Neither study focused on educational experiences of young refugees who were of an age to attend further or higher education.

The current study aims to further promote the voices of young refugees and address gaps in knowledge by exploring young refugees' (age 16-25) experiences of education in Wales.

The study explores the following research question:

What are young refugees' experiences of education in Wales?

3. Methodology

3.1 Overview

The research gained the stories of young refugees' (aged 16-25 years old) experiences of education after arriving in the UK. Their stories were gained via semi-structured interviews and the use of visual resources to create a visual timeline. The transcripts and videos of the interviews were analysed using the 'Listening Guide' (Brown and Gilligan, 1993) also known as 'Voice-Centred Relational Method'.

3.2 Ontology and Epistemology

The researcher's philosophical belief and research position informed the approach of research that is undertaken. Ontology relates to an individual's beliefs of the nature of existence and how they perceive reality (Crotty, 1998). Epistemology relates to an individual's beliefs and understanding on how knowledge is acquired, a way of looking at the world and making sense of it (Crotty, 1998).

The researcher adopted a relativist ontology as each young refugee will have their own unique experience of education in the UK, therefore, there is not one absolute truth but their own individual truth. The epistemological view of the research is social constructionist, this acknowledges the social aspect of the creation of knowledge, that knowledge can be co-constructed through language and social interactions (Burr, 2015). This epistemological position aligns with the research as the researcher and participants have co-constructed stories of young refugees' experiences through discussion and interpretation of visual resources. Ricoeur (1991) describes the narrative research process as being collaboratively told by both speaker and listener to develop the story, further demonstrating the alignment

with social constructionist epistemology. Stam (2001) highlights the critiques of a social constructionism approach in that it can lack scientific rigour and assertion due to the interpretative and subjective nature of the research. However, one of the strengths of this epistemology is that knowledge produced cannot be separated from the historical, societal and cultural context of the participant and researcher, therefore, it is important that this is given due regard in social constructionism (Losantos et al., 2016).

3.3 Methodological Approach

Storytelling is a universal language and can allow us to understand another's experiences and form meaningful connections (Rooney et al., 2016). With this in mind the researcher chose to explore options for narrative research. Saltsman and Majidi (2021) highlight the connection between narrative and refugee experience:

“Narrative is intimately connected to refugeehood, in part because asylum and refugee status hinge on stories; on their reception and evaluation as well as the ways they resonate with broader cultural discourse on identity and belonging” (Saltsman and Majidi, 2021, p.2524).

Saltsman and Majidi (2021) state that the methodology a researcher chooses has an impact on who hears a refugee's story, the meaning that is conveyed and the implications a story may have on the future experiences of forced migrants. Adopting a reflexive lens recognises the power relations in how refugee stories have emerged and privileges their voice by acknowledging the co-construction through the narrator and interviewer (Saltsman and Majidi, 2021). Considering this, the study uses Narrative Inquiry (NI) as an approach to the research (Reissmann, 2011). Narrative approaches are considered methods that can facilitate and inspire collective action by promoting understanding and empathy through individual stories (O'Toole, 2018). NI and Interpretative Phenomenological Analysis (IPA) similarly explore a person's lived experience, however, a NI was chosen over other analysis approaches due to it being considered a powerful approach to elicit perspectives from individuals from marginalised groups (Reissman, 2011).

Reissman (2008) states there is not a prescribed way that narrative data should be analysed. Common analysis focuses on either content using methods like thematic analysis (Braun and Clarke, 2013) or on how the story is constructed and structured (Labov, 1972). NI focuses on accessing and understanding how individuals make sense and meaning of their experiences (Reissmann, 2011). It is an approach which considers the relationship between the researcher and the participant and how the researcher may 'tell' the participant's story. However, Reissman (2008) also warns of the narrative approach's highly interpretive nature and lack of clear boundaries of a story.

Transcripts were analysed using the Voice Centred Relational Method, often referred to as the Listening Guide (LG) (Brown and Gilligan, 1993), which acknowledges both the content and the structure of the story. The LG can be considered a methodology for inquiry into people's inner psyche, understanding their sense-making of their experiences and journey through relationships as well as cultural and social contexts (Tolman and Head, 2021).

3.4 Researcher position

The researcher was born in the England and mainly grew up in the UK, they have studied in the UK throughout their education. They recognise that they have a western bias due to their personal and academic experiences. Dwyer and Buckle (2009) describe the differences between being an insider or outsider researcher in qualitative research. The researcher identified that they are an outsider researcher who does not have any lived experience of forced migration or being a young refugee. The researcher had previous experience of working with young refugees in previous roles but recognised their naïve position as a person being outside of the population and hoped this position would allow them to come from a place of curiosity. Dwyer and Buckle (2009) describe that researchers occupy 'the space between' an insider or outsider position. As the researcher was asking participants to share their story without a shared understanding which could create an imbalance of power, the researcher provided as much autonomy within the interview as possible, for example, options for how to engage – verbally or visually. Also, to address this the researcher conducted the study on themselves creating their own timeline and being interviewed by their friend to share their experiences of education to have an understanding of the process and what expectations were being placed on participants. The researcher also engaged in self-reflexive activities to support their awareness and consider their participants. The researcher used a research diary to reflect on each involvement with participants, as well as, meeting with their supervisor after each interview to reflect together and for their supervisor to help the researcher recognise their impact on the research (Appendix S).

3.5 Procedure

3.5.1 Interviews

Interviews were selected as a medium to engage with participants, the researcher was aware of potential limitations of engaging this population due to young refugees' potential previous experiences of interviews with the Home Office as part of their legal asylum application within the UK. Due to this, the researcher wanted to ensure this approach was different to previous experiences, ensuring it was hopefully more relaxed and a less formal experience by making it conversational. The researcher wanted to make adjustments to

address potential power imbalances between the participant and themselves by providing autonomy on what they shared and how they shared it. was achieved in the following ways:

- Prior to interview: Participants received the briefing form which explained what the focus of the interviews were, potential topics and whether they wanted to use a timeline, pictures, drawing, talking to share their approach.
- During the interview: Participants directed the order and content of discussion by participants being asked what would they like to discuss first, if they would like to pick any items or resources to help describe or explain their experiences. The interview was conducted in the charity offices which were familiar to participants and where they had established, supportive relationships with staff.
- The researcher ensured that questions were presented in a conversational way and were often guided by what was said by participants themselves. The researcher also offered a visual approach where the participant could select pictures or draw to be able share their experiences. Prior to engaging in the study, the researcher offered transparency to participants in what the interview would involve, that there was no connection to the home office, that their participation would remain anonymous as well as what options were available within the process, for example, to change the topic.

3.5.2 Pilot

The researcher developed the questions and liaised with an individual from the population (who worked closely with a charity supporting young refugees that the researcher had contacted) to ensure questions were appropriate and ethical for engaging with participants, their feedback helped to ensure that the prompt questions minimised any potential to cause harm. The researcher engaged in a pilot study in order to ensure the approach to data collection was fit for purpose in terms of adequacy and feasibility. Teijlingen & Hundley (2001) state various reasons for conducting pilot studies, they suggest that pilot studies highlight potential practical problems with the research procedure which is an important process in refining the research approach. Equally for the researcher it was important to gain feedback from pilot participants on suitability and ethicality of the questions and approach for the anticipated participant group. The researcher initially trialled the visual timeline approach (see Appendix O, P, Q, R for visuals of timelines) and interview schedule (see Appendix E) on themselves by asking a friend to conduct the interview and the researcher sharing her experiences). The researcher then conducted a first pilot interview with a Trainee Educational Psychologist and a second pilot with a professional who worked with young

refugees for whom English was an additional language, to check the process of the activities as appropriate, as well as to explore the ethicality and validity of the questions. It helped to ensure the questions were appropriate to elicit rich information. Interview questions and presentation of the timeline were amended according to the feedback provided after each pilot. The finalised semi-structured interview schedule was used with participants (see Appendix E).

3.5.3 Participants

Braun and Clarke (2013) state that qualitative research uses small samples of participants to achieve a depth of enquiry. Within this research, the researcher sought to gain in-depth stories of individuals experiences in education, therefore, sought to recruit between 3-6 young refugees.

3.5.3.1 Inclusion criteria:

The inclusion criteria relates to the sampling of participants for this research, those that would be eligible to take part (see Table 9). A justification is provided for each inclusion criteria.

Table 9

Inclusion criteria for participants with justification

Inclusion	Justification
Participants personally identified with the term young refugee or previously identified as a young refugee.	For young people to self-assess whether they identify as a young refugee. This was to respect their own view rather than labels given by the Home Office which relate to their legal status in the UK.
Aged 16-25 years old	This age group were more likely to be able to reflect and articulate their experiences than those younger. To understand this age groups experience of further and/or higher education, as well as primary or secondary education if attended. This is an under-researched age group in both literature relating to refugee education and Educational Psychology literature so will aim to target this gap in the literature.
Have attended education in the UK for at least one full academic year (9 months - not necessarily September to July)	Ethically the researcher felt it not appropriate to interview any young people who have newly arrived into the UK due to the upheaval they are likely to have recently experienced. The researcher considered that young people in their first year of education are also navigating uncertainty, a new culture and context. They were likely developing their sense of security and belonging in the education system. It is important that these young people have

	<p>had a chance for their situation to become more certain e.g. housing and settle somewhat before being asked to participate in research.</p> <p>Statutory support is provided for at least one year by the Local Authority where resettlement and English language support is provided. After a year this intensive support ends and support is provided on a needs basis rather than universal. This would suggest that young people could be in a position to consider and communicate their experiences after one year (Home Office, 2021).</p> <p>Having experienced education in the UK for at least one year will give a young person sufficient experience to be able to consider, reflect and articulate their experience.</p>
<p>Feel able to participate through the medium of English language.</p>	<p>Participants self-identified as being proficient in speaking English, in order for the researcher to understand their narrative and engage in an interview with them.</p> <p>The researcher hoped that by ensuring participants had a year of experience of education and English Language support provided by the Local Authority that they would feel comfortable communicating through the English language.</p> <p>Non-verbal opportunities will be offered to support the narrative e.g. bringing pictures or objects and making visual drawings and a timeline.</p>

3.5.4 Recruitment

The researcher recruited 3 participants through a purposive sampling method (Patton, 2002) and recruited one participant through a snowball approach (Patton, 2002) to recruit the four participants noted in Table 10. For recruitment, the researcher contacted gatekeepers of third sector organisations and educational settings in both England and Wales. The researcher contacted individuals who work with settings or organisations that engage with young refugees. They were invited to circulate information about the study with the researcher's contact details available. These included: refugee support organisations (not for profit or charities), education settings (sixth forms, colleges and universities) and local authorities. For organisations such as educational institutions the lead of the institution or appropriate individual was contacted as the gatekeeper. The researcher felt that gatekeepers could share the research with potential participants but could also support them through the research process for example, answering questions and supporting wellbeing if needed. This is due to the fact that gatekeepers had a prior supportive relationship with participants.

The researcher contacted gatekeepers using the gatekeeper letter (Appendix F) to help recruit participants and support participants throughout the research process. The gatekeeper was able to contact young people who met the research criteria to see if they

would like to participate in the study. Salvador is a pseudonym of an individual who worked with an organisation supporting asylum seekers and refugees in Wales. Salvador contacted three young refugees to provide them with the details about the research, including the briefing documents (Appendix G) and consent forms (Appendix H) to offer the opportunity to participate. With those who agreed (n=3), Salvador helped to coordinate a location and time for the interview with the researcher and the participants. The researcher communicated with all participants over email prior to the interview to check that they were happy to participate and to provide further information (Appendix I). The interviews were conducted in charity offices that were familiar to the young people. Participants met the researcher prior to the interview commencing to confirm they were happy to take part in the study, go through the information sheet together (Appendix I) and then participants signed the consent form. A snowball sampling method was employed with the first participant, Haukar, who shared information about the study with Salim who got in touch, expressing an interest in taking part.

Table 10

Participant demographics

Pseudonym	Gender	Location	Age	Current education level	Education level experienced in UK
Haukar	Male	Wales	25 years old	Finished A-levels and has a scholarship offer to study at university	Further education
Salim	Male	Wales	21 years old	Finished access to Law course and has a scholarship offer to study at university	Secondary education and further education
Adora	Female	Wales	20 years old	Completed first year of university	Further education and higher education
Karol	Male	Wales	22 years old	Completed first year of university	Further education and higher education

Participants nationalities, ethnicities and cultural backgrounds were deliberately not gained or reported on, as it was felt that this could identify participants due to the depth of their stories gathered.

3.6 Data collection

In July and August 2022, the researcher conducted semi-structured interviews with the opportunity to create a visual timeline to help participants share their story of education in

the UK. Visual resources were used as these can help individuals to share their stories without completely relying on language to do so (Silver, 2013) and can also support deeper conversation. Each interview was conducted in person in locations that were familiar to the participants. Prior to the interview participants were offered the opportunity to bring any objects or pictures that could help share their experiences, one participant (Adora) bought an object. Within the interview, participants were offered the opportunity to look through and use pictures that might connect to their experience and could help them to share their story of education. The researcher spoke through the visual timeline approach explaining how the participant could use it, for example, to draw, write or use the visual aids to develop their story. Pictures, symbols, pens, pencils and paper were available for participants to use. If they used the timeline (n=3) then interviews generally started discussing the first point on this. The researcher had a semi-structured interview schedule and asked questions from this but generally followed the lead of participants and of the experiences they spoke about. This flexibility helped build rapport with participants and promote a genuine conversation to gather in-depth responses (Braun & Clarke, 2013; Willig, 2013).

Each participant was asked towards the end of the interview questions relating to 'What education meant to them?' and 'What they hoped future stories of young refugees would be?'.

At the end of the interview the researcher asked how the participants were feeling after the interview to check on their wellbeing. Participants were also asked to select a pseudonym they would like to be used to represent themselves. Three of the participants selected names and one asked for the researcher to choose their name. The researcher checked with participants that they were happy for a photo to be taken of their timeline and this was saved on a confidential, password protected device. Finally, the researcher went through the debrief form with the participant speaking through different support available (Appendix J).

3.7 Data analysis

The Listening Guide (LG) uses a staged approach which focuses on listening to the accounts several times (Gilligan et al., 2003). The LG approach actively considers the researcher's experience and feelings within the analysis (Mauthner and Doucet, 2008). This aligns with the social constructionist epistemology of the research, as knowledge is built between conversations from the teller and the listener. The researcher's position as an outsider researcher meant they could approach the research from a place of genuine curiosity. There are a variety of interpretations of the approach originally presented by Brown and Gilligan (1993). Mauthner and Doucet (2008) and Hutton and Lystor (2021) both describe a four-stage approach which was used to analyse the transcripts (see Figure 2). The first listening stage (Appendix L) focuses on the overall story, such as the plot and

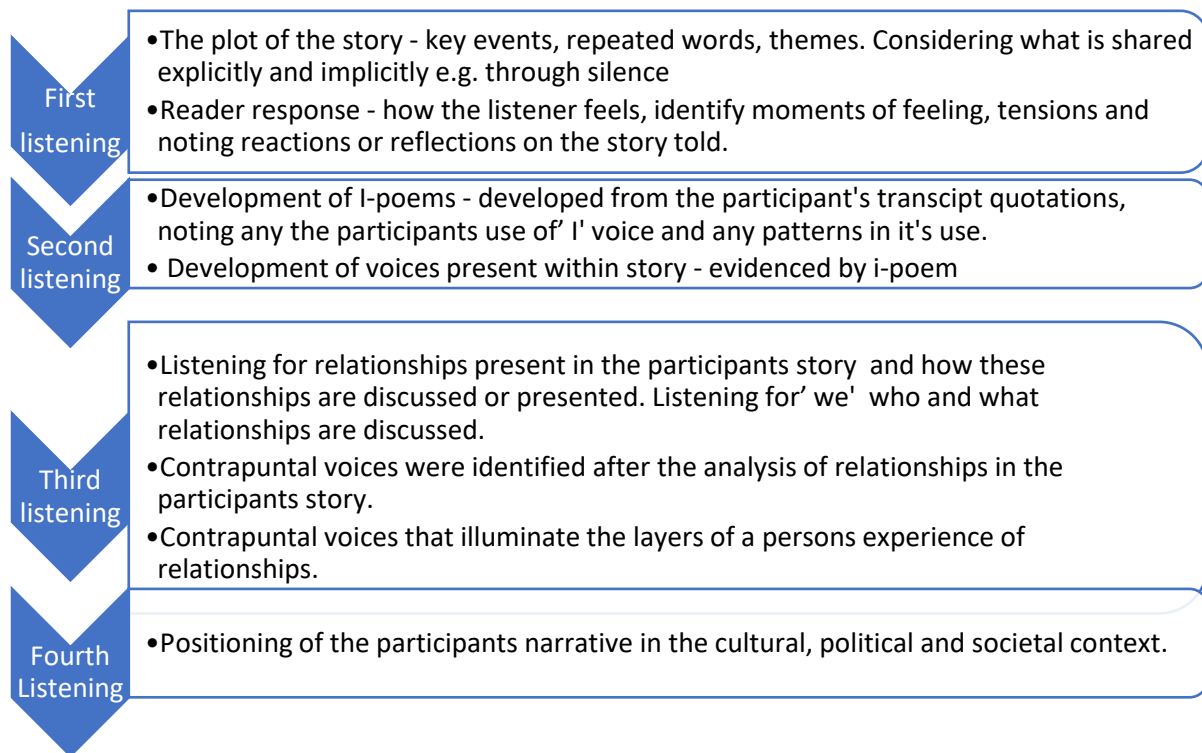
themes, as well as the researcher’s response to these. The second stage identifies when the participant has used first person and the use of “I” where the researcher then forms “I Poems” from selected phrases to highlight the participants experience over time. The third and fourth stages are more shaped by the research questions, the third stage focuses on the participant’s relationships with others and highlights contrapuntal voices within their narrative. Contrapuntal voices refer to voices that are in a relationship with one another, they are described as interacting and coexisting (Hutton & Lystor, 2021). Hutton and Lystor (2021) offer this description:

“Inspired from the musical form of counterpoint, which comprises of a combination of two or more melodic lines (Gilligan et al, 2011), the contrapuntal voice involves listening for different layers of a persons expressed experience” (Hutton & Lystor, 2021, p. 23)

The fourth stage positions the participants within the broader cultural, societal and political context from an interpretative lens considering how the micro-level narrative may connect to macro-level structures (Hutton & Lystor, 2021).

Figure 2

The Listening Guide stages as described by Doucet and Mauthner (2008) and Hutton and Lystor (2021).



3.8 Ethical considerations

The Cardiff University School of Psychology Ethics Committee granted full ethical approval for this research study in April 2022. To ensure participants were not at risk of harm from engaging in the research project several ethical considerations were taken into account. To ensure participants were safeguarded appropriately the researcher conducted the interviews within charity offices so, if needed, the organisations safeguarding protocol could be followed. The researcher accessed participants through a gatekeeper which meant that they were aware of the research and interviews taking place and could support participants wellbeing or safety if needed. Further detail on how participant and researcher wellbeing was supported is below in Table 11. Further information on ethical considerations can be found in Appendix K.

Table 11

Considerations of safeguarding and wellbeing for participants and researchers

Timescale	Support for participant	Support for researcher
Before interview	<p>The participant had been given information on the study which included transparency on topics to be discussed. Participants were aware of their rights and provided with options for engaging or disengaging in the research. These were reiterated by the researcher on the day, including sharing that they could change topic, ask for a break or have someone they trust join them for the interview.</p> <p>The researcher spoke to the participant about the safeguarding procedure and who they would share information with if they were concerned about the participants safety or wellbeing.</p> <p>The participant had provided informed consent.</p>	<p>Researcher wrote a diary entry and accessed supervision with their research supervisor before each interview.</p> <p>The researcher was aware of safeguarding procedures prior to conducting the interviews.</p> <p>The researcher had considered the boundaries of the researcher role with their supervisor.</p> <p>The researcher had contact with the gatekeeper prior to interviews.</p>
During interview	<p>Participants were given autonomy on what they discussed by choosing which experiences they spoke about and selecting which resources they used to</p>	<p>The researcher used the outlined procedure and prompt questions to support the progression of the interview and</p>

	<p>share these. For example, use of pictures, objects, and timeline. The participant was also offered breaks or opportunities to change topic if needed, for example, speaking about an emotionally difficult experience.</p>	<p>maintain the boundaries as a researcher.</p>
<p>After interview</p>	<p>The researcher checked in on how the participant felt after the interview. The researcher spoke through a list of organisations that could provide practical or emotional support if they wanted or needed.</p> <p>Reiterated right to withdraw and the timescale for this.</p>	<p>After each interview the researcher accessed supervision with their supervisor to reflect the interview itself and on their emotions.</p>

4. Findings

A full analysis for all four participants can be found in the appendices (Appendix O,P,Q,R) which includes all the stages of the Listening Guide, as well as pictures of the visual timelines participants created. Due to the scope of this paper, a shortened version of the analysis is presented in the findings section. This will include the plot of the participant's story of education in the UK, the voices identified in their story with accompanying I-poems, overarching contrapuntal voices across participants and the context of their stories. Bright (2022) highlighted that presentation of the analysis of the Listening Guide varies widely between papers. There is not one set way to present the findings of the LG analysis but it is often informed by the question that has been sought to be answered (Bright, 2022). Considering this sections which promote the participants' voices and help develop understanding of their experiences in line with the research question are presented.

4.1 Structure of participants' stories:

Firstly, the plot of the participants' stories with their reflections on the research and hopes for future stories of young refugees is presented. Secondly, the voices identified by the researcher as present in their stories are presented along with accompanying I-poem's (see Table 13, 14, 15 and 16). There were more than five voices present in each participant's story, however, the most dominant voices were selected for analysis to provide sufficient insight into their experiences (see Table 12). The titles of the voices have been formed from a mixture of participants' own words or relate to concepts or experiences they discussed. The I-poems are formed from 'I' statements within each participant's transcript. A full I-poem (Appendix O shows an excerpt of a full I Poem) from the whole transcript was created then analysed to draw out key statements that evidence a voice and provide understanding of their experiences. All the I-poems are all participants own words. Thirdly, the overarching contrapuntal voices are presented with a consideration of how these interact with each other and connect to each participant. Fourthly, the societal, cultural and political context of participants' stories is considered.

Table 12

Voices present in participants' stories

Participant	Haukar's interview	Salim's interview	Adora's interview	Karol's interview
Voices present in their narrative	Voice of stress and difficulty Voice of motivation and determination Voice of helping	The voice of difference The voice of connection and support	Voice of pressure and expectation Voice of difficulty Voice of walking alone	The voice of not wasting time The voice of knowledge

	Voice of uncertainty Voice of pride and recognition	The voice of challenge The voice of judgement The voice of motivation and success	Voice of difference and comparison Voice of wanting to make friends	The voice of difficulty and overwhelm The voice of caring and support The voice of helping himself and independence
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4.2 Haukar’s story: “In only four years from nothing and actually this year, I was student of the year.”

(Full analysis can be found in Appendix O)

4.2.1 Plot of Haukar’s Story:

Haukar arrived in the UK on his own when he was 19 years old. Haukar had no experience of education prior to arriving in the UK, and he could not speak or understand any English. Haukar’s first experience of education was attending English language sessions put on by a local charity and at a local university. The same charity helped Haukar enrol at a college to start “*formal*” education through ESOL classes and later helped to fund some of Haukar’s further education courses. Over the four years at college he taught himself to read and write and studied; ESOL, GCSE’s and A-Levels. Initially when trying to move from ESOL to GCSE’s his teachers said he would not be able to progress as it would be too difficult for him, therefore, Haukar funded two GCSE courses with financial help from a charity. He achieved high grades at GCSE which enabled him to progress to A-levels.

Due to his asylum seeker status and his unsuccessful claims for refugee status he experienced difficulties with housing and funding (for education courses). Haukar was homeless for a year, before another charity helped find host families he could live with. During that year, Haukar was a full time ESOL student and studied GCSE’s in evening classes and stayed with friends when he could. He expressed feeling grateful to the friends that provided accommodation for him but also discussed the added challenges of this, as their lifestyle impacted his focus on studies and sleep – often having just 3 hours sleep before going back to college. Haukar often spoke about how his determination to engage and succeed in education helped him through challenging times. Host families were important sources of practical and emotional support for Haukar, for example, social connections, cooked meals and helping manage the demands of his courses. Haukar won student of the year at his college. Haukar had received offers to all the universities he applied to, but had to decline those that did not offer scholarships for asylum seekers as he was not eligible for student finance. At the time of the interview, Haukar had a scholarship

offer to study Pharmacy but again due to issues with fees connected to his asylum seeker status, his place at university was uncertain.

Finally, when asked what he wanted the future of young refugees' stories to be, he shared:

“Well, these people should never stop. They have to focus on whatever they want, they have to give in effort and of course other people should help these people as well because...uh, without those help I could not carry on, I couldn't be here now. I couldn't do anything. I would have just stopped, like three years ago and have no education now. So, I mean they should have it determination, focus and trying their best. I tried my best [...] I mean like even little help, you change your life.”

When asked about the approach of this research at the end of the interview, Haukar shared:

“Well, I think. It's very, very useful research. I just feel like I think back to when I was like (pause)...all of the hard times and this remind me to make like, give me more motivation to go forward more, because...when I think about my past and now, it's very different. So, I'm thinking in that, who is it was like I had nothing, and now I'm here and I'm thinking about after four years in the future, I could have my degree in PLACE NAME. So, it's just like it's very useful. I mean, gave me more motivation. Make me stronger.”

4.2.2 Voices in Haukar's story

Table 13

Voices present in Haukar's story

Voice	Description of the voice	I-Poem
Voice of stress and difficulty	Haukar described difficulties he faced and factors that induced stress. These included learning the English language, learning to read and write, his housing situation, his asylum applications, a lack of encouragement and barriers to progression in education such as funding. He also spoke of the stress of balancing applications for universities, scholarships and refugee status whilst completing his exams without additional support.	<p><i>"I arrived, I couldn't speak English at all, I didn't have any educational background I didn't have a place to live and then I would just stay outside on the street. I mean, if I wasn't like that, like being homeless or... I could learn more. I was just, yeah, after like stress, I heard from so many people, [...] why do that? You won't be able to go to university I had to study hard to focus on my study, I had to focus on my asylum claim, I had to focus on finding scholarships, I just had to think about all of this, not just study."</i></p>
Voice of motivation and determination	A voice that often appeared was Haukar's determination. He described that it was his determination that had supported him through difficult times and provided hope for the future. Haukar's determination to progress in education and learning, can be seen through studying ESOL full-time and GCSEs part-time in the evenings, as well as, teaching himself to read and write. Haukar describes what motivates him to keep going, through never having the	<p><i>"I'll never give up because I when I'm in my childhood, I never had a chance to go to school I was always dreaming to go to school and then and then never had a chance up to 2017 I'm not eligible for work. I can't do anything. But this one will help me one day I want to do something. I want to go to university and I want to be something in the future. I guess it gave me more emotional motivation. I was a full time student in a day and part time student at night."</i></p>

	<p>opportunity to be educated and wanting to make the most of this, also his aspirations of going to university and being “something” in the future.</p>	<p><i>I mean, now I'm thinking about parts and they said, oh, God, how I could survive but I have determination and focus on studies</i> <i>I can do it. Work hard and just go for it. I tried my best, I just give it a go. ”</i></p>
<p>Voice of helping</p>	<p>The voice of helping connects to individuals (friends, host families, fellow students) and organisations (charities) that supported Haukar’s education by providing accommodation, English language support, funding for his GCSE qualifications, practical support such as cooking for him, and emotional support by becoming family to him.</p>	<p><i>“I got like some English drop-in sessions from them I came here I didn't know anything about here and they help me like fit in.</i> <i>I have to ask again and again . So it's always helping others as well</i> <i>I'm very grateful because they love me a lot [...] I mean, like, they like my family here.</i> <i>I mean without CHARITY NAME, I couldn't go forward. I would just like stop from here [points at timeline]</i> <i>I don't have to worry about food or making food in exam times</i> <i>I could concentrate on my studies and nothing else. I could sleep on time.</i> <i>I mean it made you calm like just for a moment.</i> <i>I'm very grateful to those families, even to the friends.“</i></p>
<p>Voice of uncertainty</p>	<p>Haukar expressed how uncertainty played a key role in his experience of education, the uncertainty around his accommodation and funding for his courses impacted his ability to concentrate on studying. In particular, how the refusal of his application for refugee status impacted his focus in his A-level maths exam, creating uncertainty for the future. Haukar also had a scholarship to</p>	<p><i>“I was doing exams my...asylum claim was refused exactly same day as my maths exam I am still worrying if I don't get my grade</i> <i>I moved to the hostel</i> <i>I was in with a family for month, for two weeks, I had to move again.</i> <i>I have a scholarship, I can carry on.</i> <i>If both fails, I will just stop. [scholarship and status appeal].</i> <i>I hope my status will change because that will change everything.”</i></p>

	attend university, but his place at university was uncertain due to funding issues.	
Voice of pride and recognition	As Haukar's story develops, the voice of pride and recognition is more prevalent. Haukar expresses how he is proud of his achievements and recognises the hard work he put in to get to the position he is in. His pride connects to his grades, awards, connections with others, offers for university and the knowledge he has gained. He reflects on the challenges he has overcome and about feeling positive for the recognition of his achievements, as well as giving hope for his future.	<p><i>"I mean, now many people wants to help me. I did that I I just didn't give up. I worked hard. I got offers from like many universities and if I just gave up at the time now I wouldn't know those people. I passed all of them and with C in English language and A and B's in others.</i></p> <p><i>I mean, yeah, I feel quite grateful, for like, like all this in only four years, from nothing and now I was a student of the year.</i></p> <p><i>I think about my past and now, it's very different I'm thinking in that, who is it was like I had nothing I'm here and I'm thinking about after four years in the future, I could have my degree in PLACE NAME."</i></p>

4.3 Salim's story: "I was gonna be a lost boy now a law student."

(Full analysis can be found in Appendix P)

4.3.1 Plot of Salim's story:

Salim arrived in the UK when he was 15 with his mother, father and younger siblings. Salim described his mother as disabled. Salim entered into a mainstream secondary school near the end of year 10 within a city in Wales (City A). He initially was in a small class to support with developing his English language and study skills as well as preparing him emotionally for a more formal education environment. At school Salim was supported by teachers and friends emotionally and academically. During school, Salim also experienced discrimination and "judgement" from peers and staff due to his religious identity which impacted on him emotionally and directly affected his exams. Salim spoke throughout the interview about his fluctuating emotional wellbeing and the impact that factors and events inside and outside of education had on this. Negative impacts came from factors outside of education, such as his parents' mental and physical ill-health, pressure of caring responsibilities and processing his previous experiences. Experiences within education also had a negative impact, such as, experiencing discrimination. Salim also described what supported his emotional wellbeing, lecturers (teachers) caring about him and providing support, friendships, fun experiences, boxing, educational achievements and finding a positive educational path.

[Teachers] "It would be kinda hard without that support there because obviously that support, would get me ready to be in class and get used to the environment because I wasn't ready for the environment. They supported me, like, emotionally, [...] and I also like my lecturers were very good, they used to also do house visits. They used to come to my house. For seven days I was in like not feeling like going to school. And there was a knock on my door. It's my teachers they say, "we worried about you, we just wanna check on you", and they bring chocolate for me and this kind of stuff."

[Friends] "They show me stuff and show me how to do, how to write. How to do revision. And they used to contact me all the time [...] ask how I was doing and invite me over to places, so it did make a big difference friendship."

After school, Salim went to college. During this time Salim's family's situation became increasingly difficult and Salim was caring for his father who was experiencing mental illness, as well as looking after his younger siblings and mother. Salim described how this impacted negatively on his engagement and motivation in education. Salim did not want to share his family's situation with anyone at college. However, he did share with a teacher when asked what was going on and he was going to be asked to leave college due to his lack of engagement. After this, Salim's family's asylum claim was rejected and the home office relocated them to a hostel in a city (City B) in England. Salim's college paid for trains and a hotel for him to return for one week to his college in Wales to sit his first-year exams. Salim's

father was deported to their home country. The rest of the family were offered accommodation in a different city in Wales, so relocated to City C.

Salim signed up to join the local college in the new city. Salim similarly found college difficult as he was balancing his caring responsibilities at home, working a job to earn money to send to his father and college work. Again, he found himself in a position where he was going to be asked to leave college. Teachers that were important to Salim asked key questions that allowed him to share his story with them. These teachers put practical support in place for him, like changing his course, as well as providing emotional wellbeing support to him. Salim received his level 3 qualifications and went on to apply to study a pre-A-level course at a different campus within the college. On applying he was 19 years old and experienced discrimination from staff, he was told he looked too old to attend college. He contacted the Welsh government and they helped resolve the matter by contacting the college. Whilst studying pre- A-level, COVID 19 lockdowns occurred, therefore Salim could no longer work in his part-time job which enabled him to focus on studying. He studied hard and received top grades in his subjects. Salim wanted to go to university, so decided to study an Access to Law course. During this course he applied to university and was offered a scholarship to study fully funded with an unconditional offer. Unfortunately, Salim's mother became more unwell, so he was not able to take up this offer and chose to stay and study in the city he currently lives in to support his mother. Salim was awarded top law student by the college, and he has a place to study law at university. Whilst at college Salim and his family were also granted refugee status, meaning he can access student finance funding.

Salim described what he hoped future stories of young refugees would involve:

"I think. I hope that the story doesn't obviously, more judgmental. That educational institution should be more like welcoming more. Less judgmental and respect and more give them more support. Obviously, with a few just sometime. Obviously our experience is different to most of the student in the UK. Obviously we had a background. Umm, so I'll just say I hope that I don't hear stories where they've been neglecting. They've been describing that discriminated against. I wanna hear more positive stuff about the educational institutions, like providing them support. Give them like voice and even funny because most of the refugees, they don't have access to phone. OK, honestly, I'm lucky enough to be able to apply for student finance together. Yeah, but some does not have. That obviously looks real applying for that. I'm going to university, I think. I hope that in the future I don't hear some refugees being banned going to university, give them the proper finance. Yeah. To move the next step of life."

At the end of the interview Salim described how he felt:

“I feel good. Cause I managed to reflect on my life, what I've gone through and where I'm at. And, you know, where I'm at is kind of amazing was for what I was gonna be a lost boy now a law student. So it feels amazing. Thank you for that.”

4.3.2 Voices within Salim's story:

Table 14

Voices present in Salim's story

Voice	Description of the voice	I-Poem
Voice of difference	Salim often described differences between himself and his peers, friends and between the education system in the UK to that of his home country. For example, feeling that he was grown up compared to his due to his different life experiences.	<i>“I was in my English was not very good. I used to speak in an American accent. I was kind of grown up I was finding everybody else around me childish. I couldn't live like a child anymore. I was only Muslim boy I'm backwards in life like compared to my friends I didn't know how to do the system to education I was still getting used to the culture.”</i>
The voice of connection and support	Salim often spoke about the connections he made with others and the support he received. Support came from peers, teachers and other professionals. He provides examples of how individual teachers motivated and engaged him Teachers in particular provided emotional support, some provided a level of nurture akin to that of a parent or family member. Salim describes the impact of connections with peers and friendships on his education.	<i>“I think he was one of the most amazing lecturers, I think that he was one of the idols that I was looking at when I was in school “I don't wanna let you go. We want you to stay. So share it with us. I know you have a lot going on.” I used to call her mother, she was very nice. She was like a mother to me. I think she just loved me 'I'm very proud of you'. All that motivated me to do better I obviously, I reach out to my lecturer and obviously she was fighting for us. I don't have any place in CITY B and what they did, they come forward and they pay for hotel. I was doing and invite me over to places so it did make a big difference, friendship.</i>

		<p><i>I was walking around with some good friends in my class. I told you; I went through a bad phase with bad friends”</i></p>
<p>The voice of challenge</p>	<p>The voice of challenge encapsulates many challenges that impacted on Salim’s education, in particular emotional challenges of supporting his family, experiences at home, experiencing discrimination and negative judgements from others. It also captures the challenge Salim had of whether he should or should not share information about his personal and family life. This voice also shares his challenges in navigating the UK education system and his immigration status on education.</p>	<p><i>“I had like a lot of personal issues going on in the family I don't feel like doing anything, I used to struggle to pay attention because there was always something like going on my mind, I had my family, my father and my mother, my younger siblings there I always have that worry I think like I used to wake up late, I used to look after my younger siblings. I become the adult of the house. I was not getting any emotional support whatsoever; I was just lost. I didn't tell them about personal life I thought it should just be private. I receive a warning and a warning. I wasn't ready to share with them. I didn't want to share with them. I actually had some issues in Year 11 due to being a Muslim. I'm just like, yeah. I'm not [a terrorist]. I fail my exam again. I wanna withdraw religion I don't wanna do it, I get a lot of trouble I was only Muslim boy I didn't know what to revise I was revising the wrong stuff I didn't know how to do the system to education I have a little bit of beard because I would have full beard then. I told them, “How am I too old? There's no age limit to be in college. I'm, I'm being discriminated against, I was. I share ‘why am I being treated like this?’”</i></p>

		<i>I was an asylum seeker. I was. I didn't have any access to funds. I only become refugee status like March."</i>
The voice of judgement	The voice of judgement came from Salim's repeated use of the word 'judgement'. Salim spoke about not wanting to experience judgement, he tried to avoid it by not sharing his story. He used 'judgement' to describe his experiences with others. He experienced judgement from peers, settings and teachers. He also experienced positive relationships where there was an absence of judgement and where teachers advocated for him not to be judged. He hoped that the future would hold less judgement for young refugees.	<i>"I just want to keep it to myself. It's my personal life. I don't want anyone to get involved or judge me for it I was like, listen, this my life that you guys are judging me, I'm just showing this side that you I want you to see I told them about my father and the long hour shifts that I do I used to always be late to college. Yeah, always be late. And they used to judge me again. I have my lecturers were judging me a lot. Of course. They didn't know about my life. I had just judgment all the way through and I didn't like it. I think she had heard some of my past experiences and she wasn't really judgmental. She wasn't judging me. "I don't want you to judge the student anymore." I used to go late into class and they wasn't judging me. I hope that the story doesn't involve, more judgmental."</i>
The voice of motivation and success	The voice of motivation and success comes from Salim using different motivators to overcome challenges in education to achieve success. He speaks about his siblings being his key motivator but also how teachers and friends motivated him. He shares that previous life experiences means he feels he should grasp the opportunities he has. This voice also acknowledges that Salim relies on himself to "get forward" and motivates himself through difficult times. Salim experiences success in learning and receives acknowledgment of this.	<i>"I have to motivate myself I think it's past experience. I was gonna get killed by them. I shouldn't be killed now. I didn't want them [siblings] to live the life that I left, I want to give them a better opportunity I'm motivated to get forward. "I'm very proud of him". She used to come tell me, I'm very proud of you. All that motivated me to do better. I was feeling like ohh they're just like me. If they can do it, why can't I." I just push myself I didn't have anyone to advise me or it was just me failing, motivating myself to get up. And give another go. I did my GCSE is turned out I was one of the top grades again, I had a lot of lot A*, yeah.</i>

		<p><i>I started doing in summer now all my essays was like distinction, distinction, distinction. I won it. The scholarship. I won. I am top Access to Law student; I won an award.”</i></p>
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4.4 Adora's story: "I'm not just lost; you know I would say...like making a friend. I literally have someone who can answer all these silly questions I have"

(Full analysis can be found in Appendix Q.)

Adora is the only female participant, when interviewed she had just finished her first year at university. To help share her story Adora bought an item, a Christmas card from a girl in her tutor group. Adora arrived into the UK with her parents and brother when she was 16 years old. At college, Adora initially attended ESOL classes with her brother, she recalled this time fondly and praised her teachers for their humour, honesty and direct advice. After ESOL, Adora studied A-levels for two years. Adora in her first year of A-levels expressed difficulties in understanding English, her subjects, her teachers and the UK education system. English language was a barrier for Adora in communicating, understanding work, navigating the college environment and building relationships. Adora worked hard in her first year, at points working through the night to finish her work. However, she did not receive the grade she wanted in the subject she put the most effort into and felt discouraged. A significant aspect of Adora's experience and a reoccurring topic in her story was her hope to make friends. Adora describes various situations in her first year at college, where she thought she may be able to make friends, however, these were not successful in forming long-lasting friendships. This impacted negatively on Adora's wellbeing and affected her engagement in her education. She felt her experience in education could have been easier if she had a friend.

Adora experienced difficulty navigating the differences between the education system in the UK compared to her home country. For example, in teacher support as previously her and her teachers would evaluate work together, in the UK this was done independently. She felt like she was alone in her work: *"it didn't feel like you were like walking with them, it was like, yeah, like you were just walking alone."* Adora also felt that teachers had so many students they did not have time or enough attention to support her. Adora gave a metaphor to demonstrate the difficulty she felt doing her A-levels in college:

"I would say it's like it's like if you were a little fish. And you, you know, you're in fish tank. And like. I would say just like the...the flow of the water is strong. But you see how everyone else is just like swimming nicely. And you're like, you're just feeling how the water feels really, really strong and don't understand how everyone else can be like just be so relaxed swimming. And you're there, like, struggling, swimming like so hard. What do I do? I'm struggling."

In her second year, Adora's engagement in college decreased. She engaged in more volunteering out of college. Adora expressed that she experienced difficulties with her mental health during her time at college which impacted on her ability to focus on her

studies. She shared that speaking about this time could still bring up anxious responses in her body. Adora experienced further difficulties in staff's handling of her decreased attendance and the feelings of "shame and embarrassment" that she experienced in the aftermath of this.

Adora finished college and received her A-level grades. Adora gained a place on a creative course at university. Adora's experience of education at university was more positive. She described her teachers as approachable, encouraging, understanding and respectful. Most importantly to Adora, she had made a friend on her course, which had helped her navigate her academic course but had also provided a social life for her.

When asked what she hoped future stories of young refugees in education in the UK would be, she responded with:

"Not to be lost...probably. Like...Umm...I'm not really sure how that could be talked about, because like...You, cause like you don't...Uh, it's like, you didn't really control feeling like an alien in a different place. So, I'm sure if I wanted, that could be good for them to help other people, because like, what I would say, perhaps it's like...Umm...I'm not sure, maybe have like, I don't know, like perhaps drop-ins where people who can help you with your subjects, or. I know there are drop-ins here in CHARITY NAME, but it was, I think, mainly for like, like young children. But like things like that, where like they explain to you how the system works and that anything that is important, it comes from a person who has probably go through them, gone through them, because...you would understand."

She also felt colleges could provide a free bus pass as transport costs can be too much for asylum seekers to afford.

When asked about the research approach Adora said:

"I think it was good. I feel like you've done perfectly, for real. [...] I think you even provided, like, options, you can draw it, you can write, you have even pictures to help you explain. There is a range of things."

4.4.2 Voices in Adora's story

Table 15

Voices present in Adora's story

Voice	Description of the voice	I-Poem
Voice of pressure and expectation	Adora described pressure that she felt from her situation as a young refugee, in ESOL exams, from her parents' expectations, from teachers, from her assignments. Adora described the uncertainty of the family's status and position meant that Adora felt pressure to access as much learning as possible. Adora also often spoke about expectations of others of her, but it was also apparent that she held high expectations of herself too.	<p><i>"I feel like pressure [...] because we were scared, we didn't know if we would stay here.</i></p> <p><i>I at least I got something. I can say I can learn something I got into entry two. Umm, my father thought that I could do better.</i></p> <p><i>I understand the pressure I had.</i></p> <p><i>... I didn't feel like I could afford just...Just like getting stuck</i></p> <p><i>I just felt like so much pressure.</i></p> <p><i>'I have a student who doesn't know how to do anything'.</i></p> <p><i>I couldn't understand why my main focus, literally I spent so much work into was so low.</i></p> <p><i>I thought like, well, you spend the whole year doing the most I could... for kind of nothing?</i></p> <p><i>I thought it wasn't worth it, I was like, in the end, even if I do that again, I'm not gonna get an A."</i></p>
Voice of difficulty	The voice of difficulty encapsulates many experiences within Adora's story, the use of 'I' is often connected to not knowing or understanding. Adora's voice of difficulty connects to experiences she found hard, such as studying, navigating a new education system, developing proficiency in the English language and the impact of this on her understanding of her subjects and in speaking to others. Equally teachers perhaps not understanding her background and not making any adjustments. She described feeling scared to talk or ask	<p><i>"I, I didn't know. I just didn't know anything.</i></p> <p><i>I didn't understand it very well, and they were like 'I don't understand what you don't understand.'</i></p> <p><i>I feel like...teachers in college probably, so like, sometimes... like, a burden.</i></p> <p><i>I felt like there was always something I was missing.</i></p> <p><i>I know what topic is about. But when you don't know how to translate that, it's like how do I get my answer across?"</i></p> <p><i>I had to get to different parts of the building and I didn't even know where they were.</i></p> <p><i>I was afraid of talking to people</i></p>

	<p>questions to others. This voice also connects to the experience of difficult thoughts and emotions which connect to the negative impact of a high workload and lack of support on her mental health.</p>	<p><i>I could just so much effort for my first year, I literally didn't sleep. I was just trying I was like. But if I... relax...then if I like stop working, then I have more to do. And it was just hard. I feel a bit like. When I get anxious it shows, Uh. Like my back gets warm. I know it's something that's already behind, but still stress me. I honestly, I just didn't want to study anymore I couldn't express was like I don't, I don't wanna finish college. I just don't wanna finish any of this. I also didn't feel like they would understand. I had the obligation to open up to others. I have to give a reason why I was literally disappearing because I started missing lessons. I was like well there were some things like I've been struggling with my mental health and that. It was just really, really awkward I wanted it gone again. Everything gone."</i></p>
<p>Voice of walking alone</p>	<p>The voice of walking alone is built on various experiences Adora has but also comes from her own words describing how she felt studying without support that she needed. This voice includes Adora's feelings of loneliness, having to manage college on her own, trying to connect with peers, managing her high workload meaning she felt she did not have time to keep trying to make friends. It also includes the recognition that having friends could have made her experience at college easier.</p>	<p><i>"I was feeling so alone, overall, I don't think I can do everything alone. I felt like so lost and disconnected from the crowd like probably everyone else. I was just thinking about how I thought I was going to spend my whole entire existence here without friends. I actually don't have time to try to meet new people cause like there was just so much I had to do. I would just wander, just reading the signs just to see if I could find the activity, I need to just have one friend will be like, oh, you know what this place is? So, like, oh, do you know how this works? I wouldn't be just so lost. I had to start building my life because I didn't think just strictly to study.</i></p>

		<p><i>I wasn't in college, I had to be doing. I had to be volunteering. I had to just be doing something like that. Just for peace.</i></p> <p><i>I turned 18 during college, I decided to start just to put into practice, like, trying to be adult</i></p> <p><i>I want to, like, I want to do things on my own.</i></p> <p><i>I learned how to like how the system works, how people make, make analysis for subjects and that's something."</i></p>
Voice of difference and comparison	<p>This voice notes the differences that Adora experienced between education in the UK and her home country as well as her recognition of differences between herself and her peers. Adora compares the differences between her college and university education in the UK.</p>	<p><i>"I think you're expected to do a lot of writing. I wasn't even expecting because back in my country it was literally, because like we do a lot of tests as well in my country, but they're like oral.</i></p> <p><i>I want to do and they will evaluate everything with me I would say just like the... the flow of the water is strong. But you see how everyone else is just like swimming nicely.</i></p> <p><i>I didn't do any GCSE'S, so I don't know that first lesson what was talked about.</i></p> <p><i>I, like my fine art classmates they were just like so relaxed 'I've done my GCSE's and so I know how this works and everything.'</i></p> <p><i>I... I wanted to like for example talk maybe to one of my classmates and be like, oh, can I check it the homework to see like? How can we to compare them?</i></p> <p><i>I thought uni was going to be so much worse and it's, it's not!"</i></p>
Voice of wanting to make friends	<p>This voice captures how important it was to Adora to make friends. Adora shared the key thing that supported her through her higher education was making a friend. This voice encapsulates the attempts she made to make friends, the rejection she experienced and finally the friends she did make. She describes the practical, educational, social and wellbeing benefits of having a friend. Adora showed me a</p>	<p><i>"I... I try like just directly talking to people.</i></p> <p><i>"I like your bag." I was like 'Oh thank you', and she like tried to have a conversation with me and we'll try to speak. But she couldn't understand me.</i></p> <p><i>I was like, alright, maybe because I speak Spanish, I can help them. But they didn't want it.</i></p> <p><i>I used to talk to in tutorials and it was personal. She gave me a card, and it was quite nice. I'm not alone here. It was</i></p>

	<p>Christmas card, she felt this perhaps indicated she had a friend, someone who was thinking of her.</p>	<p><i>actually really important to me. Well, maybe the idea of hope.</i> <i>I feel like making friends, because it was really important.</i> <i>I need to just have one friend</i> <i>I don't understand why we do this? Do you know? like, it would be just, like, have been so much easier.</i> <i>I came here to live to live a new life. I was like studying is a part of that. But also, I need to have a social life.</i> <i>I have a friend,</i> <i>'I see your homework?' And she's like, 'Oh yeah, sure'.</i> <i>And I... I'm not just lost, you know</i> <i>I literally have someone who can answer all these silly questions when I have no idea</i> <i>I make sure it's not straight road uni, because like we're friends. So, we can hang out as well. "</i></p>
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4.5 Karol's story: "The goals that you set, like, probably not all of them are realistic, but like they are always there in the sky reminding you of where you're heading to"

(Full analysis found Appendix R.)

Karol arrived when he was 18 years old with his parents and younger sister, Adora. Karol had previously studied at university in his home country. He had studied accounting and finance as well as working in this area. Karol enrolled with a local college and after being interviewed he was advised to study English as a Second Language (ESOL). Due to the time it took to translate his previous qualifications they were not taken into consideration. Karol spent a year studying ESOL and was advised to study foundation A-level (completing five GCSE subjects), which he felt was the wrong advice. After this, Karol researched and guided himself to identify his next course; he completed a foundation year in Psychology and Counselling. He then started his first year of an undergraduate degree in Media. At the time of the interview Karol had completed his first year at university but was hoping to change to a more creative or practical course rather than an essay-based course. He mainly spoke about his experiences at college.

A key point discussed by Karol was the lack of knowledge he and his family experienced on education in the UK, therefore they relied on advice and guidance from others. Throughout his story, Karol often spoke about appreciating others wanting to provide help and advice. Although those often advising him were not within the education system or lacked up-to-date knowledge to provide good advice on selecting courses. For example, they were not aware of the quickest route for him to attend university. Karol additionally described feeling "*misplaced*", as he was studying at a lower education level than he previously achieved and there was an age gap between himself and peers. He felt this was a factor in him not making friends during this time and later during his access course, as other students were mainly adults.

Teachers had a significant impact on Karol's education at college. Karol praised his ESOL teachers, he described that they provided helpful, specific feedback which helped him learn English. He found their style of teaching would encourage students to engage: "*you made a mistake and they are able to turn that into engagement, into a joke, into something that they know that connects with you and that you're going to like carry on explaining or talking about.*" He felt that these teachers helped him to learn and speak confidently in English within a year. However, Karol found other teachers' approaches less helpful and engaging; he found some rushed through the lessons with little interaction. He described his struggle to get feedback on assignments, despite asking his teacher for more. Karol, although confident in his English competence generally, described being put off having further conversations

with his teacher about more feedback as he was worried about embarrassing himself trying to have a more complex or sensitive conversation with them.

A continual theme is the discussion of time, he felt that his parents influenced his thinking around time: *“Like you’re either taking advantage of the time, wasting time, whatever.”* He felt his foundation A-level and Covid had been experiences where time had been wasted. However, he also spoke about making the most of time through prioritising enjoyment: *“My philosophy in life, [...], you have to try your best to study or work in what you enjoy and that the outcome in life, like whatever you do, should be focused to your enjoyment. Like if you’re not enjoying, you’re not living.”* This has influenced his education, by changing to subjects he enjoyed. He liked the content of psychology, but not the essay-based nature of the subject, therefore changed to media. Additionally, he described how these decisions supported his wellbeing especially with the demands of the course. Karol referred to the butterfly effect to reframe negative education experiences as he felt he learnt from them:

“More bad things than good things shape the way you are. So basically, if you were going to like, if I... if I were going to take away my foundation A-level program here and replaced with something else, I would not be the same person I am right now and that’s scary.”

In relation to future stories of young refugees, Karol shared his hopes that:

“If things improve, I just hope like they’re able to find the right course for them because I know many people used to the, because they want to get a degree and then they will do volunteer job or use the networking to get to the work they want to the job they want. Umm... I don’t know. [...] More person focused. So, there’s like psychology. Like client’s centre or person centre therapists or definitely whether they what they used to do in psychoanalysis.”

When Karol was asked how he felt after the interview, he said:

“You’ve helped me vent a lot [...] Yeah, it’s like a good thing. Normally I don’t have the opportunity to talk about this very much because it’s not something relatable, because people really don’t mind most of the things that I went through because they don’t really mind their studies. Or they already know all their stuff. So, like, thank you so much.”

He also described the interview process as being *“free counselling”*.

4.5.2 Voices in Karol's story

Table 16

Voices present in Karol's story

Voice	Description of the voice	I-Poem
<p>The voice of not wasting time</p>	<p>A voice that presented in a variety of ways was the voice of Karol not wanting to waste time. This came through when he spoke about making the most of the researcher's time, expectations and pressure of learning English within a certain timescale, receiving incorrect advice on course choices which caused a loss of time, prioritising his enjoyment and mental health, daydreaming and the impact of Covid.</p>	<p><i>"I want to make good use of your time. I managed to learn English in one year. I don't think someone that has...that hasn't been in contact with the educational system for 10 years has much to tell you about how to get into institutions. I probably wasted one year there. But I'm not going to be that pessimistic. I learn a lot of stuff. I discovered my passion for like psychology I come from, of people who migrate and the time that it takes them to like learn a new language and basically like, if you over that like you're considered dumb. I... I cannot the waste time in studying things that I don't enjoy, I risk waiting for it to affect my own mental health. I'm like, 'oh my God, so many minutes have flown. What have I done?' I was like, OK we have less days until the final piece of work, until the final assessment, I discovered that the foundation year was the best way to get it to higher education as fast as possible."</i></p>
<p>Voice of Knowledge</p>	<p>The voice of knowledge develops throughout Karol's story. He speaks about his developing knowledge of the English language, UK education system, new subjects and receiving advice and guidance.</p>	<p><i>"I learned in one year, like I said, I think I surpassed the benchmark. I was confident that I could speak English in a regular manner. I was and also was not very confident in my English I basically took...I was advised from NAME OF COLLEGE, first ESOL.</i></p>

		<p><i>I didn't know how the system works, I just heard the word 'A-level'. Everyone is aiming for 'A-level' so, oh yeah, that makes sense.</i></p> <p><i>I discovered my passion for like psychology.</i></p> <p><i>I learn more than I did in my first year in uni.</i></p> <p><i>I'm really interested and I keep learning everyday, because that's just something that never stops.</i></p> <p><i>I have some sort of advantage because some words are extracted from Latin roots,</i></p> <p><i>I know how to pronounce them well.</i></p> <p><i>I got UK qualifications.</i></p> <p><i>I will be go to UNIVERSITY NAME and take the offer they made me last year after seeing my work”</i></p>
<p>The voice of difficulty and overwhelm</p>	<p>The voice of difficulty and overwhelm relates to a variety of experiences for Karol; his challenges with the English language, lack of advice, feeling disconnected to peers, the process of enrolling at college, essay writing, not receiving feedback on his work, feeling teachers did not care, exam cancellations and not making friends.</p>	<p><i>“I still have terrible English days, and like my brain don't...doesn't want to work</i></p> <p><i>I was still a bit insecure, so I tried not to speak, because I was really afraid I might embarrass myself.</i></p> <p><i>I have no friends.</i></p> <p><i>I moved to this course, where mostly even though all of them are adults</i></p> <p><i>I was like 18 years old. Everyone was 16, yeah. I was obviously like misplaced.</i></p> <p><i>I don't really want to be ungrateful for that. Thanks for the advice, but it wasn't very accurate.</i></p> <p><i>I really don't like, uh... NAME OF COLLEGE, because they provide zero advice.</i></p> <p><i>I have to spend weeks for them to translate the qualification.</i></p> <p><i>I had to go in the interview there. It was a whole mess. I was really upset at the moment.</i></p> <p><i>I think that that's not really the reason, it's because it's a lower level than what I was actually studying.</i></p> <p><i>I was not getting any feedback at all.</i></p> <p><i>I was not going to be able to study psychology, because it was...is it just not my cup of tea..</i></p>

		<p><i>I feel like I'm going to get overwhelmed I'm just lost I'm not a number. They just want to get rid of you, that's the feeling I get.</i></p> <p><i>I think they should really care about the people that's coming to study there.</i></p> <p><i>I was very upset because I was really preparing to the last assessment.</i></p> <p><i>I'm upset because, umm, I was never able to show my understanding."</i></p>
Voice of caring and support	<p>The voice of caring and support mainly appears in relation to when Karol received this from teachers, but it is also was present in his wishes of support and care for himself and others. This voice shows how teachers used humour and provided; academic support, engaging lessons, strengths-based approaches and supportive environment for learning (making mistakes was ok). It was clear that teachers and education settings caring about students was important to Karol.</p>	<p><i>"I think it [ESOL] was that it was a very good start. Like my best experience here studying</i></p> <p><i>I happen to come by three of the best teachers I ever known here.</i></p> <p><i>I could get instant feedback on if I wasn't sure or make a mistake instantly.</i></p> <p><i>I only have lovely teachers all the way in ESOL but there's some people that really nailed it.</i></p> <p><i>I mean as our...as an organization, because teachers and lecturers do care mostly.</i></p> <p><i>I think that was one of the best choices [Biology GCSE] I ever made because even though it was scary, the teacher was so lovely and she really cared about her students.</i></p> <p><i>I think she really learned what you were good at and like sort of, your personality.</i></p> <p><i>I was encouraged to speak</i></p> <p><i>I don't know, receiving those cases, helping those people, looking at their qualification and saying 'OK, in your case it will be very good that you pick this course',</i></p> <p><i>I think having friends apart from the many benefits that it brings you, it also brings you guidance.</i></p> <p><i>I just hope like they're able to find the right course for them.</i></p> <p><i>I wish more time, encouragement and guidance"</i></p>
Voice of helping himself and independence	<p>Karol often discussed being independent in his journey of education and how he relied on himself to progress through his courses. For example,</p>	<p><i>"I read once I got here...uh, was get rid of Spanish completely. Like my phone was in English. My computer was in English.</i></p>

	<p>helping himself learn English outside of education, teaching himself course content by doing additional research, researching choice options, practicing academic skills, proactively asking for feedback and persevering with learning through Covid. Karol also describes setting his own goals and motivating himself to achieve these.</p>	<p><i>I was not getting any feedback, even if I asked for it. I'm very resilient in that matter. This motivated me to look for more information online to learn on my own. I wanted to challenge myself. I... I felt like a sense of commitment. I really have to look for a different ways to find my own advice to read through guides and stuff. I'm trying to figure out and make sure, oh my God, like I'm taking the right decision in this time. I would say metaphorically, this means like the goals that you set, like, probably not all of them are realistic, but like they are always there in the sky reminding you of where you're heading to."</i></p>
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4.6 Contrapuntal voices across stories

Contrapuntal is a musical term which describes two or more melodies or note patterns played at the same time and the relationship between them. These can be harmonious or clashing or a combination of both (Gilligan & Eddy, 2021). The overarching contrapuntal voices across all participants' stories will be presented and considered in this section. The overarching voices have been found by making connections between participant's individual contrapuntal voices which connect to relationships in their stories (see Appendix O, P,Q, R) . The plural term 'voices' has been used to indicate the various voices from each participant that have formed them.

The overarching contrapuntal voices identified were; the voices of difficulty and the voices of connection. This grouping does not aim to take away from each participants unique voices but emphasize the interactions between them and consider how they connect to each story. Predominantly, these voices connected to participant's relational experiences within their stories. They highlight the importance and complexity of relationships and the impact these can have on education.

For many participants the voices of connection (or lack of connection) would enhance or decrease the voices of difficulty. For Haukar the 'voice of helping' and the 'voice of uncertainty' can be considered under the overarching voices. They interacted through experiences where individuals have helped him to overcome challenges, such as, host families who provided accommodation and practical support. In contrast, despite being a source of connection and support, at points host families created challenges for Haukar, for example, at short notice no longer being able to provide accommodation creating uncertainty with his housing. He highlights how these times impacted on his ability to focus on his studies. Haukar's support and connection from host families both enhanced and decreased the voice of difficulty. Within Haukar's story he shared the importance of his determination and motivation on his education, it helped him through difficult and uncertain times, suggesting the 'voice of motivation and determination' mediates the voices of connection and difficulty.

Similarly for Salim, the 'voice of connection and support' and the 'voice of judgement' can be considered under the voices of connection and difficulty, they are often intertwined when discussing relationships Salim has with 'lecturers' and peers. Both groups have a positive and negative impact on his education experience, sometimes teachers or peers actively stop Salim being judged by others, and at other times the voice of judgement comes from teachers or peers towards Salim. Other voices in Salim's story mediate the voices of connection and difficulty, the 'voice of challenge' has a significant impact as seen through the challenges Salim faced outside of education which led to the presence of judgement, for

example, teachers' judgements due to him being late to college because he was looking after his siblings. Furthermore, Salim not wanting to be judged for his family's situation therefore not sharing this information with teachers which perhaps could be seen to increase the voice of difficulty and decrease the voice of connection. Salim's relationship with his siblings feed into the 'voice of motivation and success' which further interacts with the contrapuntal voices, as Salim is motivated to continue with his education despite challenges, due to him wanting to "*be better*" for himself and his siblings. The 'voice of connection and support' can be seen to be an amplifier for the 'voice of motivation and success' as Salim highlights how interactions with teachers and friends motivated him to work hard on his education.

Adora's voices of difficulty ('voice of difficulty', 'voice of walking alone' and 'voice of pressure and expectation') and connection ('voice of wanting to make friends') interact often. The voices of difficulty are increased by her attempts to connect with peers in the hope of forming friendships. However, other sources of difficulty include pressure from her workload and her developing English language skills which Adora describes as barriers to her forming connections, therefore, it can be perceived that the voices of connection were blocked or decreased by the voices of difficulty. After Adora made a friend the voices of connection are prominent and the voices of difficulty are more muted, although still present.

The relationship that the voices of difficulty and connection are most apparent in are Karol's relationships with his teachers, the 'voice of caring and support' and the 'voice of difficulty and overwhelm' can be considered under the overarching voices. With some teachers he experienced care and support that enabled him to develop knowledge and progress in education but also in his English language skills. In comparison, some teachers created challenges for him where he did not feel they cared for him and did not provide practical support, for example, feedback on his assignments. These voices intertwine as the care and support of some teachers stress the difference when other teachers do not provide this. This shows how the voices of connection perhaps amplifies the voices of difficulty within Karol's narrative. Furthermore, the voice of 'helping himself and independence' mediates the voices of difficulty and connection. Karol, from his previous experiences of support and difficulties in relation to advice on his educational path, felt he had to rely on himself to further his educational progression. Equally, the 'voice of knowledge' and 'voice of not wasting time' were mediated by the other voices. The more knowledge Karol developed, the less he had to rely on connections and support from others, meaning he was able to become more independent and decide how best to use his time in education.

The interactions of the contrapuntal voices of difficulty and connection are distinctive for each participant; however, they do suggest a commonality of experience between

participants' stories. The contrapuntal voices highlight how the aspects of connection and difficulty play a key role in each participants educational experiences but can also be mediated by other voices. Importantly, they highlight the complexity of the interactions between voices which have shaped the participants experiences and relationships.

4.7 Context across the stories

As the fourth stage of the listening guides denotes, it is important to place participants stories in context - societal, political and cultural. Considering all participants stories, a pertinent system to consider is the asylum system in the UK. Each participant highlighted the impact of the asylum system on their educational experiences, including the impact of uncertainty of being granted refugee status and whether they would be able to remain in the UK. Other impacts included; housing, funding for education, pressure to achieve/make the most of time in education, access to education courses and changes to education settings (being relocated). The participants in this study experienced the intersectionality of being under both the education system and under the immigration system. This intersection had significant implications on their educational experiences, as seen by Salim's relocation by the Home Office disrupting his education and Haukar's asylum claim rejection leading to him experiencing homelessness for a year.

Another pertinent aspect to consider is the societal attitudes of others and impact on support. In some stories negative attitudes towards participants were explicit, including discriminatory attitudes in relation to age or religious identity. The Refugee Council (2022) found that, of 233 young refugees whose age had initially been determined by the Home Office as 'certainly' adult, only 14 of them were found to be adults, indicating a bias in age assessments of young refugees. Salim's experience of islamophobia at school suggests the presence of societal discriminatory attitudes towards Muslims. Hate crimes committed against Muslims have risen in England and Wales between 2021 and 2022 (Home Office, 2022a) evidencing the presence of these attitudes within society. In other stories, more implicitly negative attitudes could be perceived as having played a role in participants educational experiences. One of Adora's ESOL teachers said, "*to be treated equally you actually have to sound like people from here.*" This suggests culturally the potential presence of negative societal attitudes towards those with different accents to their own, which could lead to individuals experiencing inequality. Although this is not explicitly stated, it potentially speaks to the experience of participants who felt isolated or who were not able to access support. It also suggests the current systems emphasise the importance of proficiency in the English language in order to access equal opportunities.

Politically in the UK, the topic of immigration is controversial and more recently there has been an increased negative narrative portrayed by the government and media towards

asylum seekers and refugees (Malik, 2022). This may have significant impact on societal attitudes, policy, funding and resources towards young refugees. This could be seen to connect to the experiences of participants where they had to support themselves through challenges in education due to a lack of availability or opportunity to access support.

5. Discussion

The research aimed to explore the following research question:

What are young refugees' experiences of education in Wales?

Each story is unique and demonstrates the range of experiences a young person may face in education. The findings highlight the complexity of factors that influence young refugees' experiences of education in Wales. For this discussion, the researcher has searched the plots and voices from the findings for overarching themes and experiences across the four stories, (Billington, 2018) as well as, considering the overarching contrapuntal voices and contexts identified. The researcher recognises that grouping voices and experiences under an overarching theme, could suggest that the participants shared the same experiences. However, it is hoped by considering individual's voices within their stories, the nuances of their experience can be understood. The researcher's interpretation of these overarching themes and experiences have been described and discussed in reference to previous literature and psychological theory. The strengths and limitations of the research are highlighted, as well as suggestions for future research. Implications for professional practice of Educational Psychologists and education professionals are discussed.

The overarching themes and experiences identified by the researcher were:

- Facing challenges.
- The determination to have better opportunities.
- The importance of connection and support on educational experiences.

5.1. Facing challenges

There were a broad range of challenges experienced by each participant in their education.

5.1.1 The effect of displacement on educational experiences

The effect of displacement on young refugees' education can be understood through the experiences of needing to learn English, going through the asylum application process and navigating differences between the UK and their home country. These experiences presented challenges to young refugees within their education in the UK.

5.1.1.1 English language

An experience that was discussed by all participants was the challenge of learning the English language and their competence in English. All participants shared the need to improve and build their English language skills in order to access education. All participants initially entered a provision that supported English language development, such as, ESOL or bespoke provision (Whiteman, 2005; Ott & O'Higgins, 2019). Participants presented English language skills as a key challenge to accessing learning, as they could not understand what was being taught or said and others could not understand them. These findings are consistent with Ott and O'Higgins (2019), Morgan (2018) and Ward (2022) where English language skills were highlighted as a barrier to inclusion and learning for young refugees. Madziva and Thondhlana (2017) indicated the critical role of English in developing friendships and peer relationships, this resonates with findings where the 'voice of wanting to make friends' was negatively impacted by challenges with understanding the English language. As noted in the context section of the findings, the importance of English language proficiency for being treated equally in social interactions. The current findings show that difficulties in communication experienced by participants affected building relationships. Madziva and Thondhlana (2017) equally suggest that the support peers provide, can help with integration and learning showing the potential social and academic implications on participants of not yet being proficient in the English language.

5.1.1.2 UK asylum process

After arriving in the UK, young refugees have to apply for legal refugee status by going through the asylum application process. The findings, consistent with previous literature, indicate that this process can be lengthy and stressful for those awaiting outcomes (Fazel et al., 2016; Ashlee & Gladwell, 2020). Each participant highlighted how this process, or the uncertainty it created, impacted on their educational experiences. For example, access to stable housing, wellbeing and disruption to education. However, for some education was a supportive challenge which provided focus when facing adversity and uncertainty due to the asylum process. These connected to Fuller and Hayes' (2020) findings, as asylum applications were noted as a source of stress and disruption to housing and education, also how education was a positive distraction to the process. Equally, Mohamed & Thomas, (2017) identified education as a protective factor in facing adversity in other areas of life. This highlights the importance of context in supporting resilience when faced with adversity. The findings demonstrate the direct influence of the asylum process on housing which in turn impacted on access to education, where basic physiological needs were not met, for example, a lack of sleep impacting on concentration. These demonstrate the direct impact uncertainty of legal status has on wellbeing and education. Maslow's hierarchy of needs (1970) theorise that when basic physiological and safety needs are not met, it can be difficult

for individuals to engage in growth needs, like learning. Previous literature has suggested that young refugees can face traumatic experiences after their arrival in the UK (McMullen et al., 2018; Elliott et al., 2021). The process of seeking asylum and impact of Home Office decisions could be viewed as traumatic experiences. Considering Bronfenbrenner's bioecological systems model (1977) and the more recent Person, Place, Context and Time processes model (Bronfenbrenner & Morris, 2007), it suggests that different systems (Microsystem, macrosystem, exosystem, chronosystem) can equally influence a child or young person's experience. This connects to the current findings where the macrosystem takes prominence when decisions by the Home Office impact on participants experiences in education.

The findings also suggest the asylum process can impact on participants' education through disruption, caused by relocation and risk of deportation by the Home Office. Previous literature indicates relocation (dispersal) as a common experience for young refugees (Candappa, 2000; Dunkerley et al., 2006; Hughes and Beirens, 2007; McIntyre & Hall, 2020 & Codina & Szenasi, 2022). Previous studies have highlighted the disruption to education due to young refugees' experiences of external stressors including uncertainty, lack of stability and lack of control over their lives (Fuller & Hayes, 2020). Each participant shared experiencing uncertainty about whether they would be able to remain in the UK and the impact of this on their feelings towards education. The uncertainty created a sense of pressure on time which led to incorrect advice and decisions relating to education. This is not highlighted by previous research but demonstrates a further impact of uncertainty caused by the asylum system on educational experiences.

The asylum process impacted on young refugees' eligibility to funding for FE and HE. Participants were not able to access funding for FE or HE courses (Ashlee & Gladwell, 2020), therefore needed support from charities or education providers to access courses. Difficulties with funding impacted on their wellbeing and concentration on their studies. Previous studies suggest funding to be a key challenge for young refugees (Morrice et al., 2020; Gladwell, 2021; Ashlee & Gladwell, 2020) and was recognised to impact on young refugees' wellbeing and confidence (Fazel et al., 2016). Doyle and O'Toole's (2013) findings suggested that young refugees experienced difficulties navigating eligibility for funding to study in post-16 settings.

5.1.2 Challenges presented by UK education system and context

Within participants stories, challenges from the UK education system or context were present, including the views of others, IAG and the challenge of navigating differences between previous education in their home country and the UK education system.

5.1.2.1 Views and advice of others

Consistent with previous research, progression in FE was a challenge faced by participants (Morrice et al., 2020; Gladwell & Ashlee, 2021; Gladwell, 2021). The views and judgements of others presented as a barrier to progression for participants. Participants experienced negative judgements and discrimination from teachers and peers, such as, education settings and teachers refusing them to access courses they wanted to study. Support from other organisations (Welsh government and charities) enabled participants to continue with their education. Previous studies highlighted discrimination (Dunkerley et al., 2006; Fazel, 2015; Mohamed & Thomas, 2017; O'Toole Thomessen & Todd, 2018; Sobitan, 2021) as a common experience for young refugees within education settings, including negative peer perceptions and racism leading to social isolation and exclusion (Mohamed & Thomas, 2017). Only one study highlighted discrimination from teachers (O'Toole Thomessen & Todd, 2018), the current study extends these findings. Previous literature had not noted discrimination by settings or teachers based on perceptions of age, despite this being highlighted as a wider societal issue for young refugees within the immigration system (Refugee council, 2022).

Participants also experienced a lack of advice and incorrect IAG related to their education. Similarly, previous studies highlighted the lack of access to good IAG as a barrier to accessing FE and HE due to a lack of knowledge on young refugees' rights, eligibility to study and appropriate course selection (Ashlee & Gladwell, 2020). The current study extends findings in showing how inaccurate IAG can influence a young refugees' experiences of education and educational path. Challenges to accessing HE were present in the findings, with participants having to guide themselves through the application process to HE without support. This resonates with Stevenson and Willott (2007) who identified a lack of guidance, encouragement and support to apply to HE. These demonstrate how other's views and advice can negatively impact on young refugees' educational experiences. The findings demonstrate how microsystems (charities, FE staff and settings) can play a key role in changing young refugees' educational path. Gladwell and Chetwynd (2018) highlight how these microsystems could positively influence through use of funding and collaboration between education settings and charities.

5.1.2.2 Navigating differences between UK education and their home country

A process of adaption is experienced by young refugees in their cultural, social and educational experiences (acculturation). Participants described experiencing differences between themselves and others culturally, socially and linguistically and the challenges of

these in their educational experiences. Navigating differences between the UK and their home country has been suggested to create an additional pressure on young refugees compared to their peers (Hek, 2005; McBride et al., 2018; Elliott et al., 2021). Challenges due to differences between previous education experiences and those in the UK were experienced by participants, as well as, a lack of knowledge and understanding of the UK education system. This resonates with previous findings, where lack of knowledge of the UK education system impacted on young refugees' wellbeing (Stevenson and Willott, 2007; McBride et al., 2018). Within the present findings challenges navigating the UK education system were mediated by; English language development, access to academic support, access to emotional support and peer relationships. McBride et al. (2018) Research has previously shared the beneficial role of peer relationships in supporting learning (Prentice, 2022) and integration (Madziva & Thondhlana, 2017), this was emphasised by participants who felt they were not able to access these benefits from a lack of peer connections.

Participants varied in the support they received to navigate and understand their new education system, Gladwell (2021) shared that a common enabling factor for progression for young refugees was having additional teacher support. Positive teacher-student relationships can support adaption to a new a context (Hastings, 2012) and a sense of belonging and safety (Sobitan, 2021). Within the findings it could be perceived that an absence of additional support from teachers presented challenges to participants in adapting to the UK education system and belonging, compared to participants who did receive this support. Fuller and Hayes (2020) shared that their participants felt it was important that additional resources, like help from teachers, were available in order for them to learn at their own pace. Heaney's (2022) findings share the critical role of a supportive teacher in facilitating positive educational experiences. Understanding of this can be gained from psychological theory of attachment (Bowlby, 1969), which suggests that having a responsive adult who can provide a stable, supportive relationship to a young person can help develop a sense of mastery and support resilience (National Scientific Council on the Developing Child, 2015).

5.1.2.3 Feeling disconnected

Previous research highlights that a sense of belonging is important in supporting acculturation and integration (Ott & O'Higgins, 2019; Sobitan, 2021). Participants spoke about feeling; "*lost*", "*misplaced*", "*disconnected*". These were used when participants described a lack of connection or support within education. Studies have previously suggested that feelings of isolation were often experienced by young refugees when attending education (Candappa, 2000; Dunkerley et al., 2006; Fuller & Hayes, 2020). In particular this was found in post 16 settings, where opportunities to form friendships were

more difficult (Dunkerley et al., 2006). This can provide further context and understanding of participants experiences in the present study. Considering these experiences through belonging theory and research, building relationships and being connected to others can provide a sense of belonging through support, feelings of acceptance and inclusion (Goodenow, 1993) which. Sobitan (2021) shares how school belonging is important to young refugees wellbeing and achievement. It could be perceived that at points participants were experiencing a lack of belonging due to a lack of connection and support within education settings (Sobitan, 2021) impacting on their wellbeing.

5.1.3 Wellbeing challenges

Challenges to wellbeing were present in each story, although the context of these varied due to unique personal situations. Participants faced various adversities which impacted on their wellbeing. These included experiences outside of education such as; uncertainty of legal status, their family's situation, caring responsibilities, housing and mental health. As well as, factors within education; high workload, expected knowledge of topics and education system, proficiency in English language, lack of academic and emotional support, lack of friendships and experience of judgement or discrimination. These findings are similar to those from the existing research where these factors are highlighted as barriers to education, wellbeing and achievement (Ashlee & Gladwell, 2020; Dunkerley et al., 2006; Fazel et al., 2016; Mohamed & Thomas, 2017; Fuller & Hayes, 2020; Morrice et al., 2020; McIntyre & Hall, 2020; Hughes & Beirens, 2007; O'Toole Thommessen & Todd, 2018; Sobitan, 2021). Some of these experiences could be perceived as traumatic, through the adverse effect they had on participant's wellbeing. In particular, experiences of rejection, loss and discrimination. This resonates with previous research which share the negative impact on mental health and wellbeing (Gladwell and Chetwynd, 2018; McMullen et al., 2021) of young refugees. Participants described how their wellbeing affected their education through decreased concentration, attendance, motivation and achievement at points leading participants to be at risk of exclusion due to lack of engagement, attendance or submission of work. Ashlee & Gladwell (2020) highlighted how poor wellbeing and external stressors could impact on engagement and behaviour which meant young refugees were at risk of exclusion, they also highlighted, that poor wellbeing was a barrier to progression in FE. Fuller and Hayes (2020) suggested external stressors have a significant impact on education and wellbeing for unaccompanied asylum-seeking children. Mohamed and Thomas (2017) highlight risk and protective factors for the mental health and wellbeing of refugee children and young people, they acknowledge the protective wellbeing factors of friendships and social support from charities and organisations on preventing social isolation and promoting

a sense of belonging. Participants stories show that when feeling connected to, or supported by, others their wellbeing was described as more positive.

Each story demonstrated the resilience of participants through the barriers they faced from the effects of displacement, the UK education system and the emotional challenges of education. Ashlee and Gladwell (2021) identified young refugees' personal resilience as a significant factor in supporting progression to FE and HE, which connects to each participant's story where they continue to strive and progress through education despite navigating significant challenges.

5.2. Determination to have better opportunities

This theme highlights participants motivation and determination to engage and succeed in education to provide a better future for themselves.

5.2.1 Motivation, aspiration and optimism

Previous studies have highlighted young refugees as highly motivated individuals (Dunkerley et al., 2006; Gateley, 2014; Madziva & Thondhlana, 2017). Each participant described sources of their motivation to engage in education, for example, their family, siblings, wanting friends and to support a better future. Doyle and O'Toole (2013) explored motivations of young refugees in post 16 education, similarities from participants stories can be seen through their motivation to go to university, make friends and gain qualifications. Fuller and Hayes' (2020) and McBride et al. (2018) connect to the findings of the present study, as they highlight their participants key motivation is their belief that engaging in education will support a better future or opportunities for themselves. These findings can also be understood in relation to Maslow's (1943; 1970) theory of human motivation which states that the need for growth drives motivation. They also connect to Freire's (1994) ideas of hope, where he describes hope as an essential aspect of resilience when faced with challenge and adversity. Each participant shows hope and optimism for the future.

5.2.2 Supporting themselves

Through each participants stories their determination to succeed and engage in education is apparent. Each participant describes working hard and trying their best, despite the challenges they faced (Gateley, 2014; Madziva & Thondhlana, 2017; O'Toole Thomessen & Todd, 2018). Connecting to research by Ashlee & Gladwell (2020) who highlight young refugees' personal resilience as a protective factor in education. Mohamed and Thomas (2017) expand on what supports personal resilience of young refugees, these include having a trusted adult within school, peer support, feeling safe, having their needs understood and met. Reflecting the current findings, as participants describe how motivation, determination and resilience were enhanced when supported by teachers, peers and charities.

Equally, some participants also highlighted how their belief of being able to influence their future, motivated them. This connects to Rotter's (1954) theory of locus of control. Each participant demonstrated the belief and ability to influence their experiences despite facing external factors out of their control. Having a high locus of control is connected with being more empowered (Keiffer, 1984) and resilient (Leontopoulou, 2006) and indicates that this could be another way in which participants were able to support themselves. Each participant showed resilience in their approach to education, continuing and progressing with the hope to reach their goals and resonates with previous research (Dunkerley et al., 2006; Doyle & O'Toole, 2013; Mohamed & Thomas, 2017; Morrice et al., 2020).

5.2.3 Achievement

Each participant highlighted their achievements. All participants had been accepted onto university courses, an achievement considering the barriers in accessing HE for young refugees (Ashlee & Gladwell, 2020). Participants stories share their hard work and achievements, including recognition from education settings. Mohamed & Thomas (2017) found that young refugees fulfilling aspirations and achieving within education was a resilience factor for their mental health.

The findings share participants receiving high grades, contrasting previous literature which has highlighted achievement gaps between young refugees and their peers (Hutchinson & Reader, 2021). Although, this research was focused on GCSE grades rather than FE qualifications. The present study extends findings, as highlighted by Hutchinson and Reader (2021), as little is known about the outcomes and achievements due to a lack of nationally collected data, especially for FE. McBride et al. (2019) indicate a recognition of young refugees positive academic progress in education however there is a scarcity of research highlighting the 'higher' achievements of young refugees in education. Studies often reporting a negative achievement gap between young refugees and their peers (Hutchinson & Reader, 2021; Gladwell, 2021 and O'Higgins, 2019). The present study demonstrates the 'high' achievements of participants in terms of grades, awards and acceptance onto HE courses.

5.3. The importance of connection and support on educational experiences

Relationships were a key part of each participant's story, in particular how these provided support and connection which helped their educational experiences. Participants highlighted the significance of relationships with teachers, peers and charities on their education.

5.3.1 Teachers

Participants described experiences where teachers made a positive impact on their engagement, motivation, aspirations, learning and emotional wellbeing. The findings showed

how influential positive relationships with teachers were in helping aid progression in education and overcoming challenges faced in and out of education (Morgan, 2018; Gladwell, 2021; Ashlee & Gladwell, 2020; Codina & Szenasi, 2022; Ward, 2022).

Participants often shared how individual teachers approaches helped their interest and engagement in learning (O'Toole Thomessen & Todd, 2018; Sobitan, 2021). Experiences such as teachers providing personalised learning, a supportive learning environment, practical and emotional support, including care and nurture were discussed. This resonates with Arnot et al. (2009), O'Toole Thomessen & Todd (2018) and Farrugia (2020) findings which each shared how teachers provided emotional containment and nurture to young refugees, similar to that of a parent, connecting to some of the experiences in the present study. Sobitan (2021) highlighted that positive relationships with teachers who provided support and encouragement made young refugees feel a sense of belonging. These demonstrate the importance of positive teacher relationships on educational experiences. Equally, the findings also showed that some teachers advocated for participants against judgement from others, which connect to previous findings where teachers challenged negative discourses against young refugees (Arnot et al., 2009; Farrugia, 2020).

Teachers and settings provided practical support to participants when their circumstances changed, for example, when relocated by the Home Office. Hastings (2012) described the extensive support teachers can provide young refugees supporting learning, inclusion, raising aspirations, helping with personal difficulties and providing practical support in and out of school.

Previous research highlighted that teachers were a key factor in supporting the development and progress of young refugees' English language skills (Hughes & Beirens, 2007; Farrugia, 2020; Fuller & Hayes, 2020; Ott & O'Higgins, 2019, Ward, 2022). Which was echoed by participants who highlighted the importance of their ESOL teachers in helping them to learn English, especially through their ability to engage students and provide helpful advice.

In contrast, participants additionally shared how some teachers were not able to provide the learning or emotional support they needed. Previous research can help to understand potential reasons behind this, Hughes and Beirens (2007) described staff skill and knowledge shortages in understanding the difficulties faced by young refugees meaning they could not provide appropriate support. Additionally, participants acknowledged the pressures teachers were under, identifying they did not have the time to provide the support required, which was also highlighted by previous studies (Morgan, 2018; McIntyre & Hall, 2020). For some participants, teachers presented as sources of challenge as noted in the first theme.

These findings highlight the importance of relational approaches in education, they show that quality relationships between staff and students can support positive adaptation and recovery from difficult life experiences (Hughes & Bomber, 2013).

5.3.2 Peer relationships

Peer relationships were significant in each participant's story, either through friendships formed or a lack of these. For some participants friendships provided support within and outside of education which contributed to positive wellbeing and supported engagement in education. Previous studies suggested the importance of friends for benefits to wellbeing, feelings of belonging (Fazel et al., 2015; Mohamed & Thomas, 2017; McBride et al., 2018; Sobitan, 2021) and for learning (Prentice, 2022, Hastings, 2012; Fazel, 2015; Fuller & Hayes, 2020). In contrast, participants also described how some peer relationships and interactions had a detrimental effect on their wellbeing and education. Previous literature typically highlights bullying and negative peer perceptions (Hek, 2005; Mohamed & Thomas, 2018; Candappa, 2000; Whiteman, 2005; Dunkerley et al., 2006; Hastings, 2012; Fazel, 2015; Sobitan, 2021), although these were not explicitly discussed within participants stories, their experience of isolation and discrimination may have been influenced by these factors.

Participant experiences of friendships can be considered through Maslow's hierarchy of needs, how friendships not only can meet belonging needs but can also support basic needs as well as supporting growth (learning), equally a lack of these could mean that these needs are not met (Mohamed & Thomas, 2017). Belonging is highlighted by previous research as a significant factor in the educational experiences for young refugees (Sobitan, 2021). When considering participants experiences through the lens of belonging we can understand that a lack of sustained friendships may have impacted on these participants wellbeing and motivation in education. Mohamed and Thomas (2017) and Fazel (2015) each highlight the importance of friendships on supporting positive wellbeing and resilience which is echoed in the present study. Equally experiences of loneliness or a lack of social connections within education could have impacted participants wellbeing through feelings of isolation, similar to previous findings (Candappa, 2000; Dunkerley et al., 2006). Previous literature has highlighted the benefits of peers in learning about education settings (Hastings, 2012; Fazel, 2015; Fuller and Hayes, 2020) and supporting academic knowledge and skills (Prentice, 2022). Some participants highlighted the challenges of not having peer connections, both practically and emotionally in navigating the UK education system. Dunkerley et al. (2006) highlighted that when young refugees attend language courses initially in post 16 settings, they have less opportunities to form friendships with same age peers and can experience more difficulties with integration. This can provide context to the current findings as both participants were in college when difficulties forming peer relationships occurred. Equally

previous studies have identified that making friends is a common difficulty for young refugees (Candappa, 2000; McMullen et al., 2021) especially when experiencing a language barrier (Madziva & Thondlana, 2017). Previous research has suggested that use of peers as a buddy or mentor has been shown to be helpful for young refugees, in supporting their integration into a setting and their learning (Whiteman, 2006; Hastings, 2012; Sobitan, 2021).

5.3.3 Charity support

Support from charities was highlighted in participants stories through providing English language sessions, supporting enrolment into college, advice on courses, locating accommodation and financial support to study FE courses. Walker (2011) outlined that similar support, from mentors in charities, had helped young refugees access education. Through charities, participants were able to form connections with others that supported their education in a variety of ways. These connections provided emotional, social and practical support to participants. Charity connections supported education through helping meet basic needs (Maslow, 1970) by connecting with accommodation, which provided stability, meaning participants could concentrate on education and supporting acculturation which developed their sense of belonging. Charity support strengthened some participants determination to look forward to the future and achieve within education. This shows the impact of charity support on helping to engage in 'growth' needs. Similar to the findings of Mohamed & Thomas (2017), where they describe how charities support young refugees' resilience. They describe that charity activities and networks help develop a sense of purpose and belonging for young refugees including support with acculturation. The current study demonstrates how charities enable social networks which can help access and engage in education.

Findings from participants stories demonstrate how the influence of exosystems (Bronfenbrenner & Evans, 2000), such as education and immigration policies, can create barriers to accessing and engaging in education. However, charities seen as a microsystem, can help navigate these barriers through practical and financial support but who also connect in additional microsystems (mesosystem), who can provide support in engaging in education, such as host families.

One participant received advice on their education pathway from a charity. Gateley (2014) found when young refugees were able to access IAG on education and careers through charities it supported their educational experiences. Although in the present study, it was felt the advice given was inaccurate, alternative advice had not been available from their education settings. This demonstrates the need for mesosystem connections, between

education settings and charities, to ensure education advice is available and appropriate for young refugees.

5.4 Interactions between the themes

Throughout the discussion of the three overarching themes, it is evident that they cannot be considered in isolation to one another but are interconnected through a complex web of interactions. For example, connection and support helped some participants overcome challenges in order to be able to achieve their goals. Although equally, some inaccurate support created additional challenges to participants in meeting their goals. Additionally, English Language proficiency mediated accessibility of support, for example, presented as a barrier to building relationships with peers which could have provided support for learning. The contrapuntal voices section of the findings evidenced further tensions between voices, experiences and factors. Bronfenbrenner's model (1977; 2007) demonstrates the complexity of an individual's experience due to the multiple systems at play and the bi-directional interactions between them. Each system can equally influence a child or young person's experience and are not in a hierarchy. Figure 3 shows different factors at each system that could influence a young refugee's experiences. For example, societal attitudes towards refugees (Macrosystem) can influence immigration policy which in turn could affect local government responsibilities (Exosystem) and funding for local services available. Reducing resources available to education settings (microsystem), likely impacting on access to education.

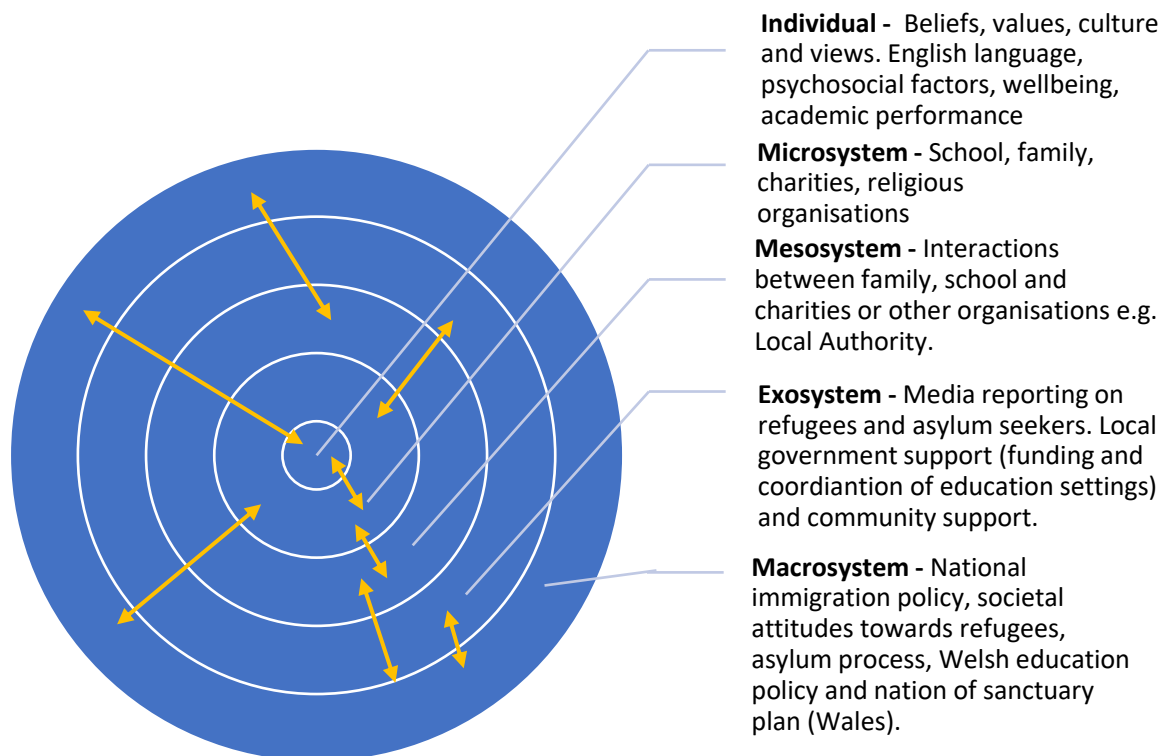


Figure 3

Bronfenbrenner bioecological systems model demonstrating systems influencing a young refugee's experience of education.

6. Implications for practice

Implications of the research are discussed. First presented are participants own thoughts on what they hope future stories of young refugees to be (see Table 17), this provides insight into changes they would like to see and what could inform implications for practice.

Secondly, implications for practice will be considered through supporting the resilience of young refugees. Finally, a focus on implications for EPs (see table 19) and educational professionals practice (see Table 20) informed by the findings of the research.

Table 17

Participants comments on future refugee stories

Implications for practice	
Changes wanted by participants for future young refugees' stories. (Paraphrased by the researcher based on responses to the	Haukar – For young refugees to focus and try their best to get what they want in education and be provided with help from others to get there.
	Salim – For the UK education system to be more welcoming and respectful to young refugees. For them not to experience judgement

<p>question: what do you hope future stories of young refugees to include?)</p>	<p>or discrimination. For them to not experience neglect, but receive the support they need, including technology and funding. For young refugees to be given a voice.</p> <p>Adora – For young refugees not to be lost or isolated in education. Explanations and advice to be provided on the UK education system, perhaps from young refugees who have already been through UK education and can share their experiences and knowledge. For drop-ins to be provided with help with their subject work (charities or education settings). For bus passes to be given to asylum seekers attending college.</p> <p>Karol – For young refugees to be supported to find the right course for them. For support to be more person centred rather than generic. For support to be more psychology based.</p>
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6.1 Resilience lens

Mohamed and Thomas (2017) explored risk, resilience and protective factors that impact on the mental health and wellbeing of refugee children. Although, the current study explores educational experiences, links can be considered through the themes and factors which connect to risk (challenges faced), resilience (determination to have better opportunities) and protective factors (importance of connection and support). Resilience research can further contribute to understanding how to support young refugees within education. Ungar (2013) suggests resilience is a process of interactions with a person's context that can optimise their ability to manage when faced with adversity. This view recognises resilience as not just a within person but a process influenced by the context and systems around an individual. Ungar et al. (2013) also suggested that the greater adversity a young person faces then the more resilience relies on the quality of their environment rather than an individual's personal characteristics. They suggest that access to 'resources' that support wellbeing were mediated by 'gatekeepers', for example, schools and local governments (Shafi & Templeman, 2020, chapter 2, p. 30). Although, education professionals may not prevent challenges or adversity faced by young refugees, they can influence the educational context around a young person which can support their resilience. A useful tool education professionals could consider are the protective factors for young people and to strengthen these. Ungar et al. (2007) identified seven tensions (protective factors) within a young person's context that interact with each other and impact on the process of resilience. They are; access to material resources; relationships; identity; power and control; cultural adherence, social justice and cohesion (see Table 18). These are considered to be the same across cultures.

Table 18

Ungar et al. (2007) seven tensions (protective factors) that influence resilience.

- 1. Access to material resources - Availability of financial, educational, medical and employment assistance and/or opportunities, as well as access to food, clothing and shelter.
- 2. Relationships - with significant others, peers and adults within one's family and community.
- 3. Identity - Personal and collective sense of purpose, self-appraisal of strengths and weaknesses, aspirations, beliefs and values, spiritual and religious identification.
- 4. Power and control- Experiences of caring for one's self and others; the ability to effect change in one's social and physical environment in order to access health resources.
- 5. Cultural adherence- Adherence to one's local and/or global cultural practices, values and beliefs.
- 6. Social justice - Experiences related to finding a meaningful role in community and social equality.
- 7. Cohesion - Balancing one's personal interests with a sense of responsibility to the greater good; feeling a part of something larger than one's self socially and spiritual.

These can help guide education professionals (including EPs) supporting young refugees to consider what factors in the environment a young refugee has available, their perceptions of these, if any are in tension with each other, therefore, what changes to context could further support development of these factors and optimise resilience. The seven tensions provide a reflective framework to practitioners to structure their thinking when supporting young refugees. Connecting Ungar et al's. (2007) view of resilience to the current findings suggests that the second theme of 'determination to have better opportunities' can be viewed as connecting to participant's resilience and how this theme is shaped by both the other two themes. On reflection of the seven tensions, access to relationships and material resources for participants, such as, emotional support and nurture from teachers, helped build motivation and resilience. Equally, a lack of emotional support and connection reduced resilience of participants.

Understanding a young refugees' views and experiences of these factors can help adapt and create educational environments that can support the process of resilience. One tool which could support Educational Psychologists or education professionals in gaining a young refugees' voice of their experience of education and identifying these factors within this through narrative approaches, for example, use of the Tree of Life (Ncube, 2006). Findings in the current study indicate that participants found the narrative approach to the research strengthened their motivation and insight into their experiences, showing the positive effect

the process of a narrative activity can have. Additionally, using person centred approaches such as, Making an Action Plan (MAP) and Planning Alternative Tomorrows with Hope (PATH) (Pearpoint, et al., 1995) could support information gathering in relation to the seven tensions which has been suggested by previous research (Sobitan, 2021).

6.2 Implications for Educational Psychologists

It is important for EPs to develop awareness of the challenges young refugees face and what can support their educational experiences, in order to provide effective assistance (Peterson et al., 2017). EPs work at a variety of levels (Fallon et al., 2010) and could provide support at each level to education settings:

Table 19

Implications for Educational Psychologists at individual, group and system levels

Individual level	Group level	Systems level
<p>A key part of EPs work is gaining the views of CYP (Smillie and Newton, 2020). EPs could utilise person centred, narrative approaches (Mohamed & Thomas, 2017; Hulusi & Oland, 2010) to listen to the voices of young refugees to gain an understanding of their experiences, their views, hopes and aspirations. In consideration with the seven tensions presented by Ungar et al. (2007) EPs can promote young refugees voices to guide key changes in their education environment (Gameson & Rhydderch, 2008) which can enhance their resilience. EPs could consider a focus on young person's goals and hopes, potentially using tools such as, PATHs or MAPs (Pearpoint, et al., 1995).</p>	<p>EPs can provide group consultations (Wagner, 2008), to enable dialogue and explore constructions in order to facilitate change (Gameson & Rhydderch, 2008). EPs could consider involvement of organisations that support young refugees outside of education to take part in consultations, to further develop relationships between education and charities (mesosystems) around the young person ensuring a holistic plan of support.</p> <p>As relationships with teachers are an important factor in educational experiences, EPs could work alongside staff groups providing supervision that would allow them to engage in reflection on their practice with young refugees. Provide space for teachers to share any emotional responses they have experienced but also to problem solve (Hurry & Russell, 2022). The purpose would be to support practice and teacher wellbeing which could</p>	<p>To raise awareness of this group to settings, for example, through providing training or highlighting this group at planning meetings. They can consider with settings how they could potentially identify this group and consider existing support available. EPs can play a role in supporting settings to develop a 'whole-setting' approach to welcoming young refugees, considering various levels of setting such as developing an empathetic ethos across the school and considering individual support. EPs can provide training on potential experiences young refugees in education may have, what could support them and how this could be achieved.</p> <p>EPs are often employed by Local Authorities (LA) (Fallon et al., 2010) and could also support systemically within a LA. The majority of young refugees are often placed in education settings by LAs, therefore they are likely to be aware of which settings young refugees are attending. EPs could enable these settings to</p>

	positively impact on the development of teacher-student relationships as previous research has noted (Hurry & Russell, 2022).	support the settling of these young people, consider adaptations that could reduce challenges they face and develop their relationships, wellbeing and resilience.
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6.3 Implications for education professionals

As shown by the findings, education professionals, such as teachers, can play a key role in supporting young refugees' experiences of education.

Table 20

Implications for educational professionals based on findings

Developing connection and support through building relationships.	<p>As highlighted in previous literature and again in this study's findings, the importance of developing peer relationships which provide social, wellbeing and learning benefits. Approaches that could be considered to support this are:</p> <ul style="list-style-type: none"> • Having a buddy or a peer mentor for young refugees (Whiteman, 2005; Hastings, 2012; Sobitan, 2021; Prentice, 2022) if this student shared similar experiences, background or language to the new arrival, this has been suggested to develop a sense of belonging, provide practical support and help to develop a further social network (Sobitan, 2021). • Providing opportunities, such as, extra-curricular activities to develop peer relationships outside of lessons (Fazel, 2015; Sobitan, 2021). • Provide introductory activities and processes for example, location visits, games, introductions to key staff and students (Fuller & Hayes, 2020; Fazel et al. 2016; Hastings, 2012). Consider potential language barriers and therefore use of non-verbal activities. • Peer learning groups to support subject knowledge (Prentice, 2022), develop understanding and develop peer and staff relationships. • The importance of staff-student relationships on education as seen in the current study and previous research (Hastings, 2012, Farrugia, 2020; Fuller & Hayes, 2020; Ott & O'Higgins, 2019; Ward, 2022). Approaches to consider: • Use of a key adult/s so they can develop a trusting, supportive relationship with staff and they can share their views and raise any questions, issues or concerns. • Building capacity within schools for teachers to be able to have time and resources to develop positive relationships with students (Roffey, 2012) • To connect with local refugee organisations and charities to consider how best to support young people. For settings to develop potential collaborations, for example, for enrolment or open days.
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<p>Reducing challenges</p>	<ul style="list-style-type: none"> • Professionals to develop their awareness of the impact of the asylum process on young refugees and their education, for example, wellbeing, housing and education funding. (Candappa, 2000; Ott and O'Higgins, 2019; Morgan, 2018; Ward, 2022; Madziva and Thondhlana, 2017) • Developing English language competency was a significant mediating factor therefore important that settings and teachers can provide early, comprehensive support for developing English proficiency. • Difficulties can be experienced in navigating the Welsh education system and potential differences to their previous experiences of education. It would be important to provide appropriate opportunities to develop understanding, learning and confidence within the Welsh education system and to reduce potential challenges. For example, informed and accurate education/careers information, advice and guidance services (at enrolment, transition points and supporting HE applications), academic drop in support sessions, study skill development sessions and key information on education in Wales (Walker, 2011; Gateley, 2014; Ashlee & Gladwell, 2020).
<p>Whole setting approach</p>	<p>To develop a whole setting approach to welcoming and supporting young refugees in education. In order to support; navigating UK education system, building relationships within setting, wellbeing, developing a sense of belonging and engagement in learning. Also, to develop a positive ethos within the setting towards young refugees.</p> <ul style="list-style-type: none"> • Considering the recent implementation of a new curriculum in Welsh education settings, settings can ensure that their new curriculum informs students of global events that have led to forced migration, understanding of what it means to be a refugee, presenting a humanising narrative on what it is to be a refugee, raise awareness of the challenges young refugees may face and what can support them when based in Wales. This would hope to foster a warm welcome for any new young refugee arrivals as well as those already in situ. This also aligns with the curriculum's focus on students becoming ethical, informed citizens of Wales and the world. • Prioritise student voice, in particular the views of young refugees within the setting and valuing these in decisions being made relating to them (UNCRC, 1989). • Considering how settings identify young refugees in their setting and what data they gather on these young people outcomes and achievement (Hutchinson and Reader, 2021). • Staff could access training on potential experiences, needs young refugees may have or support they may need which can develop staff awareness, skills and knowledge (Hughes and Beirens, 2007). • Consider emotional wellbeing and mental health support available. Consider how pastoral support could be

	<p>provided and adapted to meet young refugees' needs and how to make young refugees aware of support available.</p> <ul style="list-style-type: none"> • Prioritise teacher wellbeing and positive staff-student relationships (Roffey, 2012). • Celebrate diversity and different cultures within setting (Mohamed & Thomas, 2017; Fuller & Hayes, 2020).
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7. Strengths and limitations of the research and future directions

Strengths and limitations of the research are discussed in Table 21 with suggestions for future directions researchers could take in this area.

Table 21

Strengths and Limitations of the research and suggestions for future research.

Strengths	Limitations
<ul style="list-style-type: none"> • This study gave young refugees the opportunity to share their story of their experiences of education in the UK. • Narrative inquiry is an approach which allows an insight into people's unique experiences and is used to give a voice to populations who are often marginalised (Abkhezr et al., 2018). • The narrative inquiry approach gave young refugees' autonomy in sharing their story. It is a process that allows participants to have agency and autonomy but also prioritises trust, curiosity and equality in the researcher - researched relationship (Abkhezr et al., 2018). • The Listening Guide (Brown and Gilligan, 1996) was used as a way of understanding and interpreting young refugees' stories whilst maintaining their voice through the I-poems. • The use of face to face interviews enabled the researcher to develop a natural rapport with participants. • This research extends knowledge in the field of refugee education by gaining individuals experiences in further and higher education, an area which is highlighted as needing further research. • This research is the first piece of research, that the researcher is aware of, that specifically focuses of young refugees' experiences of education in Wales. 	<ul style="list-style-type: none"> • Due to gaining four unique, individual stories and experiences the research could be perceived as not transferable to other's experiences. However, it does provide insight into experiences of education for young refugees and aligns with previous research. • The study is not representative of the wider population. Adora was the only female young refugee recruited, although notably there are significantly less female young refugees arriving in the UK (Home Office, 2022b) than males. • Due to a lack of resources from the researcher, interpreters could not be provided which meant the study was only accessible to those who could communicate through the English language. This meant that the sample is unlikely representative of the whole population due to a lack of accessibility to the study. Also this could have impacted on findings of the present study as use of English language may have limited participants expression of their experiences. • Participants self-assessed their English language competency/proficiency which could have led to difficulties if the researcher was not able to understand what was said. However, all participants were highly competent in English and the researcher was able to understand what they shared. • The narrative inquiry approach to data collection and the Listening Guide approach to analysis means that the researcher was collaboratively part of the making and telling

	<p>of the story. This means that the researcher is likely to have influenced the results of the study, although has attempted to be transparent in this through the reader response (see full analysis in Appendix O, P, Q, R) and through reflexivity by using supervision and a research diary (see researcher diary Appendix S). As with all qualitative research the findings of the study are subjective therefore will be privy to bias and lack validity.</p> <ul style="list-style-type: none"> • Participants experiences of education were all in Wales therefore generalising findings to the rest of the UK nations is difficult due to differences in devolved education systems. • The researcher has grown up in the UK and has been educated under a western education system. This means that the researcher has a different cultural background to participants but will also view the findings through a western lens in terms of psychology and understanding of knowledge. This may not align with the views, understanding or knowledge of the participant themselves. • The researcher was a novice researcher in narrative inquiry, interviews and narrative analysis due to being a first-time doctoral researcher. This may have impacted on the quality of the study.
<p>Suggestions for future research:</p>	
<ul style="list-style-type: none"> • Exploring young refugees' experiences through a Participatory Action Research approach where their voices can guide the research process. • Exploration of HE experiences of young refugees, as raised by Peterson et al. (2017) very little is known about their university experiences. • Impact of intersectionality on young refugees' educational experiences. • Role of EPs in supporting young refugees • Exploration of female young refugees' experiences of education • Exploring education settings and staff knowledge and practice in supporting young refugees. 	

8. Summary

The research explored the stories of young refugees on their experiences of education in the UK. The research question was: What are young refugees experiences of education in Wales? Participants shared their stories through semi-structured interviews which were informed by a narrative inquiry approach. The Listening Guide was used to analyse findings and each participant's story was presented along with I-poems, contrapuntal voices and wider context to share their experiences. Findings of this study suggest that listening to young refugees' voices share their unique stories and experiences of their education in Wales can provide a greater insight and understanding of the challenges they faced and what was supportive to them. The voices of participants highlighted themes that connected various participants experiences, including experiences of challenges; learning English, the UK asylum process, attitudes and advice of others, differences between their home country's and the UK's education systems, feelings of disconnection and maintaining their wellbeing whilst facing challenges. Each shared their determination to have better opportunities through education and what contributed to this; their motivation, their achievements and supporting themselves to reach their goals. An important factor was the benefits of connection and support in their educational experiences. In particular the support of teachers, peers and charities and how these could help them to overcome challenges and to support them achieve their goals. This research highlights the need for an awareness and consideration of young refugees' experiences in education in Wales, their experiences vary significantly, but crucially can be supported by the settings they attend and the people they meet, especially teachers and peers. Implications for practice include awareness of the barriers posed by immigration and education systems as well as, what support could help to overcome these barriers and improve the experiences of young refugees. Implications for Educational Psychologists (Table 19) and education professionals were discussed (Table 20).

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Listening to young refugees' experiences of education in Wales

Part 3: Critical Appraisal

Word Count: 6728

Part 3: Critical Appraisal

1.1 Introduction

This critical appraisal aims to provide an overview of the research process through reflecting on the development of the researcher and the research. It will be split into three sections; the first section considers the development of myself as the researcher, it is written in the first person to acknowledge this. I reflect on: the rationale for my thesis topic, conducting the literature review, methodological decisions and analysing my data. The second section explores the study's contribution to existing knowledge in considering how the literature review and current research connects to previous studies' findings. It also considers contribution to future studies, relevance to the Educational Psychology profession and further dissemination of the research. Throughout this critical appraisal I will include quotes from my research diary to show my reflections throughout the process.

1.2 Development of research practitioner

1.2.1 Rationale for Thesis/development of idea

Prior to training to become an Educational Psychologist, I worked in Further Education (FE) settings and held roles that provided academic and pastoral support to students. Within these roles, I worked alongside students who had refugee or asylum-seeking backgrounds, although I was often only aware of this if they chose to share this information with me. There was no formal system of sharing this information unless privy to their enrolment, where I would view their legal documentation for their right to study and be aware of their legal status in the UK. Professionally, I was not aware of any formal support or training in assisting young people with refugee or asylum-seeking backgrounds. Whilst working in this role my team manager supported a student to appeal against deportation by the Home Office and successfully gained the right to remain in the UK through this appeal. This was an agonising process for this student and I recognised that the support from our manager was crucial to supporting the student's wellbeing, as well as their case and appeal. This student was outstanding and was voted Student of the Year by staff and peers. It made me reflect on how many students potentially had to face these experiences without support, or without knowing they could access support. This experience and working in this role generated my interest in wanting to understand more about how to support young people from refugee and asylum-seeking backgrounds, and about their experiences of education. I hoped as a Trainee Educational Psychologist (TEP) to further develop my knowledge and practice, however I noted the dearth of research in this area, especially within the field of Educational Psychology.

Throughout the research process I was highly aware that I was an ‘outsider researcher’ (Bridges, 2001). I recognised this was a difficulty as I was not able to fully understand or have full awareness of the experiences of asylum seekers and refugees to support my decision making about the research. I feel this awareness led me to seek ‘more knowledgeable others’ (Vygotsky, 1987). Recognising my lack of knowledge and practice in this area, I engaged in discussions with individuals from local authorities, charities and education settings between September and November 2021. This helped me gain ideas of pertinent topics to research, and what could be helpful to support knowledge and practice. Initially, I was debating between working with settings on identifying best practice, working with staff who support young people in school, or working with young people themselves. The discussions I had highlighted the individuality of experiences and that young refugees are not a homogenous group. One of these individuals was Salvador who later supported my recruitment of participants. As Salvador was a key character in the project development, I asked him to provide a pseudonym; he chose Salvador Allende (shortened to Salvador).

I felt that I wanted young people’s voices to be at the centre of the process. Promoting young people’s voices is an important value to me and it guides my practice as a TEP. The UN Convention on the Rights of the Child (UNCRC, 1989) speaks of children’s right to be heard (Article 12), and as practitioners we have a role in advocating for young people and amplifying their voices. I also felt that, for professionals and settings to be able to provide appropriate support, young people’s experiences needed to be better understood. Considering this and my previous work experiences, I returned to the literature to consider FE experiences. I noted a lack of literature in this area and that of Higher Education (HE) (Peterson et al., 2017), which became the basis of my project and gave me the age range of 16-25 years. Given the scarcity of literature in the area, and wanting to provide autonomy to the participants on what they chose to share, I kept my research question broad and exploratory.

1.2.2 Ontology and epistemology

My ontology was relativist and my epistemology was social constructionism. My ontological decision seemed clear, in that I recognise there is not a single truth but multiple individual, subjective truths based on people’s experiences. I felt this recognises the unique experiences young refugees have and that they are not a homogenous group experiencing a single reality. As a practitioner I use COMOIRA (Constructionist Model of Informed Reasoned Action (COMOIRA) (Gameson & Rhydderch, 2008), where a core facet is social constructionism (Burr, 2015). My familiarity with this theory supported my decision for my epistemological stance. Social constructionism highlights that each person will have their own constructions and knowledge, which are built through their social experiences and use

of language. As I was hoping to engage in dialogue and develop a shared understanding of young refugees' stories, I felt that the social constructionist views supported this. My epistemology supported my decision-making later on when deciding my narrative approach to data collection and data analysis approaches - both of which highlight the collaboration between participants and researcher in the development of knowledge or an individual's story, as aligned with social constructionism. I would describe my research as big Q research (Kidder & Fine, 1987), where qualitative tools are used within a qualitative research paradigm. The research is led by the value of being participant-centred, and recognises the active role of the researcher within the process. Researchers are individuals with their own values, perspectives and backgrounds; being reflexive can support awareness of positionality and the impact of this on research. However, big Q recognises that researchers cannot separate themselves from the research, therefore their lens (including their values, perspectives, and backgrounds) will influence the decisions they make (Finlay & Gough, 2008). In big Q research, the subjectivity of the researcher is seen as a resource rather than an issue (Braun & Clarke, 2021), as the researcher is developing their understanding and therefore co-narrating the story being told.

1.2.3 Conducting the literature review

I selected a scoping review for various reasons as highlighted in Paper 1. I also felt it aligned with my ontological and epistemological views as I could map evidence in the area without stating a particular 'truth' or 'reality' of experience. I presented various potential experiences. I found the scoping review a difficult and anxiety-provoking process; as such, I engaged in extensive reading to guide myself through it and to try to reduce my anxiety by developing my understanding. Grant and Booth (2009) suggest that scoping reviews are usually completed by a team with expertise in the field being reviewed; this was not the case for me as I am a novice researcher and a novice practitioner in this area. This perhaps indicates why I found the scoping review an anxiety provoking exercise; I recognise that it would have been helpful to complete the review within a team where I could clarify decisions with others.

1.2.4 Terminology

A decision that took a lot of consideration was which terminology to use to identify participants. There is much debate around the use of the term 'refugee', as it can be a stigmatising label. Terms that are considered more humanising, such as 'people seeking sanctuary', are used by the Welsh government, for example. Peterson et al. (2017) highlighted the need for research into young people's views of the conceptualisation of themselves as a 'refugee'. My decision to use the term 'young refugee' to describe participants was formed from previous literature (Hek, 2005) and through the organisations I

contacted to support recruitment, as they used this term to offer support. Therefore, for my recruitment criteria I stipulated for young people who identify as a 'young refugee', meaning they had autonomy over whether they considered themselves to connect to this term. Within interviews I explored this with participants and each participant shared that they felt this was a term that described them, that they identified with and that they felt was an appropriate term to use. I experienced an internal battle between recognising that the term 'refugee' can be stigmatising, whilst appreciating that the term is often used to access support, e.g., from charities. Ludwig's (2016) paper helped me understand how to sit with the discomfort of the term by recognising the advantages of using the label to access support. Below shows a reflection about this:

Except from research diary:

I want to use a humanising term like 'people seeking sanctuary' but this is not a common term used by organisations or even within research. I wonder if a young person reading a poster for my study and it said 'seeking' young people who are seeking sanctuary 'whether they would connect to this. I feel that the term 'refugee' although it can be stigmatising, it has a more universal understanding and could be important to a young person's identity as it can help them access opportunities and support.

1.3 Methodological considerations:

1.3.1 Decisions on data collection method

My initial hope for the project was to engage in a Participatory Action Research (PAR) project where young refugees could be co-researchers and support the development of the project themselves. For example, I hoped that they could interview each other or conduct a focus group together to explore their educational experiences. Previous literature has highlighted this as the most ethical approach in researching refugees' experiences, as it is an empowering approach that enables a reciprocal relationship between researchers and participants due to a balance of power (Hugman et al., 2011). However, after discussions with my tutor I recognised that the timescales of the doctoral thesis meant this approach was not feasible, as I did not have pre-existing relationships with an organisation or group of young people. Hugman et al. (2011) highlighted that this approach is more time-consuming and therefore it is not always possible to conduct research in this way.

Although I was not able to conduct a PAR study, I wanted to use an methodology that could support a better balance of power. I wanted an approach that had similar values of providing autonomy to the participant, as well as a focus on their voice (Baum et al., 2006). Rodgers (2004) highlights the continued need for small-scale qualitative research which promotes informal and interpersonal interactions between the researcher and forced migrants; this

supports sense making which quantitative tools like surveys cannot achieve. He suggested that a 'humanist' approach to research was the most ethical approach to researching young refugees' experiences. After further exploration of the literature and conversations with colleagues I came across narrative approaches in research (Riessman, 2011). Narrative approaches promote collaboration between the participant and researcher (Clandinin & Caine, 2013). I felt this would support the values that I had hoped to engage in, such as those of PAR. After reading Billington (2018) and speaking with her about her approach to research with young people missing education, I felt a Narrative Inquiry methodology and narrative analysis would be appropriate to use with young refugees, as it could provide agency and promote their voice. Hopkins (2009) conducted research with refugees and highlighted a desire to have readers hear the participant's voice directly, without the narrator voice of the researcher; as such, he/she created poem-like excerpts from the transcripts of interviews. This demonstrated that this would be an appropriate approach to use with young refugees and described a similar analysis to that used by Billington (2018) through The Listening Guide (LG) (Brown & Gilligan, 1993). This supported my decision to use the LG as my narrative analysis approach.

1.3.2 Language support

Early on in the development of the project I had discussions with my supervisor about accessing translation or interpretation support, so that young people who were not fluent in English could take part in the project. No funding is provided to TEP researchers within Cardiff University. My supervisor asked the leadership team within the school of Psychology if there was any funding or resources that could be accessed to support interpreters in my project, but we were told this was not possible. Due to a lack of financial resources I had to make it part of my criteria that participants were able to engage in conversation through the English language. This affected the accessibility of my study and meant it would not likely be representative of the population I was hoping to access. This made me consider the barriers to carrying out research with these groups and other groups for whom English is not their first language or who are not fluent in English, and potential systemic factors that influenced this. Vara and Patel (2011) highlight the lack of psychological research with individuals who do not speak English, and the lack of research on the use of interpreters in qualitative research. This indicates that, systemically, psychological research has excluded people who do not speak English (Vara & Patel, 2011). This draws parallels to the barrier I faced in my project; the lack of funding meant I could not offer the opportunity to participate to this group, therefore my project continues to exclude key voices within the young refugee population. As highlighted in my literature review, there have been very few studies in Wales on young refugees' experiences of education; a lack of funding and resources could potentially be one

of the reasons why this is the case. Equally, Body and Breeze (2016) researched 'unpopular' causes and found that refugees and asylum seeker charities and organisations were the second most 'unpopular' cause in the UK. This was identified through a lack of funding and donations in comparison to other charitable causes. The wider narratives portrayed in society by political and media institutions promote a negative perception of asylum seekers and refugees by presenting them as an economic or security risk (Cooper et al., 2021). This influences public perceptions and reduces empathy for this group, which in turn impacts on the financial interest and support for organisations (Cooper et al., 2021). Although Body and Breeze (2016) focus on charitable organisations rather than research institutions, their findings could give an insight into the potential structural barriers to refugee research, due to a lack of public interest and funding in the area. Within my research diary I reflected on the lack of access to funding for interpreters and noted:

Excerpt from research diary:

I feel frustrated that I cannot access interpreters or any funding to support translation of documents. This makes my project inaccessible to a large part of the population I'm hoping to reach. Equally, what am I sharing with participants if I am promoting that: I want to hear your voice, but only if it is in language I can understand. I feel this cements an imbalance in power and reinforces the researcher-researched hierarchy.

Equally, in Appendix S, the first diary excerpt demonstrates my insecurity later in the research project (during recruitment) about the project being accessible and appropriate, due to not being able to provide language support. Organisations I contacted queried what support would be available; I felt they would perceive a lack of translators as a lack of awareness towards the research population, and could impact negatively on the project. My decision to have a creative aspect was influenced by this barrier, as I wanted to have a non-verbal option for participants. Visual methodologies can support data collection when stories are difficult to articulate (Bradbury, 2017).

1.4 Ethical considerations:

A critical element which had to be closely considered at all key decision points of the research process was ethics. At the forefront of my mind during the whole process was the potential experience for participants. Considering the British Psychological Society (BPS)'s (2021) Code of Ethics and Conduct, and their guidance in working with refugee and asylum-seeking young people (BPS, 2018), 'do no harm' and 'working in the best interests' of the young person were critical principles to follow. Mackenzie et al. (2007) suggest that researchers need to go beyond traditional ethical considerations to fully think about the

complexities involved in research with refugees and highlight the need for a relational approach to support autonomy.

Dwyer and Buckle (2009) speak of the dichotomy of the insider-outsider researcher and highlight the importance of outsider researchers considering issues of positionality and power. Outsider researchers who 'look in' (Dwyer and Buckle, 2009) do not have shared experiences with participants. I have grown up in the UK; I do not have a refugee background or experiences of the asylum system. This means I do not have the shared understanding that an insider researcher would have. I initially felt insecure about my ability to conduct this research as an outsider researcher, with concerns that my lack of awareness and understanding of their experiences could inadvertently 'do harm' participants. Due to this feeling, I engaged various 'more knowledgeable others' in discussions which ultimately helped shape my project and my understanding of what would be appropriate to do. It also reinforced my desire to conduct research that was as close to participatory as possible, despite time constraints. Culturally, I have a different background to participants and recognise that I have interpreted the findings through a lens of Western knowledge and psychology (Ellis et al., 2007), for example, self-determination theory (Deci & Ryan, 1985). This may mean the interpretation of the findings are culturally bound and may not be considered accurate by individuals from different cultural backgrounds to the researcher, including participants (Block et al. 2007).

1.4.1. Power

Power dynamics were an important consideration. Block et al. (2013) state that a key ethical concern is the disparity in power between the researcher and the researched. These disparities can disempower participants and can lead researchers to misrepresent or misinterpret findings. The use of reflexive practice is suggested to lessen the risk of this occurring in qualitative research (Block et al., 2013). Equally, methodological approaches that promote autonomy and collaboration can support the power imbalance within refugee research (Block et al., 2013). I acknowledge that, within my research, there were power imbalances between myself as the researcher and the participants, especially with the use of English language, the approach to data collection and data analysis. However, I tried to mediate these and provide balance where I could through the collaborative, conversational nature of the interviews, to understand their story, my transparency as a researcher, the choices provided to participants and the self-reflexive activities I engaged in as a researcher.

1.4.2. Informed consent

Gaining genuinely informed consent is an important ethical consideration (Mackenzie et al., 2007). My documentation was detailed and highlighted potential advantages and

disadvantages to participants of their participation (Appendix G). Participants who were asked to take part by Salvador had a pre-existing relationship with him; I wanted to ensure that they were taking part because they wanted to, not because they felt they wanted to do so for Salvador. I contacted each participant via email separately beforehand and checked again that they gave consent to participate. Again, in person, I reiterated participants' rights to them and asked if they were happy to participate. I felt an important part of my informed consent was to ensure that participants were aware there was no connection to the Home Office, and that participation would not present any benefits or disadvantages to their legal position. I stated that the data would not be accessible by the Home Office and would be anonymised. I explained my role as a TEP and as a doctoral researcher to help participants have an understanding of my position and connections as a researcher.

1.4.3. Boundary between narrative research and narrative intervention

Previous research has highlighted the need for researchers to be cautious and considered when carrying out narrative research, due to the boundary and potential overlap with narrative therapy (Abkhezr et al., 2020). The similarities or overlap can be understood from the nature of actively listening to a person's story. At the end of his interview, Karol described the process as "free counselling". Salim shared that the research had given him the opportunity to reflect on his life and what he had gone through and described "feeling amazing". Similarly, Haukar described how thinking back and the process of sharing his experience gave him more motivation and strength. Each of these responses indicate that this approach may have gone beyond the boundary of research purpose and, for these young people, was a therapeutic experience. Clandinin (2006) highlights the ethics of care needed by narrative researchers in being reflective and reflexive, needing to think in "responsive and responsible ways" (p.53). In addition, Adora's sharing of her story and reflections on difficult times at college made her feel stressed; for this reason, she was provided with the opportunity to change topic but was happy to continue. Participants' experiences of the research process show the emotional impact it can have, positive or negative. Narrative researchers need to hold the emotional implications of the research procedures in mind, especially with disadvantaged or marginalised populations (Clandinin, 2006). Within the briefing forms I had highlighted to participants that reflection on experiences could bring up difficult emotions. At the beginning of the interview, I reiterated their rights, including that they could choose what they wanted to share and that, if they were finding a topic emotionally difficult, they could ask to change topic or have a break.

I personally found it difficult to separate myself as a practitioner and as a researcher. I note in my reader response to Salim's interview (Appendix P) that I found it hard to leave my role as a practitioner behind. I felt a huge amount of empathy for my participants especially when

they shared their challenges. I recognise that the skills I used as a researcher in the interviews were active listening, reflecting back, summarising and making connections to other experiences, which are similar to those of a therapist and psychologist (Larson, 1984). Therefore, it is understandable that participants may have found it a therapeutic experience. I reflected on this with my supervisor and we discussed my emotional responses to participants. I gained clarity from our discussions in recognising that I am an empathetic person whose values guide my practice in all contexts, so these values would have influenced the way I engaged and responded as a researcher.

1.5 Data analysis: Narrative analysis

A narrative approach was selected over other methods of analysis due to the narrative inquiry approach adopted to data collection, but also due to the desire to use a method that focuses on their voice. The approach needed to cover various events and experiences that built a participant's story, rather than focusing on one phenomenon. Interpretative Phenomenological Analysis (IPA) was considered as an approach for analysis, however, within IPA, researchers 'bracket off' their own experiences from the participant's (Carpenter, 2007). I did not feel this aligned with my epistemological social constructionist view, where knowledge is formed together through language and social interactions, therefore my experience and responses were part of the story that was formed. The Listening Guide (Brown & Gilligan, 1993) provides researchers with the opportunity to recognise their reactions and responses to an individual's story, which highlights how this might influence their interpretation of the findings. Although I acknowledge that a critique of narrative analysis is that is highly subjective in nature, I tried to recognise my influence through regular reflection and reflexive activities during analysis. Bright (2022) suggests rigour for the Listening Guide can be developed through the reflexivity of the researcher throughout the process. Here is a note from my research diary during analysis:

I have found the first to the second listening an interesting process. During the first listening I felt I was really paying attention to what the participant was saying, but now on the second listening I'm really listening to how they are saying it. I have noticed where their tone of voice changes, perhaps where they have become more emotional. Going back to my first listening notes I have realised these are where I have had an 'emotional hotspot' response, it showed me how different my analysis would have been if I had just used transcripts not listening.

There is no single, defined approach to presenting the findings of the Listening Guide analysis (Bright, 2022). Previous research has presented all stages, some stages, or focused on relational aspects of people's voices and experiences (Mauthner & Doucet,

1998). I have presented the key stages that represent the participant's voice and placed them within context.

Analysis of the data took a long time; Bright (2022) acknowledges that Listening Guide analysis is lengthy and provides ideas on how to make the process more manageable. I did not discover this paper until after I had finished my analysis, but it would have been a helpful approach to make the analysis more manageable. Bright (2022) suggests that researchers select passages of data to complete full analysis on, use small participant numbers, or complete the first listening stage on all the data and the other stages on a passage of data to give a rich understanding of the voices. In hindsight, I think using this final suggestion of a rich full-data first listening, and subsequent listening's on a significant part of the data, would have been a helpful approach. It would have provided a rich picture of their story, experiences, and voices.

I am finding it hard to cut down my analysis, I feel like I'm holding my participants close and to take parts out is to reduce their voice. I know that if I don't cut it down then the research won't be accessible to others and then has little impact but I feel like it's a very head and heart decision. I feel torn.

Equally, during the process of the research I wanted to share the I-Poems and plots with my participants to gain their feedback and allow them to edit their stories (see Appendix S). However, after discussions with my supervisor and due to the timescale of the research it was not possible to do. This led to me feeling torn, as it did not sit with my value of being participant centered and collaborative, and did not show the values I wanted the project to promote. I wanted participants to have as much power and autonomy as possible within the process. I found this added an extra emotional layer to the decisions I made in analysing and presenting the analysis which made decisions more complex to make.

1.6 Wordcount

Another aspect of the research process I found difficult was providing an analysis and discussion of participants stories within the typical word-limit of a journal article. Squire et al. (2014) discusses the challenging process of deciding how to edit a story to fit academic wordcounts due to the complexity and compelling nature of a person's story. Researchers have to make decisions based on aesthetics and presenting a story to best advantage the arguments they are making (Squire et al., 2014). I felt that the more I reduced the word count, the shallower the participants' stories became, as I could not present their whole

experiences. I prioritized retaining as much of the I-Poem as I could to provide their words and give a deeper understanding of their lived experience.

1.7 Personal growth

On a personal level, I have learnt so much from my four participants' stories and experiences, especially in terms of developing an awareness of the challenges they face and how to best support their educational experience. It has reinforced my belief in creating a safe space for young people to share and the importance of listening. The rich information that can be gained from listening to someone's story is helpful in developing an understanding of their needs, how to support them and their hopes for the future. As indicated by some participants, this process in itself can be therapeutic for them. In future practice, I hope to use more narrative approaches with young people.

2.0 Contribution to knowledge

2.1 Contribution of research findings to existing knowledge

This research provided insight into four young refugees' personal experiences of education in Wales. It identified three aspects which connected each young refugee's story: the challenges they faced, their determination to have better opportunities, and the importance of connection and support. The overarching aim of this research was to promote the voices of young refugees and their experiences of education. I hoped to achieve this through the combined use of a narrative inquiry method and the Listening Guide approach to analysis; therefore the unique stories and voices of each participant were presented within the findings. Within Educational Psychology research, the voices of young refugees have not often been focused on or heard; therefore, the current project expands knowledge and awareness in this area of research.

Part 1 of this thesis contributes to existing knowledge through the scoping review conducted. It highlighted the scope of the literature in the area, as well as the methodologies and participant voices adopted. It also highlighted the previous experiences of young refugees in education in the UK, and key themes within these, such as learning English. Munn et al. (2018) argue that scoping reviews are a pre-requisite for a systematic review. This scoping review can be used to support researchers to conduct a systematic literature review on this topic in the future. The scoping review also highlighted gaps in the literature (Munn et al., 2018) which provided the rationale for this research project and other future research.

Some findings from Part 2 of this thesis share connections to findings of previous studies, as summarised in Table 22 below.

Table 22

Key findings connected to previous research.

Key findings	In line with research by
Participants learning English and their competence in English presented challenges in their education.	Candappa, (2000); Mohamed & Thomas, (2017); Madziva & Thondhlana, (2017); Morgan, (2018); Ott & O'Higgins, (2019); Ward, (2022); Gladwell, (2021); Codina & Szenasi, (2022); Prentice, (2022) Whiteman, (2005); Hughes & Beirens, (2007)
Participants' legal status and experience of the asylum process impacted on their education.	Walker, (2011); Doyle & O'Toole, (2013); McIntyre & Hall, (2018); O'Higgins, (2018), Morrice et al, (2020); Fuller & Hayes, (2020); Codina & Szenasi, (2022); Fazel et al., (2016); Morgan, (2018); Gladwell, (2021); Ashlee & Gladwell, (2021)
Views and advice of others within the education system presented challenges in their education.	Dunkerley et al. (2006); Fazel (2015) Mohamed & Thomas (2017); O'Toole Thomessen & Todd, 2018; Sobitan, 2021
Participants experienced differences between their previous education and the Welsh education system. Navigating a new education system presented its challenges.	Hek (2005)
Participants' wellbeing impacted on their education as well as their wellbeing being affected by education.	Ashlee & Gladwell (2020), Mohamed & Thomas (2017), Walker (2011); Hastings (2012) and Sobitan (2021)
Participants being motivated to succeed or engage in education to access a better future.	Dunkerley et al. (2006) Gateley, (2014) Madziva & Thondhlana (2017) Doyle and O'Toole (2013), Fuller and Hayes (2020)
Participants rely on themselves to progress in education and demonstrate personal resilience.	Dunkerley et al., 2006; Doyle & O'Toole, 2013; Mohamed & Thomas (2017), Morrice et al. (2020)
Participants achieved in their education.	Hutchinson and Reader (2021)
Relationships with peers, teachers and charities were highlighted by participants as important to their experiences within education.	Arnot et al. (2009), O'Toole Thomessen & Todd (2018), Farrugia (2020), Sobitan (2021), Hastings (2012), Morgan (2018); Gladwell (2021), Ashlee & Gladwell (2020); Codina & Szenasi (2022), Ward (2022), Hughes & Beirens (2007), Fazel et al. (2015); Mohamed & Thomas (2017).

The research adds to previous literature by providing personal examples of how young refugees' experiences are shaped by a complex interaction of factors, in particular, the intersection of the education and immigration systems. It also extends findings of previous

research; for example, high academic achievement contrasts to Hutchinson and Reader's (2021) findings, which is the only study on academic outcomes. They found that the majority of young refugees in their sample were behind their peers in terms of academic achievements, however, participants in the current study demonstrate high achievements and grades.

As highlighted by Peterson et al. (2017), this research hopes to somewhat fill a gap in the literature around further and higher education experiences of young refugees. All participants had experienced further education and two participants had experienced higher education. It also aims to fill the gap in "everyday schooling experiences" from their own perspective. The in-depth nature of the research meant a rich picture of young refugees' experiences was gained. The research is the first study to focus on young refugees (16-25 years) experiences of education in Wales and provides further understanding and awareness of their experiences. It is hoped that this information can help to inform practice in education settings, in particular further education settings within Wales. It is also hoped that this research could be used by local authorities and Welsh Government to inform policy and provide support to young refugees above compulsory school age. It is recognised that this study is only a starting point to understand their experiences and that further research is needed to support practice in the area.

This research is the first study in this field, as far as I am aware, to use the Listening Guide analysis to explore the experiences of young refugees in education internationally. It is the second study in the UK to use the Listening Guide with a refugee population (Smith, 2015). This research demonstrates that the Listening Guide can be considered an ethical approach to analysing young refugees' stories which promotes their voices. Equally, the research hopefully demonstrates that narrative inquiry is an approach that can provide autonomy in regards to what participants share, despite not being a participatory research project. Combined, the two approaches provide a unique lens for their experiences of education and perhaps could be considered another option for ethically engaging young refugees in research.

As stated in the limitations, this project was exploratory in nature and focuses on unique individual experiences. As such, it was not intended to be generalisable to the wider young refugee population in Wales or the rest of the UK. The relativist view that the research holds, coupled with the use of a narrative inquiry approach, indicates that the research did not set out to be generalisable. Similarly, the study sought only to gain the voices of young refugees, not the professionals who work with them. This could lead to the criticism of questionable validity. However, the view that each person has their own truth and knowledge developed from their experiences in the world suggests that, for these young refugees and

for myself as a researcher, the findings are valid. The research does provide insight and understanding for practitioners and readers who could consider how findings might connect or shape their practice. Braun and Clarke (2021) discuss the transferability of research and suggest that this relies on the reader to determine to what extent the analysis can be transferred. This is because research occurs within specific contexts with specific participants, therefore the findings themselves are specific to these circumstances.

2.2 Contribution to future research

This study highlights young refugees' experiences in Wales; further research is needed in Wales on young refugees' experiences of education. Research could focus on different age ranges to understand the different experiences at different ages and settings. As mentioned at the beginning of Part 3, Participatory Action Research (PAR) is considered the most ethical approach to refugee research (Hugman et al., 2011). However, due to the scope of this project in terms of time and resource constraints, the PAR approach was not possible. Future research could make use of this approach on this topic, working with young refugees in education settings to develop a research project where their voices guide the process as well as the findings.

Although two participants attended university and two participants were due to start university, the findings of the research in relation to Higher Education (HE) experiences were limited. Within the interviews, there was a natural focus on experiences in Further Education (FE), and the stories show how significant experiences in these settings were on participants' educational paths. Peterson et al. (2017) highlighted that little is known about HE and more needs to be researched to have a better understanding in this area.

Adora was the only female participant within the research. With only one female participant, gender differences in the findings could not be considered or identified as no comparisons could be drawn. Home Office (2022) data suggests that there are fewer female young refugees arriving in the UK than males. This indicates that they are potentially a minority within a minority, and their experiences need to be further explored and considered.

There is little research on Educational Psychologists (EPs) working with young refugees. To better understand how EPs could support young refugees and to develop an awareness of what best practice could be, research is needed on this topic. The findings of this research could better inform the implications for practice of the present study, I am not personally aware of EP practice in this area due to a lack of research. Therefore, the implications for practice are based on the understanding I have of the role and how the findings could potentially connect to approaches and systems within which EPs work, rather than on practice-based evidence.

Narrative inquiry and the listening guide methods have been highlighted as a way of approaching research which can elicit the stories and voices of marginalized populations (Chamberlain & Hodgetts, 2018). The present researcher further supports this by showing how this can be done with young refugees. Future research could consider use of this approach with groups whose voices are rarely heard.

2.3 Relevance to Educational Psychologists' practice

The relevance to EPs is highlighted in Part 1 and the impact of the research findings on practice is discussed in Part 2.

Following recent global events such as the Taliban's takeover of Afghanistan and the war in Ukraine, there has been an increase in refugee children and young people in the UK education system (Refugee Council, 2022; The Migration Observatory, 2022). The British Psychological Society (BPS) highlight the role of psychologists in supporting education settings, local authorities, refugee and asylum-seeking children, young people and their families (BPS, 2018). They suggest that psychologists can support at strategic, group and individual levels (BPS, 2018) prior to refugee and asylum-seeking children and young people's (CYP's) arrival, when settling and longer term. It is pertinent that Educational Psychologists are aware of the unique experiences young refugees have in education in order to consider their practice and how best to support them. EPs promote psychology within education settings (AEP, 2016) and hope to facilitate positive change for young people in education. This research demonstrates that narrative approaches can support a CYP's voice to be heard and therefore highlights how these approaches could be used by psychologists (Mohamed & Thomas, 2017; Hulusi & Oland, 2010). This research also highlights the more systemic changes that EPs can support with, such as considering how to develop a whole setting approach to welcoming young refugees and meeting their needs.

2.4 Dissemination of findings

It is sincerely hope that, through other people reading the stories of the inspirational young people interviewed, there will be a positive change in societal perceptions towards young refugees. It is hoped that young refugees will be seen as individuals who deserve more empathy, better opportunities and better support. Kohli (2006) shares that research which focuses on young refugees' voices means that those that read it begin to recognise refugees as normal people driven by normal desires, which can contribute towards the breakdown of stereotypes. Body and Breeze (2016) also suggest that sharing individuals' stories can develop societal empathy for marginalised groups.

Each participant wanted to be kept up-to-date with the progress of the research. A summary of the thesis will be shared with them, as well as the full analysis of their individual story.

Once published on the university repository, I will share a link with them so they can read the whole thesis.

I would like to create a training session from Part 1 and Part 2 of my thesis to deliver to institutions that support young refugees' education, such as FE and HE education settings, Local Authority departments (refugee resettlement, Educational Psychology Services (EPS) and social work teams) as well as charities or third sector organisations. I hope that it will increase staff awareness of young refugees' experiences of education, and help organisations consider how they can best support young refugees in education, with possible implications for their practice. In my future role as a qualified EP within a Local Authority, I plan to discuss my thesis with colleagues and consider how we can best disseminate knowledge to influence real positive change for young people.

Hopkins (2009) states that a "narrative can be a powerful weapon in the name of human rights" (p. 141) and highlights the importance of researchers, emphasising that these narratives can reach policy and decision-makers such as politicians. Hopkins (2009) provides a way to disseminate narratives in research through seminar presentations, eye-catching posters with excerpts of narratives and by sending the research to media outlets. I would like to present participants' stories in a creative way, perhaps by creating a short animation which could be easily shared. On a strategic level, I hope to create a research summary or poster to share with Jeremy Miles (Minister for Education) and Jane Hutt (Minister for Social Justice), as well as other relevant Welsh government officials who influence policy and decision-making on young refugees' experiences. This would be with the aim of creating positive changes for young refugees' experiences in education in Wales.

I also hope to write a paper in an academic journal based on my thesis findings to reach a wider audience and promote my participants' voices further. Due to the length of the current paper, I have considered focusing on one aspect from my thesis, such as the focus on participants' relational experiences. Previous papers that used the Listening Guide have used this approach when publishing (Billington, 2018). I feel that journals which are accessible to EPs would be a good place to start, such as Educational Psychology in Practice or the British Journal for Educational Psychology, in order to support their awareness of experiences.

3.0 Concluding reflections

This critical appraisal has allowed me to reflect on the project and my development as a researcher. Hopefully, it has also meant that I have been able to provide the reader with further understanding on the decisions I have made and the journey I have been on with the project.

This project has been one of the most daunting pieces of work I have had to do, but also the most rewarding. I have developed several skills through the process, especially in data collection and analysis. At times this research and the research process have been incredibly stressful, having to navigate the unknown and relying solely on myself to produce the final written piece. However, working with my participants has been one of the most inspiring things I have ever done, I am so grateful to them for sharing their experiences with me and trusting me with their stories. I hope that I have done them justice with the finished article. The research helped consolidate my values as a practitioner, and has taught me to trust in my decisions and approaches, including my initial instinct to prioritise young people's voices and place them at the centre of the process.

I hope that my research raises awareness and provides insight into the experiences that young refugees have within education. I hope the project is helpful for professionals who work with young refugees, and can help those who are in positions of power make meaningful changes for this group. I will be going into my future practice with increased knowledge, and I hope to have opportunities to develop the knowledge and understanding of others in this area. I particularly hope to raise the profile of the experiences of children and young people from refugee or asylum-seeking backgrounds within the Educational Psychology profession. Further exploration is needed in practice and research to better support this group.

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Appendix

- Appendix A – Search terms used for literature
- Appendix B – Further details on excluded studies
- Appendix C – Critical appraisal of literature included in rapid scoping review
- Appendix D – Data synthesis table showing findings from the studies included in the rapid scoping review
- Appendix E – Semi-structured interview questions
- Appendix F – Gatekeeper letter
- Appendix G – Briefing forms
- Appendix H – Consent forms
- Appendix I - Pre-interview Information sheet
- Appendix J – Debrief form

Appendix K - Ethical considerations

Appendix L – Process for Listening Guide analysis

Appendix M – Example of colour coded analysed transcript

Appendix N – Example of I Poem

Appendix O – Full analysis for Haukar

Appendix P – Full analysis for Salim

Appendix Q – Full analysis for Adora

Appendix R – Full analysis for Karol

Appendix S – Excerpts from research diary

Appendix A – Search terms used for literature

Database	Terms	Filters applied	Results
Psych Info	(Refugee OR Asylum seek*) AND (education* OR School OR College OR University or Secondary School OR Higher Education OR Further Education) AND (UK OR England OR Wales OR Scotland OR Northern Ireland) AND (young person OR child* OR Youth OR young)	Peer reviewed	47
ASSIA	noft(Refugee OR "asylum seek*") AND noft("young person" OR child* Youth OR young) AND noft(UK OR "United Kingdom" OR England OR Wales OR Scotland OR "Northern Ireland") AND noft(education* OR School OR College OR University or "Secondary School" OR "Higher Education" OR "Further Education")	Peer reviewed, Anywhere except full text	124
Scopus	TITLE-ABS-KEY (refugee OR "Asylum seek*") AND (education* OR school OR college OR university OR "Secondary School" OR "Higher Education" OR "Further Education") AND (uk OR "United Kingdom" OR england OR wales OR scotland OR "northern Ireland") AND ("young person" OR child* OR youth OR young)	Title, abstract, key words Peer reviewed Year published 1999-2023	220
ERIC	(Refugee OR Asylum seek*) AND (education* OR school OR college OR university OR secondary school OR higher education OR further education) AND (UK OR England OR Wales OR Scotland OR Northern Ireland) AND (young person OR Youth OR young OR child*)	Peer reviewed	64
EBI	((Refugee OR "Asylum seek*")) AND ((UK OR "United Kingdom" OR England OR Wales OR Scotland OR "Northern Ireland")) AND ((young person OR Youth OR young OR child*)) AND ((education* OR school OR college OR university OR "secondary school" OR "higher education" OR "further education"))	Peer reviewed English	150

Overton	Title:(refugee OR "Asylum seek*") AND (education* OR school OR college OR university OR "Secondary School" OR "Higher Education" OR "Further Education") AND (uk OR "United Kingdom" OR england OR wales OR scotland OR "northern Ireland") AND ("young person" OR child* OR youth OR young)	Title search (due to thousands of irrelevant results coming through a full text search)	1
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Appendix B – Further details on process of screening studies for inclusion in literature review.

Table 23 depicts the results from Psychinfo database search on the 15/8/23. The final column demonstrates if the study was excluded or included after screening.

Table 23

Results from initial Psychinfo search which was then subject to title and abstract screening and later a full text screening.

Green = included

No colour = excluded

#	Author/year	Title	Excluded/included
1	Eruyar, Hunt, O'Reilly, Alowaybil and Vostanis (2022)	Responsiveness of support systems to address refugee young people's mental health needs: Stakeholder perspectives from turkey and the uk.	Excluded: Not focused on educational experiences.
2	Ward 2022	Practitioners' perspectives and needs: Developing skills to support unaccompanied asylum-seeking children (UASCs) in experiencing 'belonging' in English educational spaces.	Included: Focus is on UASC education experiences.
3	McEwan, Popham, Moghames, Smeeth, De Villiers, Saab, Karam, Fayyad, Karam and Pluess 2022	Cohort profile: Biological pathways of risk and resilience in syrian refugee children (biopath).	Excluded: Does not focus on education.
4	Orgad, Lemish, Rahali & Floegel (2021)	Representations of migration in U.K. And U.S. children's picture books in the Trump and Brexit era.	Excluded: Does not focus on education or young refugees.
5	Prentice and Ott (2021)	Previous experience, trickle-down training and systemic ad hoc-ery: Educators' knowledge acquisition when teaching refugee pupils in one Local Authority in England.	Excluded: Focus on staff knowledge does not describe young refugees

			experiences of education.
6	McIntyre & Neuhaus (2021)	Theorising policy and practice in refugee education: Conceptualising 'safety', 'belonging', 'success' and 'participatory parity' in England and Sweden.	Excluded: Not empirical research.
7	Goodwin, Jones and Hunter (2021)	Addressing social inequity through improving relational care: A social-ecological model based on the experiences of migrant women and midwives in south wales.	Excluded: Not focused on refugee education
8	Nellums, Powis, Jones, Millier, Rustage, Russell, Friedland and Hargreaves (2021)	"It's a life you're playing with": A qualitative study on experiences of NHS maternity services among undocumented migrant women in England.	Excluded: Related to health not education
9	Fuller and Hayes (2020)	What are the experiences of education for unaccompanied asylum-seeking minors in the UK?	Included: Focused on experiences of education UASC
10	McMullen, Jones, Campbell, McLaughlin, McDade, O'Lynn and Glen (2020)	'Sitting on a wobbly chair': Mental health and wellbeing among newcomer pupils in Northern Irish schools.	Excluded: Not focused on young refugees and asylum seekers but a wider population.
11	Cox & McDonald (2020)	Analysis and critique of 'Transforming children and young people's mental health provision: A green paper': Some implications for refugee children and young people.	Excluded: focus on how legislation influences refugee mental health and wellbeing not education.
12	Bracewell, Larkins, Radford, Stanley (2020)	Educational opportunities and obstacles for teenagers living in domestic violence refuges.	Excluded: Not related to refugees.

13	Morrice, Tip, Brown, Collyer (2020)	Resettled refugee youth and education: Aspiration and reality.	Included: Focused on young refugees experiences of education
14	Stickley, Hui, Stubley, Baker and Watson (2019)	"Write here, sanctuary" creative writing for refugees and people seeking asylum.	Excluded: Not related to education
15	Bradby, Liabo, Ingold and Roberts (2019)	Visibility, resilience, vulnerability in young migrants	Excluded: focus on healthcare not education and on migrants not specifically young refugees.
16	Shapiro (2018)	Familial capital, narratives of agency, and the college transition process for refugee-background youth.	Excluded: Not related to the UK
17	O'Toole Thommessen and Todd (2018)	How do refugee children experience their new situation in England and Denmark? Implications for educational policy and practice.	Included: Explores young refugees experience of education in England.
18	Cowie, Myers and Aziz (2017)	Does diversity in society inevitably lead to a rise in xenophobia among children and young people?	Excluded: Not focused on experiences of young refugees in education
19	Wilkinson, Santoro and Major (2017)	Sudanese refugee youth and educational success: The role of church and youth group in supporting cultural and academic adjustment and schooling achievement.	Excluded – not relevant to the UK - set in Australia
20	Devenney (2017)	Pathway planning with unaccompanied young people leaving care: Biographical narratives of past, present, and future.	Excluded: Not focused on education.

21	Eames, Shippen and Sharp (2016)	The Team of Life: A narrative approach to building resilience in UK school children.	Excluded: not focused on refugee CYP
22	Woodland, Kang, Elliot, Perry, Eagar and Zwi (2016)	Evaluation of a school screening programme for young people from refugee backgrounds.	Excluded – Australia study focused on health.
23	Laurance (2014)	Helen Bamber: Obituary	Excluded: not relevant as an obituary.
24	Gateley (2014)	What alternatives post-austerity? Importance of targeted employment advice for refugee young people in London, UK.	Excluded: focus is on employment not education
25	Allan and Catts 2014	Schools, social capital and space	Excluded: not focused on experience of school for young refugees
26	Ellis, Miller, Abdi, Barrett, Blood and Betancourt 2013	Multi-tier mental health program for refugee youth.	Excluded not relevant to UK – new England.
27	Deveci 2012	Trying to understand: Promoting the psychosocial well-being of separated refugee children.	Excluded: Not focused on educational experiences.
28	Sigona 2012	Globalisation, rights and the non-citizen.	Excluded: Book review not journal article.
29	Bogic et al. (2012)	Factors associated with mental disorders in long-settled war refugees: Refugees from the former Yugoslavia in Germany, Italy and the UK.	Excluded: Not related to education.

30	Moir-Bussy (2011)	Editorial	Excluded - Not relevant to refugee education
31	Newbigging and Thomas (2011)	Good practice in social care for refugee and asylum-seeking children.	Excluded: Focus on social care not education.
32	Chase (2010)	Agency and silence: Young people seeking asylum alone in the UK	Excluded: Social care focus – does discuss CYP in education
33	Sheikh and MacIntyre (2009)	The impact of intensive health promotion to a targeted refugee population on utilisation of a new refugee paediatric clinic at the children's hospital at Westmead.	Excluded: Does not focus on UK and does not focus on education.
34	Baynham (2009)	Language, asylum, and the national order	Excluded: Comment article on a case study not empirical research.
35	Fazel, Doll and Stein (2009)	A school-based mental health intervention for refugee children: An exploratory study.	Included: Focus on school intervention for mental health support within school
36	No author – The Lancet (2008)	Health care for children in UK detention centres	Excluded: not focused on education or young refugees.
37	Ericksen (2007)	Review of Refugee children in the UK.	Excluded: Review of Rutter's book
38	German and Ehntholt (2007)	Working with refugee children and families.	Included: Met inclusion criteria but full text not available

			to researcher so not included in review. Educational Psychologist working with refugee CYP. Understanding their experience in school.
39	Bean, Derluyn, Eurelings-Bontekoe, Broekaert and Spinhoven (2007)	Comparing psychological distress, traumatic stress reactions, and experiences of unaccompanied refugee minors with experiences of adolescents accompanied by parents	Excluded: Not related to education.
40	Chase (2006)	Review of Unaccompanied Asylum Seeking Children: The Response of Social Work Services.	Excluded: Not related to education.
41	McEachron and Bhatti (2005)	Language support for immigrant children: A study of state schools in the UK and US.	Excluded: Focus not on young refugees but wider group "immigrant children".
42	Rose and Shevlin (2004)	Encouraging voices: Listening to young people who have been marginalised.	Excluded: not focused on young refugees.
43	Hek (2005)	The Role of Education in the Settlement of Young Refugees in the UK: The Experiences of Young Refugees.	Included: young refugees own perspective of education experience in UK.
44	Watts (2004)	Telling tales of torture: Repositioning young adults' views of asylum seekers	Excluded: Not focused on young refugees
45	Leavey, Hollins, King, Banes, Pappopoulos and Grayson (2004)	Psychological disorder amongst refugee and migrant schoolchildren in London.	Excluded: Does not focus on education experience

46	Day (2002)	'Putting yourself in other people's shoes': The use of Forum theatre to explore refugee and homeless issues in schools.	Excluded: Not related to refugee experiences more about changing children's attitudes towards refugee.
47	Closs, Stead, Arshad and Norris 2001	School peer relationships of 'minority' children in Scotland.	Excluded: Not focused on young refugees specifically.

Table 24

Further detail regarding excluded studies at full text screening stage

The table below shows a sample of studies across all databases that were excluded and the reasons why, these were studies across all database searches and grey literature.

Reason for exclusion	Example 1 with justification	Example 2 with justification
Focus is not on education	Warr, S. (2010). Counselling refugee young people: An exploration of therapeutic approaches [Article]. <i>Pastoral Care in Education</i> , 28(4), 269-282. https://doi.org/10.1080/02643944.2010.481307 Focus on counselling	Sinha, S., Uppal, S., & Pryce, A. (2008). 'I had to cry': exploring sexual health with young separated asylum seekers in East London. <i>Diversity and Equality in Health and Care</i> , 5(2). http://abc.cardiff.ac.uk/login?url=https://www.proquest.com/scholarly-journals/i-had-cry-exploring-sexual-health-with-young/docview/2668419299/se-2 Focus on sexual health
Focus is on early years or primary	Tobin, J. (2020). Addressing the Needs of Children of Immigrants and Refugee Families in Contemporary ECEC Settings: Findings and Implications	Hurley, J. J., Warren, R. A., Habalow, R. D., Weber, L. E., & Tousignant, S. R. (2014). Early Childhood Special Education in a Refugee Resettlement Community:

<p>education for refugee children</p>	<p>from the Children Crossing Borders Study. <i>European Early Childhood Education Research Journal</i>, 28(1), 10-20. https://doi.org/https://doi.org/10.1080/1350293X.2020.1707359</p> <p>This article focuses on children from refugee families who are in early years education within England, France, Germany, Italy and United States.</p>	<p>Challenges and Innovative Practices. <i>Early Child Development and Care</i>, 184(1), 50-62. https://doi.org/https://doi.org/10.1080/03004430.2013.769214</p> <p>This study focuses on pre-school aged refugee children.</p>
<p>Focus not on refugee young people</p>	<p>Thomas, E. (2012). Beyond the culture of exclusion: using Critical Race Theory to examine the perceptions of British' minority ethnic' and Eastern European' immigrant' young people in English schools. <i>Intercultural Education</i>, 23(6), 501-511. https://doi.org/https://doi.org/10.1080/14675986.2012.731205</p> <p>This study looked at the experience of minority ethnic students including migrants who had not experienced forced migration.</p>	<p>Leavy, G., Hollins, K., King, M., Barnes, J., Papadopoulos, C., & Grayson, K. (2004). Psychological disorder amongst refugee and migrant schoolchildren in London [Article]. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 39(3), 191-195. https://doi.org/10.1007/s00127-004-0724-x</p> <p>Focus on refugee and migrant students not just refugee young people.</p>
<p>Not empirical research</p>	<p>Andries, V., & Savadova, S. (2021). Understanding the Role of Digital Technology in the Transitions of Refugee Families with Young Children into A New Culture: A Case Study of Scotland. https://doi-org.abc.cardiff.ac.uk/10.1145/3459990.3465185</p>	<p>Ericksen, G. (2007). Review of Refugee children in the UK [Review-Book] [Authors: Rutter, Jill Title: Refugee children in the UK Year: 2006 Other Info: Maidenhead: Open University Press, pp. 236 19.99 (pb)]. <i>Child and Adolescent Mental Health</i>, 12(4), 199. https://doi.org/https://dx.doi.org/10.1111/j.1475-3588.2007.00472_5.x</p>

	A conference document not a research article and not in a peer reviewed journal	A review of a book called ' Refugee children in the UK' not a journal article
Full text not available	<p>German, M., & Ehntholt, K. (2007). Working with refugee children and families. <i>The Psychologist</i>, 20(3), 152-155.</p> <p>https://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=psyc6&AN=2007-06913-003</p> <p>https://libkey.io/libraries/777/openurl?genre=article&aualast=German&issn=0952-8229&title=The+Psychologist&atitle=Working+with+refugee+children+and+families.&volume=20&issue=3&spage=152&epage=155&date=2007&doi=&pmid=&sid=OVID:psycdb</p> <p>Tried to access through databases and google scholar but could not access full text.</p>	<p>Chiumento, A., Nelki, J., Dutton, C., & Hughes, G. (2011). School-based mental health service for refugee and asylum seeking children: multi-agency working, lessons for good practice. <i>Journal of Public Mental Health</i>, 10(3), 164-177.</p> <p>https://doi.org/10.1108/17465721111175047</p>

Appendix C - Critical Appraisal table for included studies

#	Citation	Was there a clear statement of the aims of the research?	Were participant groups adequately outlined and justified?	Has the relationship between researcher and participants been considered?	Have ethical issues been taken into consideration?	Was the research design used appropriate for the aims of the research?	Was the analysis sufficiently rigorous?	Is there a clear statement of findings?	Are the interpretation of results and conclusions drawn in keeping with the results presented?
1	Candappa (2002)	Yes	Somewhat - Justified as key refugee groups arriving at that time but recruitment not outlined	No	Not stated	Yes - terms of semi-structured interviews.	Does not use questionnaire data. Does not state how analysed and has not analysed all data collected – comparative group and questionnaire.	Yes – quotes from participants used to evidence findings e.g. right to education.	Yes they connect the results to policy.(UN convention - children’s rights)

2	Whitehead (2005)	yes	Yes	No	Yes – received ethical approval but no further discussion	Yes – recorded and analysed staff views of integrating pupils	Yes	Yes case study approach and charts for quantitative data as well as contextual info	Yes
3	Dunkerley, Scourfield, Maegusuku-Hewett and Smalley (2006)	Yes	Yes	Yes – building rapport and ethicality of questions	Yes – consideration of trauma and questions being asked.	Yes	Somewhat – analysis appears sufficient but process not adequately described.	Yes	Yes
4	Hughes and Beirens (2007)	Yes	Yes	No	Not mentioned	Yes although not explicitly justified.	Somewhat – analysis appears sufficient but analysis process not described.	No - Only partial results presented. Findings discussed in relation	Yes – only partial results presented

								to identified needs and gaps in provision so not holistic findings.	
5	Reakes (2007)	Yes – strategies and range of educational provision made by LEAs and schools for AS children.	Somewhat - Details not given on specific numbers who participated	No	No	Yes	Yes	Yes	Yes
6	Stevensen and Willott (2007)	Yes – aspirations and barriers to HE	Yes	yes	Yes	yes	Somewhat - analysis approach not specified but state	Yes – backed up by quotes	Yes

							triangulation and then theme		
7	Arnot Pinson and Candappa (2009)	Yes	Somewhat - Outlined but no details on justification	No	No	Yes	Somewhat – analysis described as “Used Compassion as a conceptual tool for analysis” – does not describe how this was used.	Yes – backed up with quotes	Yes
8	Walker (2011)	Yes	Yes	Yes	Yes	Yes	Somewhat - Not outlined analysis but findings suggest rigorous analysis with use of quotes.	Yes	Yes
9	Hastings (2012)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10	Doyle and O’Toole (2013)	Yes	Yes	No	No	Yes	Yes	yes	Yes

11	Gateley (2014)	Yes	Yes	Yes	Yes	Yes	Somewhat - Not outlined analysis approach but findings suggest rigorous analysis with use of quotes.	Yes	Yes
12	Fazel (2015)	Yes	Yes and signposted to another paper for further information	Yes – consideration as to who best to contact YP about research	No	Yes	Yes	Yes	Yes
13	Fazel, Garcia and Stein (2016) same data as Fazel 2015	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
14	Madziva and	Yes	Yes	no	Yes	Yes – adapted to	Yes	No – presented in themes	Yes – tentative and clear when

	Thondhlana (2017)					suit participants		with other research – discussion style rather than results section.	their assumption based on sample.
15	Mohamed and Thomas (2017)	Yes	Yes	Partially – consideration in analysis.	Yes	Yes although not clear rationale for use of MSLSS -	Yes	Yes	Yes
16	O’Toole and Todd (2018)	Yes	Yes	Yes – language and in analysis approach	Yes	Yes	Yes – two analysers.	Yes	Yes
17	O’Higgins (2019)	Yes	Yes	N/A	Yes - Ethical approval given but no examples of considerations.	Yes	Yes	Yes	Yes – acknowledges use of tentative conclusions as based on

									correlations no understanding of what makes a difference.
18	Gladwell & Chetwynd (2018)	Yes	Yes	Yes – potential biases considered and safeguarding policy referred to.	Yes – explicitly mentioned.	Yes	Yes – two coders/analysers and process adequately described.	Yes use of graphs and tables show differences in England, Scotland and Wales.	Yes
19	McBride et al. (2018)	Yes	Yes	Yes	Yes	Yes	Yes – two coders although process not adequately outlined.	Yes	Yes
20	McIntyre & Hall (2020)	Yes	Yes	Yes – already had a relationship	No	Yes	Somewhat - Not outlined but findings suggest rigorous analysis	Yes	

							with themes and use of quotes.		
21	Morgan (2018)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
22	Ott and O'Higgins (2019)	yes	Yes	Yes – used participatory approach to develop study – advisory group including UASC.	Yes	Yes – acknowledges that does not ask YP views on how provision interacts with their needs but methods were consulted on and developed by key stake holders.	Yes	Yes	Yes
23	Fuller and Hayes (2020)	Yes	Yes	Yes – in terms of language	No	Yes	Yes	Yes	Yes

24	Morrice, Tip, Brown and Collyer (2020)	Yes	Yes	Yes – use refugee researchers.	Yes – consideration of language, age, where feel comfortable, questions	Yes – ethical and inclusive approach to methodology of research – expert by experience researchers.	Thematic analysis on interviews, focus groups and questionnaire data – overarching between them all. No - no reporting of quantitative data statistics – numbered answers.	Only present data relevant to qualitative themes and no discussion of how they analysed the quantitative data.	
25	Farrugia (2020)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
26	Hutchinson and Reader (2021)	Yes	Yes – target group aiming to capture.	n/a	Yes	Yes	Yes	Yes	Yes

27	Gladwell (2021)	Yes	Yes	Yes – power imbalance	Yes – Research ethics framework	Yes – to address gap in literature.	Yes	Yes	Yes
28	Codina and Szenasi (2022)	Yes	Yes.	Yes – considered impact of teachers part of the group could bias results.	Yes	Yes – considered ethically to be better to be peer-peer with adults they were familiar with.	Yes - description of approach although no visuals.	Not clear – presented in social inclusion model rather than themes suggested.	Yes – backed up by quotes.
29	Elliott et al. (2021)	Yes	Yes	No	Yes – explicitly mentioned ethics approval.	Yes	Yes	Yes – thematic map and quotes.	Yes
30	McMullen et al. (2021)	Yes	Yes – two parts of the study with two participant groups.	Yes – consideration of safeguarding	Yes – explicitly mentions ethical approval.	Yes – adapted from intended study design due to COVID-19.	Yes – quantitative and qualitative data presented for survey and thematic analysis	Yes	Yes

							completed for focus groups.		
31	Gladwell and Ashlee (2021)	Yes	Yes	Not explicit	Yes – ethics framework followed	Yes	Somewhat - Not outlined but findings suggest rigorous analysis with use of themes and quotes.	Yes	Yes
32	Sobitan (2021)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
33	Prentice (2022)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
34	Ward (2022)	Yes	Yes	Yes - explicitly	Yes	Yes	Yes	Yes	Yes

35	Heaney (2022)	Yes	Yes	Yes	Yes – university ethics approval.	Yes	Yes - IPA	Yes	Yes
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Appendix D - Charting table of characteristics and findings from the studies included in the scoping review.

Screened studies – full text screening and mapping (approach and information as recommended in JBI scoping review chapter 11 manual)

Quantitative
Qualitative
Mixed methods

Research questions for scoping review:		Characteristics relating to the scoping review question: How has previous research been conducted into young refugees experiences of secondary, further and higher education in the UK?				Key findings relating to scoping review question: What does previous literature tell us about young refugees experiences of education in the UK?	
#	Citation (author and year of publication)	Origin (country of origin)	Population and sample size (voice)	Methodology and data collection method	Approach to analysis	Findings	Themes
1	Candappa (2000)	UK	35 refugee children, age 11-14, from main asylum seeking groups at the time (1994)	Mixed methods: Semi structured interviews and survey (survey questions developed with refugee children)	Only analyses interviewer data with refugee children does not describe analysis.	<ul style="list-style-type: none"> Support is not sufficient – delays in school placement, not enough curricular and pastoral support provided. 	<ul style="list-style-type: none"> Access English language Academic support Pastoral support Bullying Friendships

			Comparative group born in Britain, diverse ethnicities who attended same school.		Refugee children were allowed to 'edit' their stories.	<ul style="list-style-type: none"> • Feelings of isolation and loneliness – lack of friendships. • English language skill development crucial to supporting education but also self-confidence and social interactions. • Experienced bullying and school did not take adequate action. 	<ul style="list-style-type: none"> • Mental health
2	Whiteman (2005)	England	Teaching staff with experience of working with refugee children. 24 schools responded out of 53 questionnaire sent to. 2 interviews – 1 with a headteacher and 1 with a learning	Mixed-methods: Questionnaire and 2 in-depth interviews	Statistical analysis 2 case-studies from interviews Qualitative analysis of questionnaire data.	<ul style="list-style-type: none"> • Access learning support unit for first term – intensive English tuition and assessed before accessing mainstream learning. • Offers English tuition to families of refugee pupils • Buddied up with another student (same language) and mentors 	<ul style="list-style-type: none"> • Provision • EAL provision • Home-school communication and support • Peer relationships • Celebrating diversity • Welcome • Bullying

			support coordinator.			<ul style="list-style-type: none"> • Interpreters used sparingly with families • Celebrating refugee week although refugee CYP expressed wanting to be seen as a Geordie not a refugee • Anti-bullying workshop • Welcome packs for family • Assessment – previous schooling • Employs bilingual staff • Support from charities and other support organisations to meet emotional needs. 	<ul style="list-style-type: none"> • Support from organisations
3	Dunkerley et al. (2006)	Wales	47 Asylum seeking children, aged 9-18 years old, average age 18. Both unaccompanied	Qualitative : findings from interviews (individual, paired & group) and focus groups	Situational analysis/	<ul style="list-style-type: none"> • Dispersal on education – discontinuity and disruption affects education • Social isolation – delay to education/ESOL – no 	<ul style="list-style-type: none"> • Mobility/dispersal • Isolation • Access • Bullying/racism • English language • Value education

			<p>and with families. 7 parents of younger children. 18 children aged 5-13 took part in art work sessions. parents and views of 62 professionals who work with this group from social services, health, housing, education, police and voluntary sector.</p>	<p>and art work session to depict their lives. No identification of questions asked.</p>		<p>social connections. English skills.</p> <ul style="list-style-type: none"> • Friendships were important but also could experience difficulties forming friendships due to language barriers. • Limited school places – long waits • English language skills • Negative perceptions of asylum seekers • Racism at school – verbal and physical • Not catering for dietary requirements • School important and valued by young refugees – young refugees were highly motivated, determined to excel, spent leisure time studying 	<ul style="list-style-type: none"> • Determination • Wales
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4	Hughes and Beirens (2007)	England (London)	<p>Within two local authorities:</p> <ul style="list-style-type: none"> • 39 service providers staff, • 12 children’s fund stakeholders. • 28 school staff • 43 parents/carers • 76 young refugees or asylum seekers 	<p>Qualitative: Case studies of refugee CYP and families who have accessed six school based support services. Developed from semi-structured interviews, 29 observation sessions in 25 settings and access to monitoring data in schools.</p>	Not stated explicitly	<ul style="list-style-type: none"> • Transience/mobility/dispersal affected ability to support. • Skill shortages with staff – language and emotional support for CYP. • Bilingual classroom assistants a valuable resource to help English language development and integration. • School based therapeutic intervention-scarce but can be available. • Keeping students in school to build social network but also ‘education as healing’ • Providing practical support, information and guidance to parents 	<ul style="list-style-type: none"> • Dispersal • Staff skills and knowledge • English language • School based emotional support • Friendships • Home-school relationships • Assessment
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						<p>meant parents could better support CYP with education.</p> <ul style="list-style-type: none"> • Assessment prior to arrival in school to help school adapt for welcome • Lack of staff knowledge of problems faced by young refugees 	
5	Reakes (2007)	UK (Wales, England and Scotland)	<ul style="list-style-type: none"> • 5 Local Educational Authorities (LEA) - 3 in Wales, 1 in England and 1 in Scotland. • 7 schools within each LEA • School staff • LEA staff 	<p>Qualitative: Case-study. Semi-structured interviews with school staff and LEA staff with responsibility or a role in education of asylum seeking children.</p>	<p>“The interviews were recorded and transcribed and the data coded using the MAX QDA software package that facilitates the analysis of qualitative data.”</p>	<ul style="list-style-type: none"> • Planned welcome for new arrivals • Children placed in schools based on location/catchment in wales so placed in schools with little experience of EAL or ethnic minorities • England and Scotland placed in schools that can meet their needs 	<ul style="list-style-type: none"> • Welcome • School placement/provision • Access • Wales specific • Post 16 • Language • SEN

			<ul style="list-style-type: none"> • Details not given on specific numbers 			<ul style="list-style-type: none"> • Post 16 pupils in 2 welsh LEA's not eligible for free transport to attend education • Welsh colleges lacked language provision • Language support staff not always available. • Previous educational experience impacts on access • Culturally diverse school CYP settled with 'more ease' • Staff not able to balance needs of class and AS CYP • Dispersal • Educating out of year (back a year) • One LEA had high levels of SEN – other LEA's had low SEN levels. 	
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						<ul style="list-style-type: none"> • Difficulties in identifying SEN 	
6	Stevenson and Willott (2007)	UK	<p>Completed questionnaire:</p> <ul style="list-style-type: none"> • 37 organisations working with refugees and asylum seekers • 6 further or higher education providers <p>Interviews:</p> <ul style="list-style-type: none"> • 10 organisations working with refugees and asylum seekers • 18 young refugees/asyl 	Mixed methods: Questionnaire and semi-structured interviews and activity based discussion groups.	Not explicitly stated but triangulated into themed issues.	<ul style="list-style-type: none"> • Unmet emotional and mental health needs - Impact of poverty, social exclusion and inadequate accommodation as well as previous adverse experiences. • Resiliency and resource • Refuse to ask for support as do not see selves as victims • Making educational choices without access to guidance and advice • High aspirations for higher education. • Barriers to higher education in terms of funding – overseas student classification 	<ul style="list-style-type: none"> • Mental health • Not seeking help • Advice and guidance on education • Aspirations • Knowledge of UK education • Barriers to HE and FE • Impact of status • Access • unaccompanied

			<p>um seekers aged 16-20</p> <ul style="list-style-type: none"> • 8 parents 			<ul style="list-style-type: none"> • Lack of knowledge about UK education system – rights and entitlements, application process, HE environment not reflective of cultural or religious beliefs • Uncertainty of status • Interrupted education – prior to UK and in UK • English language support • Lack of encouragement to access FE/HE and no role models • Unaccompanied AS – additional barriers. 	
7	Arnot, Pinson and Candappa (2009)	UK (England and Scotland)	3 case study schools – 4/5 school staff in each school	Qualitative: Case study – data from a previous study “schooling, security and belonging”	“provocative analysis” not stated Compassion used as a conceptual tool	<ul style="list-style-type: none"> • Teachers going above and beyond their role – working in free periods. Care givers. • ‘helping them as a mother or father might’ 	<ul style="list-style-type: none"> • Teacher support • Discrimination • Society views • Impact of home office/status

				Semi-structured interviews Supplementary data from previous study – semi-structured interviews.	to analyse the data.	<ul style="list-style-type: none"> • Nurturing – bought a birthday card • Teachers challenging negative public discourse through activities unpicking media bias. • Awareness of threat of deportation for students 	
8	Walker (2011)	England	<ul style="list-style-type: none"> • 17 volunteers • 19 young people (6-18 years old) • Interpreter offered 	Mixture of methods used. “Mainly qualitative”: <ul style="list-style-type: none"> • Action research methodology • Semi structured interview 	Not stated	<ul style="list-style-type: none"> • Barriers to access education – long periods with out access to appropriate education between 2 weeks – 2 years. • Feeling too depressed to think about attending college, overwhelmed by new social landscape and lack of knowledge of the system. • College places could be more problematic – no 	<ul style="list-style-type: none"> • Access – barrier and dispersal • Mental health • Age discrimination • Post 16 barriers • Support from organisation • Alternative provision

						<p>spaces after start of academic year.</p> <ul style="list-style-type: none">• Dispersal impact on access to education.• Education settings not believing age – considering them to be older than they are. School interviewed 2 young people – they then took school/LA to court. Experience of discrimination.• Being placed in alternative educational provision – should be based on needs of child but in some examples based on fear of affecting results.• Mentors as a support to young refugees/asylum seekers in accessing	
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						<p>education – advocates, contacting schools/colleges, supporting application form completion and accompanying CYP to assessments and interviews. Helping to navigate UK education system. Showing correct bus routes.</p> <ul style="list-style-type: none"> • Mentors helped CYP feel more confident in language skills – participate more fully in school 	
9	Hastings (2012)	UK	6 adolescent male refugees	Qualitative: In-depth semi structured interviews	Interpretative Phenomenological Analysis (IPA)	<p>Secondary school experiences</p> <ul style="list-style-type: none"> • Needing and getting help – early stages of arriving in school. • Teachers a key source of support – help with 	<ul style="list-style-type: none"> • Secondary • Welcome/arrival • Teacher support • Peer support • Peer problems • Family support

						<p>learning, inclusion, protection from bullying, raising aspirations, listening and finding solutions to personal problems. Directions to places in and out of school.</p> <ul style="list-style-type: none"> • Peer support – English language, directions, school rules. • Peer problems – bullying, avoided, misbehaviour of others, rejection when asked for help. • Family support – siblings teaching them English/help with education. • Feeling safe and secure – fear and loneliness • Bullying 	<ul style="list-style-type: none"> • Mental health/emotional wellbeing • Belonging • Language • Implications for practice •
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						<ul style="list-style-type: none"> • Mental health difficulties – PTSD. • Adaption and belonging – difference of expectation of school and reality – had to adapt to new education system. • English language – key motivation to help adapt • Change in relationship with first language – some attached some avoid. • Belonging – learning the language and getting to know people – familiarity, listened to and respect from others. • Implications for practice – EP's : <ul style="list-style-type: none"> ○ Holistic mentor 	
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						<ul style="list-style-type: none"> ○ Helped to know environment, people, rules ○ Opportunities for positive contribution ○ Family framework to support learning ○ Highlight positive impact of 1st language use in school. ○ Focused intervention on bullying <p>Telling story – felt lighter. Construct narrative - focus on resilience and personal agency</p>	
10	Doyle and O'Toole (2013)	England	20 refugee and asylum seekers	Mixed methods:	Survey – SPSS and excel for quantitative	30% of providers not sure how many refugees and	<ul style="list-style-type: none"> • Access • Aspirations • Motivation

			<p>10 professionals in post 16 learning provisions</p> <p>70 survey responses from staff in publicly funded post 16 learning provisions and related networks e.g. association of colleges:</p> <ul style="list-style-type: none"> • 53 further education colleges • 7 sixth form colleges • 5 adult and community 	<p>Survey to post-16 learning providers</p> <p>Semi structured interviews with refugees and asylum seekers</p> <p>Semi-structured interviews with representatives of 10 learning providers.</p>	<p>data and themes for the qualitative data.</p> <p>Interviews – “analysed systematically through coding the barriers and enablers in accessing post-16 education [...] grouped into themes”</p>	<p>asylum seekers attend their setting.</p> <p>Majority of post 16 learners in further education colleges.</p> <p>One interview not attended further education and was hoping to study higher education but experiencing issues with course fees.</p> <p>Limited options for courses they wanted to study – arriving mid-year or due to previous qualifications not being recognised having to study literacy/numeracy to then qualify for another course.</p> <p>Long journeys to get to college or to be able to attend courses they wanted.</p>	<ul style="list-style-type: none"> • Advice and guidance • External organisations • Finance
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			<p>learning providers</p> <ul style="list-style-type: none"> • 3 work-based learning providers • 1 art college offering both further and higher education • 1 specialist service for ESOL placements 		<p>3 accessing a gateway to resettlement education programme – specifically designed by LA.</p> <p>Motivations to study – 3 wanted to go to university, 2 wanted to learn English, making friends, fitting into community, gain a qualification, to help their children.</p> <p>Determination to study – overcome illness and difficulties to go to college.</p> <p>Access to HE - Starting courses and having to leave as would be liable for overseas student fees.</p> <p>IAG – providers had low levels of experience in providing IAG to refugees and asylum seekers. Over 50% staff had helped with</p>	
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						<p>learning. Young refugees wanted more specific advice rather than generic. Wanted someone to explain different courses and qualifications available.</p> <p>Provide support during admissions – over half did not have specific processes in place to support refugees or asylum seekers.</p> <p>External organisations - under half of organisations had done so.</p> <p>Financial support – not able to fund courses or needing financial support to be able to access college. Not able to receive e.g. bus pass.</p> <p>Access to learning resources</p>	
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11	Gateley (2014)	UK	42 refugee young people (age 18-29)	Qualitative: Mixture of semi-structured/narrative interviews, open-ended questionnaire and focus group. Analysis of annual reports, organisational research and assessments used.	Not described	<ul style="list-style-type: none"> • Education highly valued and route into chosen career • Expressed high degree of self-motivation to achieve goals • Opportunity to be listened to provided space to make decisions on education or employment choices in future • Receiving advice on options for education or employment – pivotal.. Supported confidence but also practical support. 	<ul style="list-style-type: none"> • Aspirations • Information and advice
12	Fazel (2015)	UK (Glasgow, Cardiff and Oxford)	40 young refugee and asylum seeking (15-24 years old) 29 male, 11 female	Qualitative: Semi-structured interviews	Framework analysis and thematic analysis	<ul style="list-style-type: none"> • Welcomed support of teachers informing them of school based mental health service helpful 	<ul style="list-style-type: none"> • Peers • Friendships • Teacher support • Mental health needs

			who had accessed school based mental health service			<ul style="list-style-type: none"> • Majority preferred service being in school 71% • Role of teachers – in supporting contact with MH service • Teachers supportive to settling into school or specific issues. • Feeling teachers do not know them well enough to determine needs. • Moments of change to their wellbeing – school based – cementing friendships e.g. joining a band, positive feedback from peers after a presentation, football team. • Peers help with language, settling, 	<ul style="list-style-type: none"> • Attitudes to ASR • English language
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						<ul style="list-style-type: none"> • Help for future refugees: language classes, extracurricular activities, advice on how to live in the UK and help with asylum applications. • Help to make friends and have fun, experience something new. E.g. silly stuff, drama, sports. Help break ice and events to take place in school and out of school – weekends and holiday. • Bullying experienced • Educate students pre-arrival on refugees on potential experiences and global conflicts so they have a better understanding of new arrivals and potentially 	
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						<p>could form new friendships.</p> <ul style="list-style-type: none"> All stated key moment where wellbeing improved was where peers had embraced them in a friendship. 	
13	Fazel, Garcia and Stein (2016)	UK	40 young refugee and asylum seeking (15-24 years old) 29 male, 11 female who had accessed school based mental health service in Oxford, Cardiff and Glasgow.	Qualitative: Semi-structured, in depth interviews	Framework analysis and thematic analysis	<ul style="list-style-type: none"> Welcomed support of teachers informing them of school based mental health service helpful Majority (2/3rd) preferred school based mental health service. Role of teachers – in supporting contact with MH service and collaborating with service Teachers supportive to settling into school or specific issues. 	<ul style="list-style-type: none"> Teacher support Mental health support Asylum applications

						<ul style="list-style-type: none">• Feeling teachers do not know them well enough to determine needs.• Impact of therapeutic intervention – felt more relaxed, less worried, more confident, grateful for explanations of society rules and how to talk to others. Helped with academic work and peer relationships.• Impact of asylum applications – 29 had undetermined status. Concerns about other people's perceptions of their status, impact of process on them – stress. Negative impact of uncertainty on mental health.	
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						<ul style="list-style-type: none"> • Pre/post-displacement experiences impacting on MH. 	
14	Madziva and Thondhlana (2017)	England (Nottingham)	<p>57 participants: 8 Syrian families – 15 Children (7-21) 16 adults (30-55)</p> <p>Potentially 'engaged' with 26 participants who were; teachers, council authorities, representatives of faith based and migrant support organisations and members of</p>	<p>Qualitative: Initially proposed focus groups for men, women and young people but participants did not want to share in a group – happy to share in family group so interviewed each family in depth.</p> <p>Interviews and focus group (children in 2 schools)</p>	Coded thematically – 2 researchers – organisation of themes and connections between them.	<ul style="list-style-type: none"> • Propose a model for conceptualising quality education for refugees in uk • Targeted awareness by multi-agencies across county – helped public support and sympathy to promote positive images of syrian refugees. – teachers committed to supporting refugee children – promoting school policy equally opportunities. Importance of welcoming environment and addressing children's psycho-social needs. 	<ul style="list-style-type: none"> • Societal attitudes • SEN • Language • Teacher support – attitudes, skills and knowledge • Knowledge of education system • Family – expectations, aspirations, communication

			<p>Syrian society in Nottinghamshire.</p>	<p>'engaged' with teachers council authorities, representatives of faith based and migrant support organisations and members of Syrian society in Nottinghamshire.</p>		<ul style="list-style-type: none"> • Issues with enrolment especially with children with SEN. • Mainstream school with some out of class targeted intervention e.g. for language development. • Children felt accepted by teachers and peers • Teachers noted students positive attitude to learning and determination. • Challenge of language: critical to developing friendships and peer relationships – facilitate integration and learning processes. • Opportunities to use home language. 	
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						<ul style="list-style-type: none">• Teachers not had EAL training• Language a barrier to families having relationship with school• Family lack understanding of UK education system• Family supporting school – teacher of the deaf – mum helps.• Parents visiting school but also school visiting home.• Support of wider community – neighbours• Parents having high expectations of their children’s educational achievements despite life challenges.	
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15	Mohamed and Thomas (2017)	England (London – 3 boroughs)	21 young refugees 12 girls and 9 boys (9-19 years old) 3 Refugee parents 63 School staff	Mixed methods: Semi-structured interviews with young refugees and parents. Multidimensional students life satisfaction scale (MSLSS) to young refugees. Questionnaire for staff on risk and resilience factors from a learning and education perspective.	Thematic Analysis of interview transcripts. Descriptive statistics for questionnaires and MSLSS.	<ul style="list-style-type: none"> • Risk factor to MH - Bullying and racial harassment in school – led to school phobia. Poor parental mental health. Feeling socially excluded (parents and children) from school. School that lack cultural diversity. • Resilience factors – friendships at school, prevented loneliness and isolation. Belonging in school. Support from refugee agencies/organisations. Positive role of schools – stable setting in unstable lives. Safe and supportive. Fulfilling aspirations and helping achieve success for a 	<ul style="list-style-type: none"> • Mental health • Friendships • Bullying/racism • Social exclusion • Aspirations • Academic success • Safety/stability • Language • Teacher support
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						<p>better future. English language competence – way to access relationships and learning. Acculturation.</p> <ul style="list-style-type: none"> • School staff questionnaire – factors impacting on learning needs – language difficulties, support and encouragement at school and home, feelings of safety and security, previous educational experiences, access to English/in class support. 	
16	O'Toole and Todd (2018)	England	<p>7 young adults in their 20s and had refugee backgrounds. Adults chosen to be able to reflect</p>	<p>Qualitative: Semi structured Interviews – choice on location, researcher office</p>	IPA	<p>Findings from England only considered:</p> <ul style="list-style-type: none"> • Language challenges • Family barriers to school 	<ul style="list-style-type: none"> • Language • Racism • Teacher support • Mentor out of school

			with adult perspective.	or refugee organisation office.		<p>communication – language</p> <ul style="list-style-type: none"> • Racism – teacher doubted grade • Choosing to succeed – working hard, maintain positive attitude to challenge. Teacher advice -take opportunities – background may mean you face more challenges. • Academic support and personal encouragement from teachers and mentors out of school – teacher’s going above and beyond, extra help, second mum. 	
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17	O'Higgins (2019)	England	167 Unaccompanied refugee and asylum seeking children in care at 16 (7 had refugee status)	Quantitative: Data from National Pupil Database and Children Looked After Dataset.	Secondary data analysis – statistical analysis – ANOVA and post hoc test. Linear regression was used to analyse predictive outcomes.	<ul style="list-style-type: none"> GCSE grades: ASR in care scored significantly more points at GCSE than children in care or in need. They scored lower than children in general population. ASR in care had fewer authorised and unauthorised absences than children in care and were not significantly different to general population. 85% were in mainstream school ASR in care changed school in yr 10 and yr 11 four times the rate of other children in care, in need or general population. 	<ul style="list-style-type: none"> UASC Attendance Grades Change of school SEN Wellbeing
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						<ul style="list-style-type: none"> • 83.8% recorded as having an SEN need but did not impact on exam scores unlike the strong negative association with educational outcomes in other SEN groups. • Lower SDQ scores than children in care- less likely to have emotional difficulties. 	
18	Gladwell and Chetwynd (2018)	England, Wales and Scotland	Quantitative data from 30 local authorities (18 in England, 5 in Wales and 7 in Scotland) 86 refugee and asylum seeking	Mixed methods: Interviews and focus groups. Focus group discussions were carried out with 24 UASC and the parents of 62 children in	Qualitative data was analysed using iterative coding process which meant a set of thematic codes emerged from the data. The full data	<ul style="list-style-type: none"> • Speed of access to education an issue – no regions in the UK have met the 20 day target for accessing education for UASC. Biggest delay for those in secondary and further education. Syrian's placed faster than other refugee 	<ul style="list-style-type: none"> • Access • SEN • English language • Academic support • Pastoral support • Bullying • Peer relationships • Mental health

			<p>children aged 4-17 years.</p> <p>24 UASC and 77 Local Authorities who reported having 10 or more UASC. Parents of 62 children in England.</p>	<p>families across three regions. Quantitative data sources were analysed.</p>	<p>set was analysed with the set of codes for patterns, themes and links to other codes.</p>	<p>nationalities. Those with SEN can experience delays. Some authorities have developed interim education offers until places found. Wales had best record of placing children within 20 day timescale for entering secondary and further education.</p> <ul style="list-style-type: none"> • Barriers to access – long waiting lists for ESOL and places, complex admission procedures and in year arrivals. LA's have reduced specialist staff teams. • Barriers to access from institutions: lack of places for SEN, reluctance to have upper secondary entry (effect 	<ul style="list-style-type: none"> • Asylum process
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						<p>on exam results), length of process for academies to be directed to take children.</p> <ul style="list-style-type: none">• Contextual barriers relate to temporary accommodation, NTS and mental health difficulties and age assessments.• What helps improve access – use of funding e.g. Pupil premium, a focus on understanding an meeting needs of refugee/asylum seeking children. School wide ethos of welcoming – admissions, liaison with voluntary sector and support workers to overcome access barriers.	
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						<ul style="list-style-type: none">• Barriers to remaining in education – being placed in inappropriate setting e.g. college when should be school. Insufficient EAL or ESOL support. Challenges diagnosing SEN needs when combined with EAL needs. Bullying and social issues. Lack of staff awareness of issues affecting refugee and asylum seeking children. Mental health difficulties associated with past experiences and asylum claim anxieties – impacted on attendance and exclusions. Poverty – ability to afford education resources (school trips	
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						<p>etc) and unstable living accommodation.</p> <ul style="list-style-type: none">• Supporting remaining and thriving in education – good teacher relationships – having a committed, caring adult who provides support over an extended period of time. Adapted content and curriculum to suit their needs. High levels of pastoral care and mental health support. Partnerships with voluntary sector and education settings. Peer support – buddy schemes or whole school awareness approaches. Provision of training on meeting	
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						needs of refugee/asylum seeking children for staff.	
19	McBride, Lowden, Chapman and Watson (2018)	Scotland	64 participants – 25 refugee children, 21 parents and 18 stakeholders (school staff, LA staff and charity staff)	Qualitative: Stakeholders: One to one interviews and group discussions. Parents: group discussion with interpreter. Children: group discussion, visual tours of setting taking photos, art and craft activities – observation and informal discussion.	Standard qualitative research method of analysis – coded themes by two researchers.	<ul style="list-style-type: none"> • Value of education – highly valued by parents and children. • Adapted curriculums – • Achievement – teachers and stakeholders noted how well refugee children had been doing academically despite learning in a second language, gaps in education and traumatic experiences they had. Some experienced difficulty achievement wise -barriers due to language. • Aspirations – wanting to attend higher education and enter into 	<ul style="list-style-type: none"> • Achievement • Provision • Aspirations • Welcoming ethos • English language • Adaptions to education support • Teacher relationships • Pastoral support • Mental health – resilience and trauma (stakeholder perspective) • Peer relationships

						<p>professions like medicine.</p> <ul style="list-style-type: none"> • Inclusion and integration – school welcoming atmosphere crucial to integration and inclusion e.g. other students learning Arabic phrases. Pre-arrival tour. • Friendships important • Bullying did not appear to be common but there were participants who experienced rejection/racial bullying/isolation. <p>Educational needs:</p> <ul style="list-style-type: none"> • Language development – crucial to experience, pp's wanted more English learning on everyday conversations. Collaboration/pooling 	
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						<p>resources from different schools helped.</p> <ul style="list-style-type: none"> • Flexible curriculum – extracurricular activities included. Especially initially having more ‘fun’ or creative activities supported settling. • Tailored support to gain qualifications – good IAG required for children and families on education/qualifications and applying to HE. Reduce number of subjects initially. • Wellbeing – although MH concerns did not come up in discussions – wellbeing was important. Resilience was noted by stakeholders. Monitoring 	
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						<p>for potential signs of trauma. Two examples given by staff of children alluding to their traumatic experiences.</p> <ul style="list-style-type: none"> • School – home relationship important but language could present as a barrier. Engaging parents - use of interpreters. Provision mainly placed in mainstream locally. Lack of EAL teachers. Providing cultural spaces – prayer room. • Relationships with teachers important – warm and welcoming. • Relationships with peers important for settling and integration. Extra-curricular activities were 	
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						important. Buddy systems.	
20	McIntyre & Hall (2020)	England	4 headteachers from city secondary schools.	Qualitative: small scale. Interviews	Transcribed, coded and thematised – no further description.	<ul style="list-style-type: none"> • Paper focuses on inclusion in secondary school. • Student mobility – move between schools as status changes. • Access to school – labelled as 'hard to place' delay entry. • Mid year admission – limit choice of subjects • Lack of suitably skilled staff • Lack of money, teachers and time to suitably support ASR students • Community views – hostility from community, school being mediation to change views. 	<ul style="list-style-type: none"> • Inclusion • Transition • Access • Teacher skills • School factors – funding, teacher time • Community attitudes

21	Morgan (2018)	England	6 UASC 6 professionals	Qualitative: semi structured interview with professionals and use of talking stones with CYP. Collaborative Action Research approach – 3 supervision sessions with professionals.	Thematic Analysis	<ul style="list-style-type: none"> • Key factors affecting wellbeing – uncertainty of their future due to their status and fluency of their English. • English as a barrier to accessing curriculum, inclusion • Importance of social connections and relationships • teachers feel a lack of experience • Impact of time and money pressure means – additional support might not be available • Concern of transition to FE • UASC – lack of power and autonomy 	<ul style="list-style-type: none"> • UASC • Uncertainty – impact of status and future • English language • Teacher support
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						<ul style="list-style-type: none"> – education try to provide some of this. • Building trusting relationships over time. 	
22	Ott and O'Higgins (2019)	England	12 professionals from 8 Local Authorities – teachers, social workers, virtual school heads, third sector providers.	<p>Mixed methods: Semi-structured interviews</p> <p>Collating documents on educational policies and practices.</p> <p>Request from Department for education for administrative data and summary data on UASC educational provision.</p>	<p>Nvivo used to code interviews and documents – inductive coding.</p> <p>Two coders with experience working with refugee young people.</p>	<ul style="list-style-type: none"> • UASC • Educational provision – 3 key types: Mainstream educational provision, English language provision, bespoke provision. <ul style="list-style-type: none"> ○ Mainstream – benefit to supporting integration, cultural norms and feeling welcome. Many benefit from additional teaching/instruction from TA's or 	<ul style="list-style-type: none"> • UASC • Provision/access • English language • Welcoming ethos • Assessment of needs • Age • School factors – exclusion, funding,

						<p>small tutor groups on arrival.</p> <ul style="list-style-type: none">○ English language provision – ESOL by 3rd sector or FE colleges for 16 over. EAL in secondary school. All services provided English language skill development – critical to accessing curriculum and integration to society.○ Bespoke provision – non-statutory education developed by charities, schools	
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						<p>and colleges. Interim bespoke provision, assessing abilities, filling in gaps or skills like life skills and getting to know the community.</p> <ul style="list-style-type: none"> • Assessment of educational needs – initial assessments to understand educational level. • Additional support to access and remain in education – access difficulties to mainstream full time education – language, middle of academic year arrival, prejudice, psychosocial needs, living 	
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						<p>arrangements. Unofficial exclusion.</p> <ul style="list-style-type: none"> • Post 16 – funding structures mean arrivals within academic year not planned for. • Remaining in education – language barriers and emotional wellbeing. Social exclusion. 	
23	Fuller and Hayes (2020)	UK	6 Unaccompanied Asylum Seeking Minors	Qualitative: Semi-structured interviews	IPA	<ul style="list-style-type: none"> • Education facilitating socialising – school reduced feelings of isolation, boredom. Isolation initially in school due to lack of language. Importance of introductory activities and processes in school e.g. games, tours, introductions to key members of school community. Did not 	<ul style="list-style-type: none"> • UASC • Peer relationships • English language • Learning • Aspirations • Transitions • technology

						<p>make friends and subject to racist bullying.</p> <p>Culturally not-diverse school.</p> <ul style="list-style-type: none"> • Education and English proficiency leading to a better life in the UK – aspirations of attending university. Value of education. Career goals. • Impact of transitions - transitions between settings and courses. Different settings having different support levels e.g. secondary with support center. ESOL – best teacher. Sadness at changes between settings. Not supported in new settings – impacted on their learning. Dropped out of 	
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						<p>college due to not having support. Differences between school and college – less support.</p> <ul style="list-style-type: none"> • Impact of external stressors – Asylum process and status uncertainty. Housing – loss of housing/change of placement. Anxiety of asylum process. • Desire for additional resources to learn at one’s own pace – want of extra opportunities to learn. Differences between UK and home country’s education system. Use of technology – websites. Having access to library removed. 	
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24	Morrice, Tip, Brown and Collyer (2020)	UK	86 young refugees (13-24 years)	<p>Mixed methods: quantitative and qualitative data collected at 3 timepoints.</p> <p>Quantitative data: Questionnaire with 86 young refugees</p> <p>Qualitative data: focus groups (9 YP) and semi-structured interviews (24 YP) at 3 time points (3 at 2 time points) with sub-sample of participants from questionnaire.</p>	Thematic analysis for qualitative data then the same for the quantitative data.	<ul style="list-style-type: none"> • High educational aspirations – 3 YP had certainty and predictable future. Majority arriving as mid-teens their aspirations for education not recognised or met in UK. Quantitative data showed that expectations of good quality education in UK was mismatch with the reality of their access to education. • Narrowing pipeline of educational opportunities – pre migration education <ul style="list-style-type: none"> ○ 6 no migration education ○ 17 Primary education 	<ul style="list-style-type: none"> • Aspirations • Age of arrival impacts educational opportunities • Access to education • Over 18 education • Family impact • Working to study
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						<ul style="list-style-type: none"> ○ 44 Secondary education ○ 9 Further education ○ 4 Higher education ● Connection between age of arrival and education level received in UK. Younger arrived the further they were likely to get in UK education e.g. if completed secondary education. Older arrival – 19-24 years – 68.9% only received ESOL or no education vs 13-18 year olds 24.3%. Only 13.4% of whole sample reported accessing university level education vs 48% of YP age 17-30. 	
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						<ul style="list-style-type: none">• Gaining qualifications and a proper education – having to take exams as soon as arrive. Age 15/16 years old had to wait 5 months to start. Or missing secondary and being placed in college.• Negotiating unfamiliar pathways – unfamiliar education system. Not provided with information and advice on educational pathways and opportunities – what is available to them.• Post compulsory education – over 18 offered language classes and told no educational opportunities available. Limited study options	
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						<p>depending on benefits/status.</p> <ul style="list-style-type: none">• Families – those most likely to attain educational goals had arrived with other family members. Also families could be a barrier to education – due to caring responsibilities. Being a parent also meant accessing education is difficult.• Youth strategies – attempts to overcome barriers to education – seeking support from family members, working part-time alongside full time study and not letting job centre know they were studying.	
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						<ul style="list-style-type: none"> • Future lives – regret and disappointment on not having opportunity to invest in education 	
25	Farrugia (2020)	England	5 Unaccompanied children and young people at secondary school	Qualitative: Visual participatory methods and discussion	Thematic analysis	<p>Only looked at positive experiences.</p> <p>Education settings provide a secure base where basic needs can be met, relationships can be developed which support belonging and wellbeing. Aspirations for themselves and their future were high and saw education and speaking English as essential to meet their goals.</p> <ul style="list-style-type: none"> • Teacher support – making learning accessible, promoting respect and acceptance, supporting emotions. 	<ul style="list-style-type: none"> • UASC • Wellbeing • Teacher support • Basic needs • Belonging • Social

						<ul style="list-style-type: none"> • Access to facilities and resources to learn • Access to food • Meeting social and emotional needs – opportunities to meet people and make friends, spend time with friends, engage in fun activities, relaxation, gain a sense of identity and belonging, provide routine. 	
26	Hutchinson and Reader (2021)	England	Data associated to children most likely to be refugees or asylum-support recipient children. Focus on UASC who are looked	Quantitative: Data from National Pupil Database, published asylum and migration statistics and freedom of information	Quantitative – experimental methodology that triangulates between data sources. Probability	<ul style="list-style-type: none"> • Attainment – estimate UASC average 34 months behind non-migrant children in English and maths. 37.4 months behind on all GCSE subjects – attainment gap similar in size to gap experienced 	<ul style="list-style-type: none"> • UASC/Refugee • Academic Achievement • Attendance • Exclusions

			<p>after by Local Authority and Children likely to be a resettled refugee or asylum seeking child whose family is in receipt of asylum support.</p>	<p>requests to Home Office. Data from school and Local Authority sources.</p>	<p>based methodology</p>	<p>by SEND YP who have an EHCP.</p> <ul style="list-style-type: none"> • Resettled ASR 15.5 months behind non-migrant children English and Maths GCS. 17.3 months behind in all subjects – similar vulnerability to CYP with child protection plans or CYP experience persistent disadvantage (FSM) • Absence – UASC – 6.8 % vs 6.6 % for non-migrant children. Resettled or AS CYP estimated to be 5% - lower than non-migrant CYP. • Exclusions – UASC experience higher rates of FTE than non-migrant 	
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						populations (7.1% vs 5.2%). UASC	
27	Elliott et al. (2021)	Northern Ireland	5 refugee service key workers	Qualitative: one-to-one semi structured interviews.	Thematic Analysis	<ul style="list-style-type: none"> • Key workers perceptions of support refugee children with SEN. • No typical day – providing local knowledge, empowering families with communication, language and life skills in order to be independent. Connecting with other agencies – e.g. social workers. Linking with schools – sharing information on children and families previous experiences/current situation. • Different prior experiences of education 	<ul style="list-style-type: none"> • SEN • English language • Academic support • Trauma • Staff relationships • Home-school relationship • Mental health • Provision

						<p>impacted on their current presentation in education. Language presented as a barrier. Range of SEN needs – medical, physical, social emotional and learning. Trauma and emotional difficulties acknowledged as a key need that key workers supported.</p> <ul style="list-style-type: none"> • Important that Syrian culture was understood by staff but also that families were informed on NI education system e.g. if have SEN can attend school in NI. • Key workers are critical to bridging families and services access in education and out of education. Especially 	
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						<p>key to transition to new school system and can be seen as a protective factor for refugee children.</p> <ul style="list-style-type: none">• Can be a reluctance to pay for interpreters from schools own budge and give information to services to 'tell families'• Important that key workers are not the middle person between services and family but that these other services seek to build and maintain their own links with family.• Good practice included – good home school communication e.g. book, having a bi-lingual teaching assistant,	
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						<p>providing adaptations/space for cultural and religious needs.</p> <ul style="list-style-type: none"> • Role of EPs in supporting staff with supporting Syrian children. 	
28	McMullen et al. (2021)	Northern Ireland	<p>67 responses for parent</p> <p>25 responses for pupil survey</p> <p>16 teachers took part in 4 focus groups (focus groups included individual's who also held roles as Principal, vice principal, SENCO's)</p>	<p>Mixed methods: Pupil and parent surveys then teacher focus groups</p>	<p>Survey data that was quantitative is presented in charts and then open text responses were subject to a qualitative analysis with an 'open thematic coding' undertaken to</p>	<p>Parent's Survey:</p> <ul style="list-style-type: none"> • Explored children's school experiences – 47% happy at school. Lower ratings on areas of self-confidence and comfort but higher ratings on feeling welcome. Language identified as a barrier to higher ratings, learning and relationships. 33% children were said to have experienced traumatic events prior to 	<ul style="list-style-type: none"> • English language • Academic support and barriers • Peer relationships • Teacher relationships • Trauma and mental health • Home school communication • Welcoming ethos

					<p>produce key themes.</p> <p>Focus groups data was analysed using Thematic Analysis</p>	<p>arrival in NI and 15% had experienced traumatic events since coming to NI. The majority considered to have not experienced either. Majority felt that children were coping well with barriers they faced to learning and that the school was supporting their child well with these barriers. When rating school-based interventions, individual or group therapy to reduce distress related to trauma was rated most highly.</p> <p>Pupil survey: 25 respondents</p>	
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						<ul style="list-style-type: none">• Majority felt, happy, safe, welcome and relaxed at school. For lower ratings reasons were given related to language difficulties therefore friendship and learning difficulties. Discrimination was also mentioned. Positive comments related to welcoming nature and support and care. Things that children identified as enjoying most at school was learning, making friends and receiving support from adults/teachers. Key difficulties experienced were language/communication ; making friends;	
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						<p>understanding school work and stress. Question on getting on with other pupils indicated that the majority only got on a little with other pupils but got on well with their teachers. Teachers support most when there are difficulties at school. Young people (secondary age) majority felt that they did not face difficulties at school because of their experiences coming from Syria and majority felt that there were things they were good at (strengths) because of their experience of coming from Syria.</p>	
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						<p>Focus groups:</p> <ul style="list-style-type: none">Teachers felt that young refugees had experienced a range of traumatic events prior to attending their school but did not have detail of these. Teachers noted a range of symptoms that could be connected by trauma experienced by young refugees. Also shared each child unique in their resilience. <p>Reported difficulties settling into school and support from a key member of staff or 'safe place' was important to support them. Children formed attachments to teachers.</p> <p>Communication between</p>	
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						<p>home and school was a problem for teachers – e.g. needing interpreters to communicate. Also discussions of SEN or mental health needs. Employment of bilingual staff to support. Use of buddy system with another Arabic speaking student.</p> <ul style="list-style-type: none">• Support services – Intercultural Education Service was helpful for resources and advice. Teachers described feeling lost in how to support. Received training from outside agencies. Cultural sensitivity important.• Training in particular approaches had been	
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						received, some had not been able to access training. Trauma training was relevant for all schools and had been accessed.	
29	Gladwell (2021)	England	<p>Afghan youth. Data sought from Local Authorities (LAs) on Afghan UASC and care leavers up to age of 24 from 108 LA's.</p> <p>31 Afghan care leavers – focus groups (25) and in-depth interviews (6)</p> <p>14 Key informant interviews with</p>	<p>Mixed methods: Data requests from LAs</p> <p>Focus groups</p> <p>Interviews with YP and professionals</p>	<p>Iterative coding process which allowed data fragments to be examined.</p> <p>Thematic codes emerged.</p> <p>Codes were then added to routine intervals. Full data set analysed for patterns, themes and</p>	<ul style="list-style-type: none"> • Significant numbers of Afghan care-leavers face significant struggles with educational progression. 80% in two areas left with no qualifications. • Barriers to progression to higher education – age, emotional wellbeing, inability to focus due to anxiety around immigration status. • Barriers to further/higher education immigration status, mental health and finance. 	<ul style="list-style-type: none"> • UASC • Access • Asylum status • barriers to progression

			experts e.g. Afghan community organisations, senior social workers in Las, Senior frontline NGO staff.		links to other codes.	<ul style="list-style-type: none"> Home fees eligibility significant barrier – number of scholarship programmes now. 	
30	Codina and Szenasi (2022)	England	5 young unaccompanied sanctuary seeking children 3 community partners 3 Local Authority staff 2 teachers/staff that run the provision	Qualitative: 4 Focus groups <ul style="list-style-type: none"> 2 with YP 2 with professionals 	Inductive Thematic analysis	<ul style="list-style-type: none"> Bespoke educational offer for 15/16 yr olds from the national transfer programme – views on. Intended to be a bridge from arrival to mainstream. ESOL offer – support to : access other services, settling into the locality, engagement with community partners through sport and culture, access to FE, continued support 	<ul style="list-style-type: none"> UASC English language Teacher support Dispersal/movement /uncertainty learning inclusion Social opportunities

						<p>attending FE. “one stop shop”</p> <ul style="list-style-type: none"> • Relationships with teacher • Constant movement from one city to another under the NTP. • Co-produced work/curriculum – to meet their needs. • Unhappy not to attend mainstream school – feeling missing opportunity. • Informal drop in – socially-inclusive curriculum, football sessions 	
31	Ashlee and Gladwell (2020)	UK	500 refugee and asylum seeking young people and practitioners	Mixed methods: Interviews and focus groups 22 YP – focus groups and	Iterative coding process – no details	<p>Factors affecting progression to FE and HE:</p> <ul style="list-style-type: none"> • Lack of support and encouragement 	<ul style="list-style-type: none"> • Access and progression to FE HE • Mental health and wellbeing

				<p>phone interviews.</p> <p>Refugee Support Network education programme data for 135 YP who received face to face support.</p>		<ul style="list-style-type: none"> • Poor mental health and emotional wellbeing • Poverty and disadvantage <p>Support –</p> <ul style="list-style-type: none"> • Persistent support through challenging times • Personal resilience • Welcoming and encouraging educational environments <p>Transitions to further education:</p> <p>Hinders – intersection of immigration status and age.</p> <ul style="list-style-type: none"> - Insufficient information, advice and guidance. - Limited education opportunities at FE level 	<ul style="list-style-type: none"> • Welcoming ethos • Transitions • Information advice and guidance • Asylum status
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						<ul style="list-style-type: none"> - Immigration procedures - Institutional reluctance <p>What supports</p> <ul style="list-style-type: none"> - Targeted support with college application and enrolment processes - Inclusive 6th forms and colleges - Longer term education planning and advice <p>Transitions to higher education</p> <p>Hinders:</p> <ul style="list-style-type: none"> - Insufficient information advice and guidance - Implications of immigration status 	
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						<ul style="list-style-type: none"> - Challenging entry requirements - application process - institutional reluctance <p>Supports</p> <ul style="list-style-type: none"> • Long term education planning guidance and support • Participation in pre-university opportunities • Scholarships • Clear information and flexibility from universities 	
32	Sobitan (2021)	England	7 young people with refugee backgrounds	Qualitative: Online semi-structured interviews	IPA	<ul style="list-style-type: none"> • Difficulties experienced at school affected mental health and wellbeing – not able to sleep. 	<ul style="list-style-type: none"> • Peer relations • Discrimination • Aspirations • Teacher support • Impact of asylum status

						<ul style="list-style-type: none">• Aspire to attend university• Impact of exams being cancelled means that grades not reflective of their progress.• Confusion of school rules about behaviour and bullying.• Experiences of bullying and racism• Enjoying extra curricular activities and school trips – not previously been able to experience• Mentor to new arrivals• Teacher support helped to feel safe and become	
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						<p>confident. Teachers recognising academic progress.</p> <ul style="list-style-type: none"> • Negative teacher experiences – being told off or disliked. • Safety felt when cultural and religious identity respected. <p>Fear of deportation</p>	
33	Prentice (2022)	England	17 Class teachers, specialist teachers and teaching assistants in 2 schools.	Qualitative: Case study approach - observations and interviews	Thematically analysed. NVivo inductive and deductive coding,	<p>Positive practice in 2 schools who are experienced supporting refugee pupils</p> <ul style="list-style-type: none"> - Peer scaffolding to support with work - EAL drop in hub' base' - Placed in bottom sets due to language support. - Older children had full separation and 	<ul style="list-style-type: none"> • English language • Academic achievement • SEMH • School factors - welcoming

						<p>placed in EAL 6th form provision – meet other peers after</p> <ul style="list-style-type: none"> - Other school – mainstream classes with EAL small group sessions - Communication fan – basic symbols e.g. toilet, happy, sad, hungry - Welcoming environment – photos of diverse pupils, translated vocabulary words, assemblies on refugees to develop understanding - Teachers promoting first language 	
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						<ul style="list-style-type: none">- EAL strategies – visuals and dramatization to support understanding.- Social emotional wellbeing – foster positive peer relationships, celebrate countries and cultures of newly arrived pupils. Make learning relevant to their experiences. Checking in.- Knowledge shaping practice – EAL – very little mention of trauma or SEMH- Difficulty of helping refugees with narrow time bound definition of success – GCSEs	
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						– exam pressures affected them through provision or settling’	
34	Ward (2022)	England	6 practitioners (education, charity and Local Authority employees)	Qualitative: Semi Structured interview	Thematic content analysis	<p>Perspectives of practitioners on UASC’s experiencing belonging in English educational spaces:</p> <ul style="list-style-type: none"> • Language as a barrier to mental health support – counselling available at college. • Trusting relationships between teachers and UASC – develop emotional attachments – help to learn about social norms and education setting. 	<ul style="list-style-type: none"> • UASC • Language • Teacher relationships • Culture • Belonging

						<ul style="list-style-type: none"> • Where cultural exchange takes place – religion and culture respected for both UASC and host space/setting. 	
35	Heaney (2022)	Northern Ireland	7 young refugees aged 11-17 years took part in the study.	Qualitative: Semi-structured interviews with drawing task – visual	Interpretative phenomenological Analysis	<ul style="list-style-type: none"> • Educational support and barriers – critical role of a support teacher, feeling welcome within school – ethos, challenges of language as a barrier. Some were able to access additional English classes. • Family connectedness – role and influence of parents on education, identity changes – supporting family members (caring for or 	<ul style="list-style-type: none"> • Teacher relationship • Peer relationships • Welcoming environment • English language • Family relationships • Social and community attitudes.

						<p>being a translator for parents).</p> <ul style="list-style-type: none"> • Social relationships – feelings of inclusion and exclusion within social relationships. Importance of Arabic speaking peers. • Places of belonging – Felt safe in NI. Peer relationships and socialising were important for a sense of belonging. Some did experience difficult and negative interactions with community e.g. hostile attitudes and racism. 	
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Appendix E- Interview questions and script

Cover at the beginning:

- Right to withdraw
- Confidentiality
- Safeguarding
- Ask for breaks/stop or change conversation

Introduction chat – today the idea is for us to chat together about your individual experience of education in the UK. I want for you to share what you feel happy to and what you want to and what feels important. I am hoping for us to use some activities to help us structure our conversation – is it helpful for me to talk through this first? I would like for us to draw a timeline so we have a visual of your experience and it can give us an idea of important events for you related to your education in the UK. There are some pens and pictures on here for you to use to add anything you wish. *[Online] I'm going to share my screen so we can both add to it.*

Timeline to be formed throughout the interview as a prompt and point of discussion.

Key Questions to co-construct narrative:

1. What key moments come to mind? Add to the timeline events or times that feel important.
2. Where do you want to start?
3. What feels important to share about your experience at this time?
4. Can we talk about what you've brought with you, do you want to tell me a bit about this? How does this object/picture fit with your experience of education?
5. Thinking back now is there anything you notice has had an impact on your overall experience?
6. I recognise this experience was important for you - what do you feel is important for others to understand about this?
7. What does education mean to you?
8. What do you hope for your future?
9. What experiences do you hope for young refugees to have in the future in education in the UK? What do you hope the stories of young refugees experiences of education in the UK include?
10. How has our chat felt today? How are you feeling?
11. I'm really aware that young refugees voices are underrepresented in research and when we look to hear future voices what should people like me be asking/doing?

12. To ensure your story is anonymous and confidential I will need to give a pseudonym (a name that is not your real name) within the writeup – is there a name you would like to choose to be this?

Beginning:

Key question: Where do you want to start?

Prompts:

- When/where did your education in the UK begin? What kind of setting was this?
- We can start talking about your object/picture/photos if you would like or we you we can start looking at the timeline?

Stages

Key question: What feels important to share about your experience at this time?

Prompts:

- What stands out in your mind about how you felt at this time?
- What do you remember from this time?
- What comes to mind when you think about... e.g. secondary school, college, further education.
- What helped/supported you during this time
- What did not help you during this time?

General further detail prompts

- That's really interesting, can you think of an example?
- Can you describe...
- How did you feel?
- What did you think when this happened?
- What did you do or say?
- That's quite a X change, can you tell me more about that?
- If I was there at the time – what would I have seen?
- Thinking back to this experience now, what would you want other people to know/understand?
- How did this impact you?

Objects/pictures/photo prompts

Key question: Can we talk about what you've brought with you, do you want to tell me a bit about this? How does this object/picture fit with your experience of education?

Prompts:

- I am wondering if this is a good time to talk about X (photo/picture or object) and for you to share the connection to your experience?
- How did it feel to think about what you were going to bring in today?
- What does it mean to you? What does this show?

Hindsight

Key question: Thinking back now is there anything you notice has had an impact on your overall experience?

Prompts:

- Thinking back now is there anything you notice that helped your experience? Do you feel this changed over time?
- Thinking back now is there anything (at x time) that did not support your experience? Do you feel this changed over time?
- Thinking back now what impact did this have on you?

Views/emotions

Key question: I recognise this experience was important for you - what do you feel is important for others to understand about this?

Prompts:

- I am hearing that this was a x time/experience for you – how does it feel talking about this?
- That sounds really hard for you – do you want to say anymore about this? What was it like for you? What helped you after this time? What were things like after this?
- This sounds really significant for you, I wonder what the impact was this for you then and now?

Definitions

Key question: What does education mean to you?

Key question: Do you identify with the term young refugee?

Aspirations

Key question: What are your aspirations for your future education?

Key question: What experiences do you hope for young refugees to have in the future in education in the UK?

- What do you want young refugees stories of education in the UK to include?

Ending:

Research experience

Key question: How has our chat felt today? How are you feeling?

Follow up questions:

- Is there anything we've not spoken about that you want to share/talk about?
- If I was to do this again with another young person like you – what do you think I could change?

Future research

- I'm really aware that young refugees voices are underrepresented in research and when we look to hear future voices what should people like me/researchers be asking/doing?
- If you were in my position as a researcher what questions would you be asking?

Pseudonym

- To ensure your story is anonymous and confidential I will need to give a pseudonym (a name that is not your real name) within the writeup – is there a name you would like to choose to be this?

GO THROUGH DEBRIEF FORM

Appendix F – Gatekeeper letter

Exploring young refugees experiences of education in the UK

Date

Hi NAME,

I am a Trainee Educational Psychologist from Cardiff University and I am currently completing research as part of my studies. I am hoping to gain young refugees, aged 16 -25, stories of their education experiences in the UK. I hope that the research will give a platform for these young people's experiences to be understood and heard. It is also hoped that understanding gained from their stories can inform current and future support for young refugees provided by education settings and professionals who work alongside e.g. Educational Psychologists. I am writing to enquire as to whether you would be willing to help me recruit young people who identify with the criteria below (see table) to complete a semi-structured interview with me.

I was hoping you could promote/circulate to young people who meet the criteria and see if they are interested in taking part. I have attached a briefing form and consent form in the email which you can use to let young people know what the study is about and what participation would involve.

Those who can participate:

- Young people who identify as a young refugee or previously identified as a young refugee.
- Aged 16-25 years old
- Attended education in the UK for at least one academic year e.g. are or have been in education in the UK for longer than 9 months.

Many thanks in advance for your consideration of this project. Please do not hesitate to contact me using the details below if you required any further information.

Regards,

Cat McFadden

Researcher: Cat McFadden, Postgraduate, Doctorate in Educational Psychology, School of Psychology, Cardiff University. Email: mcfaddenca@cardiff.ac.uk

You can alternatively contact my research supervisor: Dr Ian Smillie, Programme Director and Professional Tutor, Doctorate in Educational Psychology, School of Psychology, Cardiff University. Email: smillie@cardiff.ac.uk

If you would like to make a complaint about the study or find out more about ethical approval of the study please contact: Secretary of the Ethics Committee, School of Psychology, Cardiff University, Tower Building, Park Place Cardiff, CF10 3AT Tel: 029 2087 0360. Email: psychethics@cardiff.ac.uk

Appendix G - Briefing Form

Exploring young refugees experiences of education in the UK

Would you like to take part in a research project exploring young refugees experiences of education in the UK? Before you decide whether you want to take part, it is important for you to know why the research is being done and what that means for you. It is important to note this project has **no connection** to the Home Office and will not pass on any information to anyone outside of Cardiff University. Thank you for reading this.



1. What is the project's aim?

- The project is to help researchers and education staff who work alongside young refugees to understand what the educational experiences of young refugees in the UK are.
- It hopes to give you a chance for your story to be heard. Hearing your story and other young refugee's stories could help develop understanding of what support helps and what future support could be.
- The information gathered will hopefully be used to help education professionals understand young refugees experiences and what can support.



2. What does taking part?

What? You will be asked to take part in an interview, with Cat, to share your story of education in the UK. This will be a relaxed one to one chat with me, Cat (see my picture at the top and bottom of this document), that should take around 45-60 minutes. You will be asked to share your experience of education in the UK. You will also be able to use photographs, pictures or other ways to help you tell your story if you would like. We will create a visual timeline of your education experiences to guide our conversation.



Why me? You are 16-25 years old. Identify as a young refugee or previously identified as a young refugee. Have experienced education in the UK for at least one academic year (9 months). The researcher wants to explore and understand your experience of education in the UK as there is little previous research from young refugees perspectives.

Where? You can complete the interview online, in your education setting or somewhere else you can easily get to where we can have a private conversation. The interview will be recorded.



OR



How long? It is expected that this will take about 45-60 minutes. You do not need to stay for the whole time if you feel that you have shared as much information as you feel comfortable doing. Also, there is no time limit by which the session should end; we can continue over this 60-minute period if you would like to.



How will it work online?

This will be done using Microsoft Teams. You can decide whether you want to have your camera on or off, you can choose not to answer any questions and you can change your mind at any time throughout the interview. I will use Microsoft Paint to support the creation of the timeline.



3. Why should I take part?

- There is very little research on the educational experiences of young refugees in the UK from their own perspective.
- The researcher feels that it is important for young refugees voices to be heard.



- Hopefully the research will inform education professionals and people to understand young refugees experiences of education and what support helps.

4. Are there any potential disadvantages?

I hope that the interview is not a distressing experience for you, but reflecting on experiences at school might bring up memories or events for you that could be upsetting, you only need to share what you feel comfortable sharing. Ways I will support you:

- You can ask to stop or change any discussion or activity at any time.
- You can ask for a break whenever you need.
- You can have someone to join you for the interview if this would help.
- I will provide a list of organisations that can provide practical or emotional support to you on the debrief form.
- I will ensure that there is an opportunity to discuss how you are feeling at the end and will talk through support available.



5. Will my taking part be kept confidential (private)?

Yes!

No one will have access to the interview you take part in apart from Cat. Cat will record the interview on Microsoft Teams if online, it will be stored confidentially and securely onto cloud storage with password protection. Cat will ask you to select a pseudonym (different name) for me to use when writing up the interview. When Cat is typing up your interview all identifying information such as names will be removed so that the interview becomes anonymous (nameless). The transcription will be completed within two weeks of the interview. The audio of the interview will be confidentially and securely stored in a password protected drive and will be retained until December 2022. After this date, once analysis has taken place, the audio will be deleted.



After this it will not be possible to identify you in the write up of the research, any reports or publication.

The only circumstance in which Cat will share information with your education setting or support organisation (organisation that told you about the research) if you raise something that might make me worry about your safety or wellbeing. In this case I will share the concern with the safeguarding lead at the venue. This is so that you can be offered

support. If Cat does have to do this then she will tell you this first and explain this in more detail to you.

6. What if something goes wrong?

If there are any problems or changes to my research that affects your participation, Cat will let you know. If you have any complaints about the research, you can contact Cat's supervisor, see info at end of this document.

7. What personal information will be asked of me?

Your age and gender.

8. What will happen to the findings of the research project?

The findings of the research will be created into a report that will be shared with academics at Cardiff University. What Cat means by findings is things she learns from what participants like you have told her about their experience. Cat hopes that the report will be used to help educational professionals know more about the stories of young refugees and how best to support them.

9. Is this research ethical?

This research has been ethically approved by the Cardiff University ethics committee.

10. Who is organising this research?

This research is being organised and carried out by Cat McFadden (see profile below) who is an Educational Psychology Doctorate student at Cardiff University. The research is being supervised by Dr Ian Smillie, Director of Educational Psychology Doctorate at Cardiff University. Feel free to ask Cat or Ian if there is anything that is not clear or you would like more information on.

11. What should I do next if I want to take part?

- **Complete the consent form and send it to Cat McFadden**
mcfaddenca@cardiff.ac.uk

- Cat will then coordinate with you to arrange a date and location which is suitable to you for the interview.



You can contact me or my research supervisor:

Researcher:

Cat McFadden, Postgraduate, School of Psychology, Cardiff University.

Email: mcfaddenca@cardiff.ac.uk

Research supervisor:

Dr Ian Smillie, Programme Director and Professional Tutor, Doctorate in Educational Psychology, School of Psychology, Cardiff University. Email: smillie@cardiff.ac.uk

If you would like to make a complaint about the study or find out more about ethical approval of the study please contact: Secretary of the Ethics Committee, School of Psychology, Cardiff University, Tower Building, Park Place
Cardiff, CF10 3AT Tel: 029 2087 0360. Email: psychethics@cardiff.ac.uk

Cardiff University is the Data Controller and is committed to respecting and protecting your personal data in accordance with your expectations and Data Protection legislation. The University has a Data Protection Officer who can be contacted at inforequest@cardiff.ac.uk. Further information about Data Protection, including your rights and details about how to contact the Information Commissioner's Office should you wish to complain, can be found at the following: <https://intranet.cardiff.ac.uk/staff/supporting-your-work/manage-use-and-protect-data/data-protection>

Privacy Notice:

The information provided will be held in compliance with GDPR regulations. Cardiff University is the data controller and James Merrifield is the data protection officer (inforequest@cardiff.ac.uk). The

lawful basis for processing this information is public interest. This information is being collected by Cat McFadden.

The information on the consent form will be held securely and separately from the research information. Only the researcher will have access to this form and it will be destroyed after 7 years. The research information you provide will be used for the purposes of research only and will be stored securely. Only Cat McFadden will have access to this information. After two weeks the data will be anonymised via transcript (any identifying elements removed) and this anonymous information may be kept indefinitely or published. The audio of the interview will be confidentially and securely stored in a password protected drive and will be retained until December 2022. After this date, once analysis has taken place, the audio will be deleted.

Appendix H – Consent forms

Exploring young refugees experiences of education in the UK

I understand the following (Put an X in Yes or No):

1. My participation in this project will involve an interview to understand my experience of education in the UK and what did and did not support my experience.

YES  NO 

2. The interview could last between 45 minutes – 1 hour.

YES  NO 

3. Participation in this study is entirely voluntary and that I can leave the study without giving a reason at any time.

YES  NO 

4. I can say no to (withdraw) my data being used in the study up until the point the data is analysed by contacting the researcher. This is usually up to two weeks after the interview.

YES  NO 


5. I can ask any questions at any time. I am free to discuss my concerns with the researcher, Cat McFadden or their supervisor, Dr Ian Smillie.

YES  NO 

6. Personal data will be stored confidentially (private) and securely (safe) onto cloud storage with password protection. The data will be processed in accordance with GDPR regulations (see privacy statement below).

YES  NO 


7. When transcribing (writing up) the interview Cat will anonymise (take out any names from) the data.


 

YES


NO

8. The transcription (write up) will be completed within two weeks of the interview. The audio of the interview will be confidentially and securely stored in a password protected drive and will be retained until December 2022. After this date, once analysis has taken place, the audio will be deleted.

YES 

NO 

9. At the end of the study I will be provided with more information and feedback about the purpose of the study.

YES 

NO 

Write name below if happy to take part:

I, _____(NAME) consent to participate in the study conducted by Cat McFadden School of Psychology, Cardiff University with the supervision of Dr Ian Smillie.

Age (optional)_____

Gender (optional)_____

Signed: _____

Date: _____

Please return this form to Cat McFadden once completed (mcfaddenca@cardiff.ac.uk), you will then be contacted to arrange a date suitable to you for interview.

If you would like to find out more about the study or find out more about ethical approval of the study please contact: Secretary of the Ethics Committee, School of Psychology, Cardiff University, Tower Building, Park Place, Cardiff, CF10 3AT Tel: 029 2087 0360. Email: psychethics@cardiff.ac.uk

Privacy Notice:

The information provided will be held in compliance with GDPR regulations. Cardiff University is the data controller and James Merrifield is the data protection officer (inforequest@cardiff.ac.uk). The lawful basis for processing this information is public interest. This information is being collected by Cat McFadden.

The information on the consent form will be held securely and separately from the research information. Only the researcher will have access to this form and it will be destroyed after 7 years.

The research information you provide will be used for the purposes of research only and will be stored securely. Only Cat McFadden will have access to this information. After two weeks the data will be anonymised via transcript (any identifying elements removed) and this anonymous information may be kept

indefinitely or published. The audio of the interview will be confidentially and securely stored in a password protected drive and will be retained until December 2022. After this date, once analysis has taken place, the audio will be deleted.

Appendix I - Pre Interview Information sheet

Exploring young refugees experiences of education in the UK

Hello

This information sheet lets you know about what will happen in the interview and what I will do after the interview.

Meet with me and ask any questions you might have. I will go through the briefing form and consent form with you as well as recap your rights as a participant.

Once we have chatted and you are ready I will start the recording.



Cat - Researcher



We will make a timeline together of your education in the UK e.g. when you started your education in the UK. This might help us in our discussion together.



I will ask you to share your story of your experiences of education in the UK – you can bring or show any pictures, objects or create any drawings that might help you to do this.



Within our discussion I might ask questions about...

- What you think has supported your experience of education in the UK.
- What you think has not supported your experience of education in the UK.
- What you hope future young refugees stories of education in the UK to be.

At the end of our discussion

I will check in with how you found the discussion and how you are feeling. I will give you a form called a debrief form that will have information for organisations you can contact if you feel you need to.

I will ask you what name you would like me to use as your pseudonym (different name) to anonymise the information you have given.



Please note that you have the right to withdraw from the research by asking me to withdraw the data you have provided, you can do this by contacting me directly. Please note you can withdraw from the study up until the point that I analyse the data. I will let you know when I plan to do this.

To find out more about ethical approval of the study or to complain about the study please contact:

Secretary of the Ethics Committee,
School of Psychology, Cardiff University,
Tower Building, Park Place
Cardiff, CF10 3AT
Tel: 029 2087 0360.
Email: psychethics@cardiff.ac.uk

Appendix J – Debrief from

Exploring young refugees experiences of education in the UK

Thank you for so much for taking part in my research. I really appreciate you sharing your story with me.

The aim of my work was to gain your story of your experiences of education in the UK and your view on what supported or did not support your experience of this. The information gained through this interview, I hope will help researchers and education professionals to further understand and support young refugees in the future in their experience of education in the UK.

What will happen next?

The recording of our discussion will be held confidentially and securely, no one else will be able to access this. When transcribing (writing up) the interview I will anonymise (take out any names from) the data. The transcription will be completed within the next two weeks. The audio of the interview will be confidentially and securely stored in a password protected drive and will be retained until December 2022. After this date, once analysis has taken place, the audio will be deleted.

If anything of concern is raised in relation to your well-being I will need to share this with someone who can provide the appropriate support for you – I will tell you if I am going to do this and who I am going to talk to.

Reflecting on your educational experiences may have raised some negative or uncomfortable emotions for you. If you have been upset by any of the topics covered in the interview please let me know or talk to someone you trust about your feelings, concerns or thoughts. The following details provide organisations you may wish to contact for support.

Please note that you have the right to withdraw from the research by asking me to withdraw the data you have provided, you can do this by contacting me directly. Please note you can withdraw from the study up until the point that I analyse the data. I will let you know when I plan to do this.

Welsh Refugee council: provides information on services available to young refugees and their families. Includes asylum system support, therapy services and social activities. <https://wrc.wales/>



The Children's society: Run projects across the country to help young refugees access support e.g. housing, language and social groups. <https://www.childrenssociety.org.uk/>



Refugee Education UK: Provide mentoring, 1:1 sessions and group workshops to support wellbeing and educational experiences.



<https://www.reuk.org/>

The Mix: Provide essential support for under 25s with a variety of needs e.g. housing, education, work, relationships or discussing your mental health. They have a 24 hour online chat or phonenumber.



<https://www.themix.org.uk/> 08088084994

Refugee Action: Provide support to young refugees and their families to have safe, happy and productive lives. Support available: help and advice on range of issues including legal support and resettlement support.



You can contact me or my research supervisor:

Researcher: Cat McFadden, Postgraduate, School of Psychology, Cardiff University.

Email: mcfaddenca@cardiff.ac.uk

Research supervisor: Dr Ian Smillie, Programme Director and Professional Tutor, Doctorate in Educational Psychology, School of Psychology, Cardiff University. Email:

smillie@cardiff.ac.uk

If you would like to make a complaint about the study or find out more about ethical approval of the study please contact: Secretary of the Ethics Committee, School of Psychology, Cardiff University, Tower Building, Park Place, Cardiff, CF10 3AT Tel: 029 2087 0360. Email: psychethics@cardiff.ac.uk

Cardiff University is the Data Controller and is committed to respecting and protecting your personal data in accordance with your expectations and Data Protection legislation. The University has a Data Protection Officer who can be contacted at inforequest@cardiff.ac.uk. Further information about Data Protection, including your rights and details about how to contact the Information Commissioner's Office should you wish

to complain, can be found at the following: <https://intranet.cardiff.ac.uk/staff/supporting-your-work/manage-use-and-protect-data/data-protection>

Privacy Notice:

The information provided will be held in compliance with GDPR regulations. Cardiff University is the data controller and James Merrifield is the data protection officer (inforequest@cardiff.ac.uk). The lawful basis for processing this information is public interest. This information is being collected by Cat McFadden.

The information on the consent form will be held securely and separately from the research information. Only the researcher will have access to this form and it will be destroyed after 7 years. The research information you provide will be used for the purposes of research only and will be stored securely. Only Cat McFadden will have access to this information. After two weeks the data will be anonymised via transcript (any identifying elements removed) and this anonymous information may be kept indefinitely or published. The audio of the interview will be confidentially and securely stored in a password protected drive and will be retained until December 2022. After this date, once analysis has taken place, the audio will be deleted.

Appendix K - Ethical considerations

The researcher followed the British Psychological Society's Code of Human Research Ethics (2021), considering the principles of:

- Respect for autonomy, privacy and dignity of individuals, groups and communities.
- Scientific integrity
- Social responsibility
- Maximising benefit and minimising harm

Informed consent	<p>Each participant was provided with a briefing document (Appendix G) which enabled them to make an informed decision on whether they wanted to participate and understand what they were consenting to. The researcher had been clear in these documents about the aims and purpose of the study and discussed potential benefits and disadvantages of their participation. The researcher had also been clear that this research was not connected to the Home Office in any way. The researcher did not initiate contact but awaited for participants to contact them, this was to ensure the participant did not feel any pressure to engage in the research. They had the option to speak over email or on the phone to the researcher before giving consent, the researcher's contact details and their supervisor's details were provided on briefing and consent forms (Appendix G and H).</p> <p>Once the participant had contacted the researcher or gatekeeper the interview day and time was arranged, the researcher sent the pre-interview information sheet (Appendix I) to the participant via email to ensure they were fully informed and knew what to expect in the interview. This provided further opportunity for them to clarify and consider their participation.</p>
Right to withdraw	<p>The participants were made aware of their right to withdraw from the research through the briefing, consent forms (Appendix G and H), as well as, at the beginning and end the interview itself. The participants were informed that once the interviews were transcribed, they would not be able to withdraw from the study and were given a timescale of when this was likely to be.</p>

<p>Confidentiality and anonymity</p>	<p>The in person interviews were conducted in a location where the conversation could remain confidential. The interview content was confidential, data obtained during each interview, including recordings, were stored in a confidential manner on a password encrypted device. After interviews were transcribed and analysed, the videos were deleted. The transcriptions were anonymised using the pseudonym the participant selected and removing any other names mentioned e.g. education settings or other people or locations.</p> <p>Outside of the researcher, Salvador was aware of three participants that took part in the research and has kept this confidential. Haukar and Salim were aware that each other had taken part due to the snowball sampling used. Other than this, participants participation was anonymous although it was acknowledged that their unique stories could identify them. To protect their anonymity as much as possible, the researcher has not recorded their nationality and removed any location names within Wales.</p>
<p>Psychological harm</p>	<p>The researcher ensured that participants emotional wellbeing and protection from harm was the priority throughout the project. The researcher was aware that the participant group (young refugees) may have experienced adverse and traumatic events throughout their life and also may have had negative experiences within education in the UK. The researcher was asking participants to reflect on their educational experience and recognised this could evoke feelings of distress and noted this in the briefing form (Appendix H). It is also noted in previous research that sharing narratives can be a therapeutic process for participants (Abkhezr, McMahon, Campbell and Glasheen, 2020), although not the intention of the research, it acknowledges that the research could have evoked emotional responses for participants. If during the interview it was clear that a participant was finding speaking about an experience emotional, they were provided with the opportunity to change subject or have a break. The researcher, at the beginning of each interview, was clear that participants only needed to share what they felt comfortable sharing, participants could ask to take breaks or stop any activity or topic within the interview. Participants were also informed that they could bring someone to accompany them to the</p>

	<p>interview if they wished. At the end of the interview with participants, the researcher checked in on the participants wellbeing and if needed used their psychological skills to support the person as deemed appropriate. Participants were also provided with a debrief sheet (Appendix J) containing a list of organisations which they could use to seek practical and emotional support. The researcher talked this through with each participant so they were aware.</p> <p>The researcher sought supervision after each interview in order to reflect on their work and ensure that professional boundaries were kept. The researcher also spoke through their own emotional responses to interviewing participants to their supervisor.</p>
Safeguarding	<p>All interviews were conducted in-person on the premises of a charity, the researcher was aware of the host location's safeguarding policy and would have adhered to it if required. There were no safeguarding concerns held by the researcher during the interviews. The researcher shared this safeguarding information with the participants before completing the interviews, the researcher informed the participants that any concerning disclosures would be shared with the safeguarding lead of the organisation.</p>
Respect and comfort of participants	<p>To address the power dynamics of the researcher/participant relationship, the researcher tried to be as transparent as possible in the premise and aims of the research. Also ensuring participants were involved in decision making e.g. using or bringing resources they wanted to use to share their narrative and deciding the pseudonym for their narrative.</p> <p>Before the interview participants were made aware of their rights e.g. to withdraw, stop any activity and ask for a break. All participants were asked if they were happy for the interview to be video recorded before the interview began. The researcher informed the participants that this recording will be deleted as soon as the interview has been transcribed and analysed, the researcher gave a timescale of when this would be (December 2022).</p>

The researcher had considered that English was likely to not be participants first language, in order to prevent this being a barrier to participation the researcher incorporated opportunities to use other resources e.g. pictures, objects and drawing to tell their narrative so it is not a purely verbal process. Although, the researcher did recognise it could still present as a barrier so ensured that in the briefing document it was clear that participants should feel confident to communicate through the English language.

To support the comfort of participants the researcher developed rapport with the participant through an informal discussion before and after the interview.

As the researcher is an 'outsider researcher' (Dwyer and Buckle, 2009) they were aware of their own naivety of the experiences of participants and that they were asking participants to share their story without a shared understanding. To address this the researcher conducted the study on themselves creating their own timeline and being interviewed by their friend to share their experiences of education. The researcher also engaged in self-reflexive activities to support their awareness and consider their participants experiences. The researcher wrote in their research diary to reflect on each involvement with participants, as well as meeting with their supervisor after each interview to reflect together and for their supervisor to help the researcher recognise their impact on the research.

Appendix L – Process for Listening Guide analysis



Appendix M – Example of colour coded analysed transcript

Haukar's transcript

Potential title: in only four years, from nothing and actually this year, I was a student of the year.

Colour coding Haukar

Key point

Emotional hotspot/resonance

Repeated word/phrase

Silence

Voices of difficulty/stress – learning, housing, difference between himself and friends – not understanding college. Lack of sleep. Not believing

Voice of change/insecurity/instability

Voice of uncertainty

The voice of gratefulness/support – practical, emotional, security (home)

Voice of connection/similarity – helps with learning

Voice of independence/difference–

Voice of motivation/determination –

Voice of pride/recognition of achievement

The voice of belief/hope of the future

Voice of helping others

The screenshot shows a transcript with several lines of text. The text is color-coded: 'extremely difficult like I have like deaf, mute, I could not speak English. I didn't understand anything, so it's just extremely difficult.' is highlighted in yellow; 'the asylum seeker support they helped me a lot because they help me learn. I learned like lots of like. That normal communication skills' is highlighted in green; 'It was very difficult and the drop ins, the asylum seeker support they helped me a lot because they help me learn. I learned like lots of like. That normal communication skills' is highlighted in blue; 'So they help me with these and then carry on was like. Harder and complicated words and things like that? So yeah, it was. It was very, very difficult and beginning, but as as I moved forward and I left and I learned' is highlighted in blue; 'I mean, just very, it was much better than when I arrive there and I did not have anyone have you know, anyone here and no family anywhere.' is highlighted in red; 'because people were from everywhere, like in the world, all asylum seekers and refugees in that' is highlighted in orange. Below the transcript, there is a social media comment from 'Cat McFadden' that says 'This made me feel sad as Haukar has no family anywhere in the world.' with a 'Reply' button.

time:

Haukar: So when I arrive, it was extremely difficult like I have like deaf, mute, I could not speak English. I didn't understand anything, so it's just extremely difficult. I mean, when I went shopping, I didn't know how to buy things.. It was very difficult and the drop ins, the asylum seeker support they helped me a lot because they help me learn. I learned like lots of like. That normal communication skills

Interviewer: like what would that be? Can you give me any examples of what that would be?

Haukar: like just how to do shopping. Like some simple words. Yeah. Like when I came, I think, let's say hi. Bye, then. I did not least as well. So I don't know anything about English. So nothing. Just the commute.

Interviewer: Like. Yeah, the greetings?

Haukar: Yeah. Yeah. Like greeting. Like simple words.

Interviewer: Yeah.

Haukar: So they help me with these and then carry on was like. Harder and complicated words and things like that? So yeah, it was. It was very, very difficult and beginning, but as as I moved forward and I left and I learned

Interviewer: So the charity helped you or supported you with that and how did you feel emotionally at that time?

0:8:41.200 --> 0:8:48.90

Haukar: I mean, it was. I mean, just very, it was much better than when I arrive there and I did not have anyone have you know, anyone here and no family anywhere. So when I went to that charity because people were from everywhere, like in the world, all asylum seekers and refugees in that

Cat McFadden
This made me feel sad as Haukar has no family anywhere in the world.
Reply

dropins if you go there you can see people from everywhere like like the world in small room. So it was very helpful and supportive emotionally. And psychologically like, yeah, like. So in every way, it's not very, very emotional. Like, helpful.

Interviewer: Yeah and I, I guess what you were describing before is kind of that not knowing and and not having anyone and then actually almost you almost found a little community.

Haukar: Yeah, exactly. So I don't know anyone anywhere, any anyone in CITY B name. Yeah, definitely. My doctor mentioned that charity. So yeah. Haven't there they do great job because they they bring everyone from every country, who came to CITY NAME and they they teach, they voluntarily give food and because when you arrive you don't have anything you don't have clothes, you don't have money, you don't have friends.

Interviewer: Yeah.

Haukar: We just don't have anything. So yeah, I didn't know. Feels everything like. And they help with everything, like clothes, like shoes, like homeless. Sometimes with money or paying. They help with finding friends. So this is it's very difficult when you arrive in somewhere like it's stranger. You don't know anyone.

Interviewer: Yeah. It sounds like a really difficult time because it's it's everything, isn't it? Yeah. And it's like this. Yeah. So it sounds like this charity was able to provide all the different types of support.

0:10:38.230 Haukar: I met people who been here for more than that year or more than so they showing around, it's just really good. Like much easier. Yeah. Yeah, yeah. So.

0:10:51.80 -> 0:11:1.230




Interviewer: Yeah, and and so part of that school was that English language support.




Haukar: So yeah, they do like small tables like this. And yeah, when when. Maybe not teaching, but just English. So yeah, the emails language, so he just help you with like, simple things like show pictures, explaining pictures, like, things like that. So you get something every day. Yeah. Be session. So. Yeah.




Interviewer: And was that every day that you had those?




Haukar: It was twice a week on the time. I think it's still there. And it was like a Tuesday and Friday.

Interviewer: OK, yeah. Yeah.

 **Cat McFadden**  
Creating a family/connections around him? To contrast him not having anyone to support him elsewhere

 **Cat McFadden**  
The contrast between not having anything and the charity giving everything.

 **Cat McFadden**  
Making connections

 **Cat McFadden**  
Learning practical English and communication - understanding of society

0:21:26.80 --> 0:21:38.710

Haukar: So when and when your friends, have different situation and you feel like your very behind, so things like that. So yeah, it's just like emotional, like stress like it's just. if you're stressed and yeah, worried about things and especially this year because the at the time when I was doing exams my asylum claim was refused exactly same day as my maths exam so I am still worrying if I don't get my grade I need to go because I was like because I was like I can't do it. Especially with maths. Like the. As in I was not able to think about it like, yeah, just my brain gone. Yeah. So it's just difficult. I mean if I didn't have those hard times I could do better, so I don't know. Yeah.

0:22:24.100 --> 0:22:24.590

Interviewer: I guess. The kind of difficulty of those times landing together, but it also it sounds like. You know a lot of things have helped you come through those times.

Haukar: Yeah, exactly.

Interviewer: And I'm just wondering what has supported you after that, those.

Haukar: well, the determination like when I was doing those, I was just thinking I have to do it and I'll never give up because I when I'm in my childhood, I never had a chance to go to school and I was always dreaming to go to school and then they never had a chance up to 2017. And I was like 19. So and when I was doing those things and I was homeless and I heard from so many people, you have, you don't have to do that. Why do that? You won't be able to go to university. You won't be able to carry on while I'm just doing that. Like, say, OK and I won't lose anything. I told them I'm not eligible for work. I can't do anything. But this one will help me one day. So this is the best thing I can do. And I have friends now who arrive exactly same time. Like we friends still now, but we work together. We came here together like from from those dropouts we met. They can't even speak for a minute now. And now I'm thinking I've been a lot and the useful now because you know like, I'm most different from them because they could do that as well, but because they still just gave up.

0:24:9.380 --> 0:24:16.910

Interviewer: But sounds like you're determination has been something that's really kept you going.

Haukar: Yeah. Just say they have never give up. We can do whatever we, you want just give in effort and just don't give up.


Interviewer: absolutely. And it shows you kind of throughout your journey. Definitely.


Haukar: Thanks. Yeah. So after this about nearly almost a year and uh, that charity that is asylum seeker support they helped me to find the place which is called CHARITY NAME. Maybe you heard about CHARITY NAME, it is a small project. Yeah, it's run by CHARITY now. OK, so it's used to be different, but now it's run by CHARITY NAME. So it's a small charity project which helps the students, asylum seeker and the refugees who are homeless or have nothing and nowhere to live. So they help me. They found me host so. Those was actually helped me a lot with my language. Like thing. It me make more determination things to think about the future, so I'm still in touch with them and we're seeing each other. So I moved from.

Interviewer: So sorry, did you live with the host?


Haukar: Yeah.


Interviewer: Yeah. And then? And they were obviously really helpful.

Cat McFadden  ...
Feeling behind in life/skills? Compared to friends.

Cat McFadden  ...
Emotional hotspot - asylum claim refused same day as exam - still worrying


Cat McFadden  ...
Recognition of hard times on education


Cat McFadden  ...
Education a childhood dream of Haukar's

Cat McFadden  ...
Difficulty - others perspectives that he won't be able to go to university

Cat McFadden  ...
Hope/belief for the future - education will help him.

Cat McFadden  ...
Taking opportunities

Cat McFadden  ...
Recognition of difference but also determination - they gave up he did not.

Cat McFadden  ...
Determination to keep going and not give up.

Haukar: Yeah. So the CHARITY NAME, it works like that. So they have, they find families who were some. **Someone who has a spare room and they just give to someone to live with them.**

Interviewer: Yeah. So that's how you met them

Haukar: Yeah.

Interviewer: So how long were you with them?

Haukar: Almost three years.

Interviewer: OK. Yeah, wow.

Haukar: **But I moved from different families.** Yeah. So sometimes they don't have, they need the room.

0:26:9.950 --> 0:26:12.100

Interviewer: So you would change place.

Haukar: Yeah. So, **almost about three years and they helped me a lot in learning like British culture, I learned a lot about language.**

Interviewer: Like, can you tell me that? But can you think of an, for example, or something of how they helped you understand British culture?

Haukar: Well, when I came here I didn't know anything about here. And they help me like fit in. Family we sound like giving out like, **Having like meeting or even eating together like different types of foods or like so many things. So yeah.**

Interviewer: So I guess, yeah, I guess that you may thing there as well and even just seeing different people or meals.

0:26:58.770 --> 0:27:14.510

Haukar: Yeah, sometimes a party. Yeah, things like that. So, yeah, I was like, with them for everything. **Yeah, like same family.** OK. **So we used to do everything together like still now if they have something special, please, just invite me and just to go there.** So they're still like stay in touch there. Yeah. It's.

Interviewer: Yeah. Sounds like you're quite close. It sound like they were really important for you.

Haukar: Yeah. **Yeah. I'm very grateful because they gave me a lot and I love them a lot. But I mean like they like my family here.** So, Yeah.

Interviewer: And obviously you've described the kind of like the support they gave you in terms of English and

Haukar: yeah

Interviewer: and learning parts of the culture and things like that and what impact did they have on your education do you think?

Haukar: so, I mean without CHARITY NAME, I couldn't go forward, I would just like stop from here [points at timeline] and after ESOL so I couldn't move forward because ESOL is just language. You can learn still, but then for GCSE or A level you have to have your own place and peace and they they always like. For example, in exam times I don't have to worry about food or making food.

Cat McFadden
Helped with culture
Reply

Cat McFadden
Connection to family living with
Reply

Cat McFadden
Without help from charity - education journey would not have continued beyond language
Reply

Cat McFadden
They paid for GCSE learning.
Reply

Appendix N – Excerpt of Haukar’s I Poem

Haukar in only four years, from nothing and actually this year, I was a student of the year.

Colour coding Haukar

Key point

Emotional hotspot/resonance

Repeated word/phrase

Silence

Voices of difficulty/stress – learning, housing, difference between himself and friends – not understanding college. Lack of sleep. Not believing

Voice of change/insecurity/instability

Voice of uncertainty

The voice of gratefulness/support – practical, emotional, security (home)

Voice of connection/similarity – helps with learning

Voice of independence/difference–

Voice of motivation/determination –

Voice of pride/recognition of achievement

The voice of belief/hope of the future

Voice of helping others

Voice of difference?

I arrived in the UK in 2017

I arrived in PLACE NAME

I moved to PLACE NAME in April 2017.

I arrived, I couldn't speak English at all

I didn't have any educational background

I found out about CHARITY NAME

I got like some English from them

I am helping that with people like taking newly arrived

I moved to PLACE NAME.

I started my actual learning, education in September 2017.

Interviewer: OK, OK. Two months. Yeah, quite a few months later.

I wasn't able to start college

I would, I would be able to pass this way.

I start, I began to. (pause)

I started, began to go to ESOL classes in September 2017.

I start there.

I never been in school before.

I was doing entry level 2 in 2017/2018 and then in in

2018/2019 I did like full time ESOL entry 3 and two GCSE's in Maths and Chemistry.

I did that 2 GCSE's and 2 times ESOL language 2018/19.

I moved to moved from ESOL language to GCSEs,

2021 I did AS level

I did my A Levels, so looking forward to start pharmacy at NAME university in September.

I think we missed something here.

I did like, with the drop in sessions.

I did like entry level one at charity.

I don't mind.

I don't know.

I should say everything like I an essay or do you want to ask questions? I don't know.

Interviewer: Yeah. Do you want me to ask?

I don't know. I can just talk about it.

I arrive, it was extremely difficult like

I have like deaf mute.

I could not speak English.

I didn't understand anything, so it's just extremely difficult.

I mean, when I went shopping, I didn't know how to buy things

I learned like lots of like.

I came, I think, let's say hi. Bye, then.

I don't know anything about English.

I moved forward and I left and I learned

I mean, it was. I mean, just very,

I arrive there

I did not have anyone have you know, anyone here and no family anywhere

Cat McFadden
Education in UK was first ever experience of education in his life.

Cat McFadden
This felt emotional to hear - not had opportunity in his childhood.

Reply

Cat McFadden
I was surprised about this as he had just shared that in 2017 was his first experience of education so to now be in 2022 and applying for university is a massive achievement

Reply

Cat McFadden
This made me feel sad as Haukar has no family anywhere in the world.

Reply

| don't have to worry about sometimes missing bus |
 | feel like 8:30, nine o'clock and sometimes | got home like 12.
 | have to go home till like do some homework.
 | moved to that house was in April and up to July. So, so, like very peaceful.
 | could concentrate on my studies and nothing else |
 | could sleep on time.
 | could have.
 | was just friends, | just like just like chaos
 | couldn't sleep proper sleep
 | don't want to go home because they just distracting me.
 | just thinking about or should
 | go there as well? So it's just there like that?
 | doing that where they just chill and actually just do that as well.
 | just...
 | moved to the hostel
 | was in with family for month for two weeks
 | had to move again to.
 | i'm very grateful to those families, even to the friends |
 | didn't have a place to live and then | would just stay outside on the street.
 | mean, now | i'm thinking about parts and they said, oh, God, how | could survive
 | was having. No. But | have determination and | focus on studies |
 | mean, many were like, the | close friends?
 | don't know, if they worried about my me and working day and night
 | knew people, who study that took 12 years and never got their status.
 | couldn't go to English university.
 | mean, now
 | i'm in the exactly same position because | got offers from all universities
 | have to decline like each of them,

Cat McFadden ✎ ...

Helped living near to college - less worries

Reply

Cat McFadden ✎ ...

Able to give all of his focus to his studies

Reply

Cat McFadden ✎ ...

Impact of peers

Reply

Cat McFadden ✎ ...

Grateful to others for letting him live with them

Reply

Cat McFadden ✎ ...

Focus/determination on studies helped him through these difficult times

Cat McFadden

Education as a lifeline?

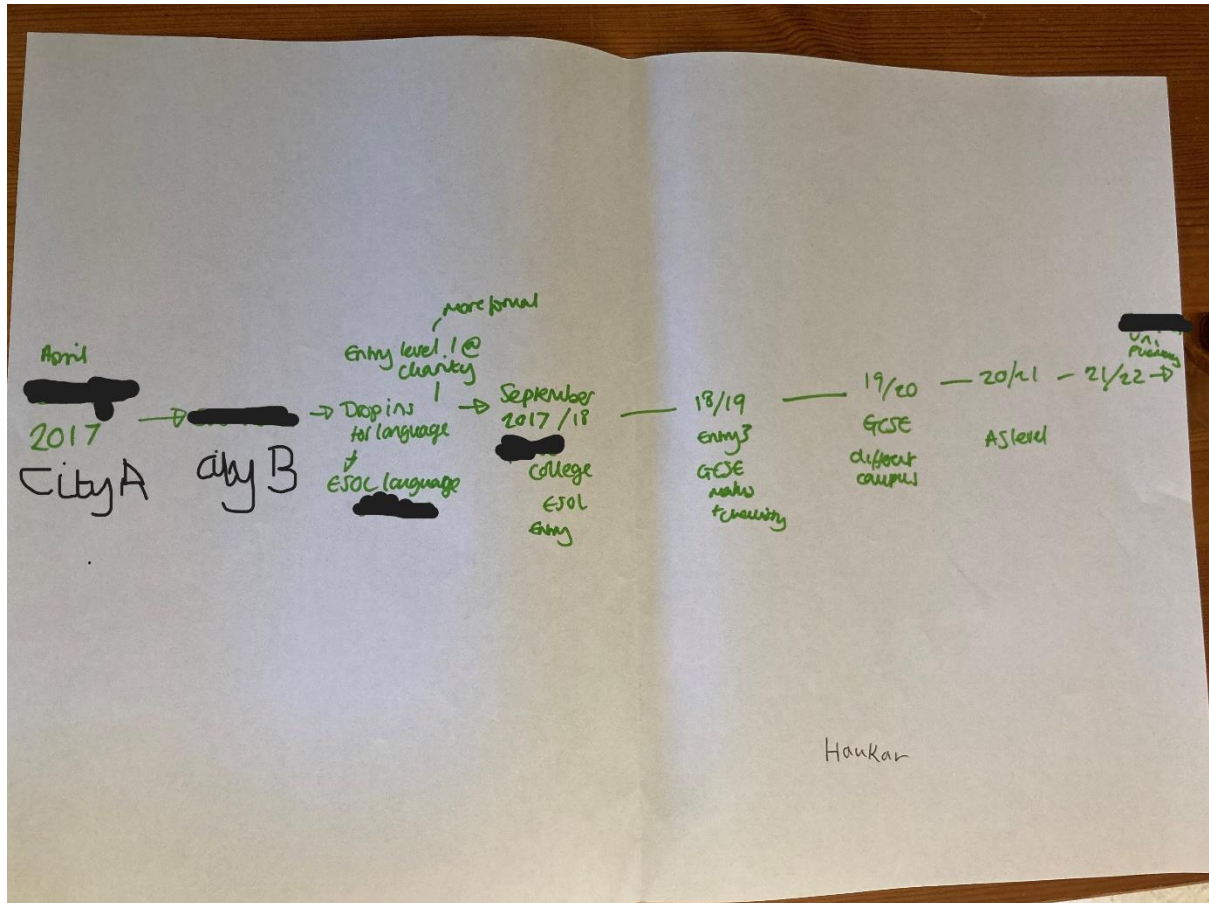
Reply

Cat McFadden ✎ ...

Appendix O – Full analysis for Haukar

Haukar's story: "In only four years from nothing and actually this year, I was student of the year."

Haukar (Howcar)



Haukar found out about the research through Salvador and contacted me to say he wanted to take part.

Haukar's interview was the first interview and the shortest. He chose not to use any pictures to tell his story and made no notations on the timeline but was happy for me to plot this out. At points in the interview he used the timeline to make points and connections.

Haukar arrived to the UK when he was 19 years old and shared that he has "no family anywhere". At the time of the interview he had experienced education in the UK for 5 academic years. Haukar had no experience of education prior to arriving in the UK, he could not speak nor understand any English.

"when I arrive, it was extremely difficult, like I have, like deaf, mute. I could not speak English. I didn't understand anything, so it's just extremely difficult. I mean, when I went shopping, I didn't know how to buy things..."

Haukar provided an overview of his education, year by year which we then explored individually in more detail, he highlighted key experiences and factors connected to his education.

Haukar initially was told about a charity from his GP (General Practitioner) that could support him with his education. This charity supported him by providing English Language sessions to learn practical language skills to navigate daily life. Haukar asked for further opportunities to learn English so the charity helped him access English classes at a local university for international students. This charity also helped Haukar enrol in a local college to start “formal” education in the September for ESOL classes. Haukar spoke about the formality of the setting, as well as teaching himself to read and write through online technologies:

“it was different because, so, like you have to attend every session, because the charity you could go and you couldn’t, you have the option, but for the college you have to be like serious and go every day and have notebooks and books and things they have. So just very different. It wasn’t easy but because I couldn’t write and couldn’t read. So it was very difficult to learn at the beginning. But because I tried a lot when I had to had to just bring books and just just random books and the writing again, and like, moving to just teach myself how to write, OK. And I also watched a lot of YouTube videos as well. Yeah, but YouTube process things for that.”

During this time (the first and second year?) he met people he described as similar to him, at the “same level”, together they helped him to learn, ask questions, helped develop his understanding. He made (strong?) friendships during this year.

In the next academic year (2nd or 3rd), Haukar asked to study GCSE’s:

”So I asked my lecturer college. I want to do something. I want to go to university and I want to be something in the future. I just don’t just learn language for nothing.”

His “lecturer” told him that this was too difficult for him so did not “accept” him onto the course – Haukar therefore moved to another campus where he could study GCSE’s part-time, if he paid to do them. The charity which helped him enrol in the college provided the funds for him to do two subjects. Haukar was a full time student studying ESOL level 3 in the day time and a part time student in the evening attending Maths and Chemistry GCSE classes. Without this support from the charity Haukar acknowledged his education would have stopped at ESOL levels.

During this year, Haukar’s asylum claim was refused which led to him being forced to leave the house he was living in. Haukar was homeless for a year, he described:

“So been living with friends and yeah, outside and things like that.”

Haukar was grateful for his friends providing accommodation but it also added physical and mental challenges as their lifestyle impacted his focus on studies and sleep. Sometimes he would have just 3 hours sleep before going to college.

Haukar spoke about how his determination helped him through these challenging times:

“well, the determination like when I was doing those, I was just thinking I have to do it and I'll never give up because I, when I'm in my childhood, I never had a chance to go to school and I was always dreaming to go to school and then, and then I never had a chance up to 2017. And I was like 19. So and when I was doing those things and I was homeless and I heard from so many people, you have, you don't have to do that. Why do that? You won't be able to go to university . You won't be able to carry on while I'm just doing that. Like, I say, OK and I won't lose anything. I told them I'm not eligible for work. I can't do anything. But this one will help me one day.”

Another charity helped Haukar finding accommodation through host families/individuals. Haukar for the next 3 years lived with various hosts. He described the hosts as having a positive impact on his education by providing practical help with his English language skills, understanding academic topics, providing access to technology, free Wi-Fi to study and the physical proximity of their homes to college.

“Those family is providing an Internet, like phone, like laptops, things like that. Otherwise I couldn't do anything. Yeah. You know, and because I'm learning virtually, a lot, OK like, for example, when I was doing GCSE's that first first time. Believe me, I didn't understand anything at the class. Like what I what I was doing. I was just recording and came home and listening and listening, listening again to just understand what my teacher says.”

This support came before Haukar sat his first GCSE and he recognises how this supported him then and sustained him over the next few years They provided emotional support, for example, through regular social connections, art activities to manage stress (*“made you calm like just for a moment”*), relief from day to day responsibilities during greater times of stress by cooking for him during exams and providing a calm space for him to enable him to focus on studying. He also describes that these families added to his determination to look forward to the future. The relationships with some of these hosts continue to be significant to Haukar and he is still close to them. For example he describes his relationship with one family:

“I'm very grateful because they love me a lot and I love them as well. But I mean, like, they like my family here.”

“for GCSE or A level you have to have your own place and peace and they they always like. For example, in exam times I don't have to worry about food or making food”.

Haukar achieved an A in Chemistry and a B in Mathematics (Maths). He returned to the lecturer that said he couldn't do GCSEs to show him and they then allowed him to study a foundation A-level (equivalent to 5 GCSEs). He studied four subjects, as he had his Maths already, and achieved mainly A's and B's with a C in English Language.

Haukar described that although the hosts provided practical and emotional support it still did not always provide stability, as he would often have to move between hosts, sometimes he might stay 2 weeks or 2 months.

Haukar's AS level year he took Maths, Chemistry and Biology. Haukar in his final year at college was nominated for student of the year awards for four subjects, which he won, and unknown to him he was nominated for student of the year for the whole college. He found out when it was announced at the Award Ceremony:

“But I didn't know I was nominated for the entire college, so I was like, when they say Haukar. I was like, wow, I just like crying. So, Uh, yeah, I couldn't speak anything else. I was just speechless.”

Haukar reflected on how he recognised how hard he worked and that he felt that this had been acknowledged and he felt *“it's just like a very great feeling”*.

Haukar spoke about how he has achieved offers from good universities but he has had to decline them as they did not offer scholarships for asylum seekers. He now has a scholarship offer to study pharmacy but because the university are classing him as an international student the scholarship does not cover his higher fees. He will not be able to go to university unless the university class him as a home student or if he is given refugee status.

“So when you don't get something sorted? I won't be able to carry on, like everything stop.”

Running parallel to this and a constant theme that came up throughout the interview was Haukar's experience of the asylum application process and how his rejected applications impacted on his education. Initially, destabilising his living situation, leading to him becoming homeless and later finding out on the day of his A-level Maths exam that his application had been refused again. This led to him not being able to concentrate in his exam and was worried that it had impacted on his grades and potential place at university. Haukar described that it was difficult having to focus on his studies, on his asylum claim and on

applying for scholarships all at the same time as revising and taking his exams. Haukar described that:

“I hope my status will change because that will change everything. Then the Scholarship, someone else can have it, who really need it.”

Finally when asked about what he wanted the future of young refugees stories to be, he shared:

“Well these people should never stop. They have to focus on whatever they want, they have to give in effort and of course other people should help these people as well, because, uh, without those help I could not carry on, I couldn't be here now. I couldn't do anything. I would have just stopped, like three years ago and have no education now. So. I mean they they should have it determination, focus and trying their best. I tried my best. And then of course, but other people, so I mean, everyone should think about refugees and asylum seekers because they come from different worlds and completely different from their country like leaving everything, leaving families...like many of them like mine is don't have family. Well, so they, it's very difficult when you don't have anything. I mean like even little help you change your life.”

Reader response

I wrote entries into my researcher diary before and after my interview with Haukar. In advance I felt nervous about wanting to make sure he felt comfortable, ensure he understood his involvement in the research and that I was going to ask the 'right questions' that would allow him to share his story. I was conscious of the power dynamics between myself as an 'outsider researcher' with no lived experience and wanting to ensure my participant had as much autonomy within the interview as possible to balance this.

What struck me about Haukar's story is how much he had achieved in such a short space of time whilst facing such difficult barriers: the instability in his living situation and asylum applications; his overcoming his illiteracy in English, his complete lack of experience of education or educational establishments to his success in having offers to study pharmacy at university all within five years. He frequently acknowledged that his determination got him through difficult times, 'listening and listening' to pin down his understanding; his personal motivations, the childhood dream of going to school and trying hard, his willingness to engage in resources and people around him. He believes that education will lead him to a better future but also that he has to seize the opportunities he has through education.

Within the interview, I found myself responding emotionally when Haukar spoke about being homeless, especially the conflict of emotions he described, being grateful to have a place to stay but also it being difficult to sleep or study effectively whilst staying at friends.

I found that Haukar spoke with such acceptance and kindness of others, even when they had low expectations of him or tried dissuading him from continuing with education, where I felt frustration. Although, when I prompted Haukar to speak further about these experiences, he would speak from a place of compassion towards these individuals; of his friends saying he should give up:

“many were like, the close friends? They just. I don't know, if they worried about my me and working day and night to study and not having some fun. Or they just didn't believe I'll do it.”

He used a metaphor to describe his attitude towards the uncertainty of his future in education and the UK in response to his friends:

“ I just go. I'll just don't look for...well, that door may open or not. I'll just go and then knock the door. Yeah, it'll be open. Open or if not, I'm still there. Yeah. So I don't have to come back, but...I, I can't just look miles and see that door is closed. I try my best, and then I go there. When I reach there, there may be something to help me.”

It reveals the strength of his personality and his personal expectations.

Near the end of the interview when Haukar was asked how he was feeling after our chat he shared:

“Well, I think. It's very, very useful research. I I just feel like. I think back to when I was like (pause) all of the hard times and this remind me to make like, give me more motivation to go forward more because. When I think about my past and now, it's very different. So I'm thinking in that, who is it was like I had nothing, and now I'm here and I'm thinking about after four years in the future, I could have my degree in CITY B. So it's just like it's very useful. I mean, gave me more motivation. Make me stronger.”

I was relieved that Haukar had found it a positive experience and provided him the opportunity to reflect, recognise his achievements and felt more motivated.

In the entry to my research diary after the interview (see Appendix S) my predominant emotion was being inspired by him, of his achievements and motivation. I also recognised my frustration and exasperation. The contrast of his academic successes compared to his lack of success with government processes over his refugee status, which directly impacted on his ambition of being able to go to university, having received additional validation to do

so by gaining a scholarship. I felt that I wanted to do more to help him and other young refugees who despite their talents find successful pathways closed to them.

Voices

Some of the voices present in Haukar's story are:

- Voice of stress and difficulty
- Voice of motivation and determination
- Voice of helping
- Voice of uncertainty
- Voice of pride and recognition

Voice of stress and difficulty

Haukar described difficulties he faced and factors that induced stress including learning the English language, learning to read and write, his housing situation, his asylum applications and barriers to progression in education, for example, funding. He also spoke of the stress of balancing applications for universities, scholarships and refugee status whilst completing his exams.

I arrived, I couldn't speak English at all

I didn't have any educational background

I did not have anyone have you know, anyone here and no family anywhere.

I didn't know alphabet and things.

I didn't know that.

I couldn't write and couldn't read

I homeless for one the year so yeah.

I was a full time student in a day and part time student at night.

I didn't understand anything at the class.

I was just recording and came home and listening and listening

I wasn't able to just do it.

I was homeless.

I was just friends, I just like just like chaos

I couldn't sleep proper sleep

I don't want to go home because they just distracting me.

I didn't have a place to live and then I would just stay outside on the street.

I mean, now I'm thinking about parts and they said, oh, God, how I could survive?

I said so so can I do GCSE now? They said no, it's very difficult.

I say but I just want to try so.

I just, didn't accept me.

I think, you know, £200 pounds. Uh, a subject, something like that.

I didn't have any money.

I had to study hard to focus on my study,

I had to focus on my asylum claim.

I had to focus on finding scholarships.

I was just searching for scholarships for like, finding a way to fund my studies in the future.

I just had to think about all of this, not just study.

I have to learn about language, learn about subjects like each subject is a different language

I had to focus on many things and challenge many things.

Voice of motivation and determination

A voice that often appeared was Haukar's determination. He described that it was his determination that had supported him through difficult times and provided hope for the future. There are many examples of Haukar's determination to progress in education and learning, for example, asking to attend more English lessons, studying ESOL full time, as well as, GCSEs part time in the evenings. Haukar owned his education in teaching himself to read and write. He repeats phrases about trying his best and not giving up, emphasising his drive and determination to provide himself with a better future via all the educational opportunities open to him.

I moved forward and I left and I learned

I go there, some English and I ask them what they have more days

I asked them if there are more sessions.

I just teach myself how to write

I also watched a lot of YouTube videos as well.

I used YouTube and things that are like Google, YouTube. So

I was like visually I teach myself.

I didn't understand, something...

I have to ask again and again.

I was a full time student in a day and part time student at night.

I used to do like full time entry level 2 and two GCSE's in Chemistry and Maths

I have to do it and I'll never give up.

I, when I'm in my childhood, I never had a chance to go to school.

I was always dreaming to go to school and then and they never had a chance up to 2017.

I mean, now I'm thinking about parts and they said, oh, God, how I could survive?

But I have determination and focus on studies.

I mean, the thing is, just when you want to do something, just make this give enough effort.

I can do it. Work hard and just go for it.

I guess it gave me more emotional motivation.

I did that I I just didn't give up. I worked hard.

I tried a lot, like studied day and night like all the time...

I just could manage it.

I mean, because I worked hard.

I did finish my exams.

I tried my best, I just give it a go.

I had to.

I mean they they should have it determination, focus and trying their best.

I tried my best.

I'm thinking in that, who is it was like I had nothing.

I'm here and I'm thinking about after four years in the future,

I could have my degree in PLACE NAME.

Voice of helping

The voice of helping connects to individuals and organisations that supported Haukar's education by providing accommodation, English language support, funding for his GCSE qualifications, practical support, for example, covering his basic needs in clothing, food, emotional support, for example, becoming family to him and advocating for him in his asylum application and subsequent appeal. This voice also speaks of Haukar providing support to others: volunteering at the charity that supported him; using his learned skills such as, asking questions in helping his and others learning.

I found out about CHARITY NAME

I got like some English drop in sessions from them

I am helping that with people like taking newly arrived

I didn't know, they help with everything, like clothes, like shoes, like homeless.

I met people who been here for more than that year or more

I used YouTube and things that are like Google, YouTube. So

I was like visually I teach myself.

I would say the teaching, the teaching things and explaining things was also helpful.

I have to ask again and again. So it's always helping others as well.

I went to NAME OF university for studying like international students

I ask them and they they told me more.

I gained a lot from them as well.

I moved from different families. Yeah. So sometimes they don't have, they need the room.

I learned a lot about language.

I came here I didn't know anything about here and they help me like fit in.

I was like, with them for everything.

I'm very grateful because they love me a lot.

I love them as well.

I mean, like, they like my family here.

I mean without CHARITY NAME, I couldn't go forward.

I would just like stop from here [points at timeline].

I couldn't move forward because ESOL is just language.

I had to help him. And so it just changed.

I moved to higher and he was intermediate.

I don't have to worry about food or making food.

I'm a good cook so yeah, so they they helped me a lot during those time.

I didn't understand something. She would help me with them as well.

I mean it made you calm like just for a moment.

I could concentrate on my studies and nothing else.

I could sleep on time.

I'm very grateful to those families, even to the friend.

I'm quite grateful to that charity because, well, they still helping me.

I have 14 October so many people want to come with me to the court.

I think back to court in 2018 and no one knew me and no one came with me.

Voice of uncertainty

Haukar expressed that uncertainty has played a key role in his experience of education: Uncertainty around his accommodation and funding for his courses have impacted on his ability to concentrate on studying. Refusal of his application for refugee status impacted his ability to engage in his A-Level Maths exam and led to feeling uncertain about whether he would meet the grade he needed for university. Haukar has gained a scholarship to attend university but being classed as an international student means it will not cover all the fees, therefore, affecting his ability to accept a place at university is uncertain. The ongoing uncertainty of whether he will be granted refugee status also takes an emotional toll. His future in education is now uncertain while his earlier education experiences were difficult they offered a consistent pathway when there was uncertainty in other areas of his life.

I was doing exams my...asylum claim was refused exactly same day as my maths exam

I am still worrying if I don't get my grade

I moved to the hostel

I was in with family for month for two weeks

I had to move again.

I I knew people, who study that took 12 years and never got their status.

I was just searching for scholarships for like, finding a way to fund my studies in the future.

I got offers from all universities

I have to decline like each of them,

I don't get now.

I don't get my refugee status by September.

I'm lucky because I got scholarship,

I won't be able to carry on, like everything stop.

I have problem with them as well as they class me as an international student.

I've got the scholarship and full tuition fee

I will only be eligible if the university class me as home student.

I have a scholarship, I can carry on.

If both fails, I will just stop.

I don't have my status.

I hope my status will change because that will change everything.

Voice of pride and recognition

As Haukar's story develops, Haukar expresses more confidently that he is proud of his achievements and recognises the hard work he has put in to get to the position where he

has a scholarship to attend university. He expresses pride over his grades, awards, connections with others, offers for university and the knowledge he has gained. He reflects on the challenges he has overcome and feeling positive that his education setting has recognised his achievements. Also through the personal networks he has built and giving himself hope for his future.

I mean, now many people wants to help me.

I did that I I just didn't give up. I worked hard.

I got offers from like many universities and if I just gave up at the time now I wouldn't know those people.

I passed all of them and with C in English language and A and B's in others. (smiling saying it)

I had 6 GCSE's they allowed me to do A-levels.

I mean, because I worked hard

I did finish my exams

I mean, yeah, I feel quite grateful, for like, like all this in only four years, from nothing

I was a student of the year.

I got like the Maths, science and Social Science award for student of the year

I was student of the year as well.

I can do it. Work hard and just go for it.

I didn't know I was nominated for the entire college,

I was like, when they say Haukar.

I was like, wow,

I just like crying. So, Uh, yeah,

I couldn't speak anything else.

I was just speechless.

I feel like I worked hard like I deserve it, but I was like.

I was like very happy, yeah. Yes. Extremely happy.

I have 14 October so many people want to come with me to the court.

I think back to court in 2018 and no one knew me and no one came with me.

I think education means a lot because change you a lot like

I think about my past and now, it's very different

I'm thinking in that, who is it was like I had nothing

I'm here and I'm thinking about after four years in the future,

I could have my degree in PLACE NAME.

Relationships

Haukar's used 'we' sparingly and was used to speak about himself and other asylum seekers, his friends and once to refer to the family he lived with. The key characters present are charities, friends, other asylum seekers and host families/individuals.

The voices of helping and uncertainty interact throughout his story sources of support and help to overcome difficulty but also create stress and difficulty for Haukar, for instance, his friends providing him a place to stay meant he had somewhere to sleep and study but due to their lifestyle, he found it difficult to do these. Equally, when he was living with host families they gave him "peace" but also he was forced to move often creating upheaval and uncertainty.

Successful help also showed him that when settled with someone who could help with his studies, he also recognised that they educated him in a variety of other ways such as helping him alleviate 'stress':

"And sometimes when I had some questions or anything because the lady I used to live with, she will see she she used to do that before she did, like, Biology, Maths training. So she kind of help me when I didn't understand something. She would help me with them as well. OK,

so and sometime because she's artist sometimes. I was just, yeah, after like stress, you know, like time, like studying there something drawing things and making things like that yeah, so. I mean it made you calm like just for a moment. Don't worry about studies and just have some fun. It's like for brain rest."

In Haukar's story of his education, his relationships with charities were key in the support they gave to him. These charities provided him with access to English classes, support to enrol at college, funding to continue his studies beyond ESOL and locate accommodation to live in (host families). Their support is present throughout his story.

Interpretation of social, cultural, historical, political context

Haukar's narrative is different to the other participants as he started his education in the UK over the age of 19. This meant he accessed education via Adult Education Services and as a researcher listening to his story it suggests that there was less support available within the education setting and more from external agencies, such as, charities.

Haukar speaks about his previous and ongoing asylum applications throughout his story and the impact of his asylum seeker status. This demonstrates the influence of political and legal systems on his education. For example, the impact of a rejection for his asylum claim led him to becoming homeless which created barriers to learning through his basic needs not being met. Equally, his focus being taken away from revising for his exams as he had to focus on applications for scholarships for university as he was ineligible for student finance as an asylum seeker and at this time also focusing on his appeal for his asylum application.

Funding is a repeated barrier in Haukar's story which has meant he has had to seek help from charities in order to help him overcome obstacles, for example, immediate loss of funding when his first application was unsuccessful led to a peripatetic lifestyle for years, his first GCSE's were paid for by a charity when the college declined to finance them.

Charities have enabled Haukar opportunities to navigate funding, accommodation and legal requirements. They have also given him social interactions that have supported his learning, understanding of educational systems, career opportunities and his understanding of own wellbeing.

Appendix P – Full analysis for Salim

Salim's story: "I was gonna be a lost boy now a law student."

Plot of Salim's story



Salim was recruited through snowball sampling, he found out about my research through Haukar. Salim contacted me and we organised his participation in the research.

Salim mostly, went through his story chronologically but at points evolved to more thematic memories, such as, speaking about specific events and how these related to other experiences. He initially gave an overview of his educational path through settings and locations to support the timeline. Salim then described his memories and experiences related to these locations in more depth. He ended this initial overview sharing he had a place to study law at university in the upcoming September.

After his overview when asked how he felt speaking about his story he expressed:

"ummm...I think there's a lot of memories like came back at it and then I'm kind of proud for being where I am. I'm kinda happy. Yeah, cause back in time when I think

about it like 5-6 years ago. I don't know what I wanna do. And I was a child and obviously my mom and my dad was disabled. Yeah, I didn't have much people around then. Then being here, you know doing it all by myself? That was kind of big achievement.”

Salim arrived in the UK when he was 15 with his mother, father and younger siblings. Salim's mother has a disability. Salim and his family were placed in a hostel before being provided with residential accommodation in a city in Wales. Salim entered education near the end of an academic year (year 10) in a mainstream secondary school within a city (City A). Initially he was in a small class to support with developing his English language and study skills, as well as, preparing him emotionally for a more formal education environment.

“it would be kinda hard without that support there because obviously that support, would get me ready to be in class and get used to the environment because I wasn't ready for the environment. They supported me, like, emotionally, obviously. (pause) Uh. Other. I would say. (pause) Thinking back at it. Obviously the support was at how to obviously overcome our emotions.... obviously there was the educational part of it. Where they teach you like, obviously you have tasks when we go to the classes and you have to follow those tasks and those tasks was obviously was helping you emotionally and also psychologically getting ready for education as well. And for the exam, they would do revision with us ... And I also like my lecturers were very good, they used to also do house visits. They used to come to my house. For seven days I was in like not feeling like going to school. And there was a knock on my door. It's my teachers they say “we worried about you, we just wanna check on you” and they bring chocolate for me and this kind of stuff.

Salim described the importance of teachers caring for him and the benefit of their practical support on his wellbeing. Teachers or as Salim refers to them' lecturers' are significant characters within his story. Lecturers who nurtured and provided support to help him emotionally and academically.

“And the one I think that I actually liked about her, she was never just, she would just tell me, OK, she was just listening and give me direct advice. Whereas, there was other lecturers, there was judgment. “Why didn't you do it? Why don't you do it?” She was never like that.”

“my maths teacher was are also amazing in my school was I think he understand, he knew my background as well, same as my music teacher. And he used to know that I used to love chocolate, every every single teenager does, and this is used to give us task. And he knew that I was gonna outwork everybody else in maths. And because

I'm really smart at maths and you see, he would tell us "Look, whoever finished" he used to give us task "finish this task faster, I'm gonna give them a chocolate bar" and in 10 minutes I used to finish my task... So I was doing foundation math. And then within three weeks I go to intermediate and then within two months he told me took me to higher"

Within his time at college he refers to two lecturers as "mother" and "brother" from the support and relationships he felt from them. Salim also describes the "judgement" and challenges he also experienced from teachers and peers.

Salim remained in the same school for year 11 and proceeded to go to a college in the same city. He went to college studying a variety of level 2 and level 3 courses. Salim described a change of friends and how this had a negative impact on his engagement in college.

During his time at college Salim's family's situation became increasingly difficult, meaning Salim was caring for his father who was experiencing mental illness, as well as, looking after his younger siblings and mother. Salim described how this impacted negatively on Salim's engagement and motivation in education.

"So that did affect me as well. So I wouldn't wanna do like any work, just wanted to leave education to be honest."

Salim described that he did not want to share his family's situation or his life story with college as it was important to him that this remained private. At one point, Salim's lack of engagement meant he was going to be asked to leave college unless he could explain his situation. He recognised the persistence and concern of one lecturer that enabled him to let college know what was going on, therefore, he did share some of his story and current situation.

"Yeah, I become the adult of the house. And I was just at such a young age and my mom was still ill, too busy looking after my brothers. So I was not getting any emotional support whatsoever, I was just lost. Yeah. And obviously come to a point where they wanted to kick me off the level 3 health and social care because I wasn't doing much assignments. So the manager was a very nice lady. She come and sit down with me. She asked me a question. Obviously at that time I had the news, they say to my family was like, listen, you have to leave the country. So we obviously I was doing my exams and assignments. And that was getting late because I had a lot going on and I didn't wanna leave my father to leave too long with my siblings because he was mentally unstable...she told me "what's going on in your life?". I was messed up. I think she could see it that I was messed up and obviously I was just too

busy running after my family. I didn't have anything for myself and she sat down with me. "Look, I know there's something going on, I want you to share it with me" and I just told that to be honest...And I think...she know what was wrong. She reached out to the college. She said. "Listen, I don't want you to judge the student anymore". And then my lecturers, when they found out they were very friendly all the sudden. Obviously like when they know about my story."

This positively impacted on support he was offered by teachers and the college. Around this time Salim's family's asylum claim was rejected and the home office relocated them to a hostel in a city (city B) in England. Salim received support from his college to return to Wales to sit his first year exams.

"what they [college] did, they come forward and they pay for hotel. So they give us like a train tickets [...] Obviously the college provided me with laptop, a hotel. Obviously, during the day they have to send someone to check on me and my younger brother. Obviously that was me and my younger brother that was doing exam. OK, they took us. I was in the hotel for a week do all my exams and then there was someone that was looking after us. Pick us up from the train station to make sure nothing happened to us and obviously drop us back in the train station and then move to City B again."

Salim's father was deported to their home country. The rest of the family were offered accommodation in a different city in Wales, Salim initially rejected this offer as he wanted to return to the city they had been living in. However, they were told they would not be allowed to stay in the hostel if they did not accept the new accommodation, so relocated to City C. Salim signed up to join the local college in the new city. He spoke again about not wanting to share his story or family situation although he was aware his previous college had shared some information. Salim similarly found college difficult as he was balancing his caring responsibilities at home, working a job to earn money to send to his father and college work. Again, he found himself in a position where he was going to be asked to leave college. Teachers that were important to Salim asked key questions that allowed him to share his story with them. These teachers put practical support in place for him, like changing his course, as well as providing emotional wellbeing support for Salim.

Salim received his level 3 qualifications and went onto apply to study a pre A-level course at a different campus within the college. On applying, he was 19 years old, he was told he was too old to attend. He contacted Welsh government for their support to challenge the discrimination he was experiencing from the college, they helped Salim and contacted the college to resolve the matter. This campus then accepted Salim's application to study there.

Whilst studying pre- A-level, Covid 19 lockdowns occurred and Salim could no longer work in his part-time job which enabled him to focus on studying. He studied hard and described receiving top grades in his subjects.

His teacher's asked him to stay and study A-levels with them but he said no. Salim decided to study at another campus because he felt that campus had 'judged' him by saying no initially, so he was now able to say no to them. Salim wanted to go to university and decided he wanted to study law and therefore chose an access to law course. During this course he applied to university and was offered a scholarship to study at a university fully funded and an unconditional offer. Unfortunately, Salim's mother became more unwell, so he was not able to take up this offer and chose to stay in the city he lives in to support his mother. Salim was awarded top law student by the college and he has a place to study Law at university. Whilst at college Salim and his family were also granted refugee status meaning he can access student finance funding.

Salim spoke throughout the interview about his fluctuating emotional wellbeing and the impact of factors inside and outside of education on this. Negative impacts came from factors involving his parents mental and physical ill-health, pressure from caring responsibilities, processing his previous experiences, experiencing discrimination and islamophobia. Salim also described what supported his emotional wellbeing, lecturers (teachers) caring about him and providing support, friendships, fun experiences, boxing, educational achievements, finding a positive educational path.

Finally, Salim described what he hoped future stories of young refugees to involve:

"I think. I hope that the story doesn't obviously, more judgmental. That educational institution should be more like welcoming more. Less judgmental and respect and more give them more support . Obviously, with a few just sometime. Obviously, our experience is different to most of the student in the UK. Obviously, we had a background. Umm, so I'll just say I hope that I don't hear stories where they've been neglecting . They've been describing that discriminated against. I wanna hear more positive stuff about the educational institutions, like providing them support. Give them like voice and even funny because most of the refugees, they don't have access to phone. OK, honestly, I'm lucky enough to be able to apply for student finance together. Yeah, but some does not have. That obviously looks real applying for that. I'm going to university, I think. I hope that in the future I don't hear some refugees being banned going to university, give them the proper finance. Yeah. To move the next step of life."

Reader response

Salim appeared keen to take part in the research. At interview, Salim selected various pictures to use to tell his story and identified that there was not a picture for boxing, something that is very important to him. Salim was polite and funny and easy to speak with. He expressed concern over his handwriting and was happy for me to annotate the timeline for him. We covered some of the pictures and how these related to his experiences. Salim spoke for an hour and a half about his experiences.

After the interview with Salim I wrote a reflection of my experience of the interview (see Appendix S). Within this were reflections on my feeling of awe at his resilience and determination. Also empathy for Salim when he experienced extremely difficult times, especially with the responsibilities he held at a young age and the impact of these experiences on his education.

At points, I found myself moving out of the neutral position that researchers should adopt, due to my sense of injustice on Salim's behalf, especially when he discussed his experience of discrimination. When he shared this, I reacted emotionally rather than intellectually:

“Yeah, that's quite an emotional event. Yeah, it's it's also Islamophobia which is not acceptable. “

This demonstrates me sharing my view rather than remaining neutral. I felt conflicted doing this as I felt as human to human it felt wrong to not acknowledge and validate his experience but also knew that had moved out of my position of curiosity and neutrality as researcher.

I also found myself trying to connect with Salim in similar experiences, for example, both disliking exams. I wanted Salim to feel comfortable and confident about sharing his lived experiences by sharing a familiar anxiety.

My response style was often more akin to that of a therapist, for example, through reflecting back, summarising and making connections to his other experiences. In reflection with my supervisor we talked about why it is difficult to adopt the role of a neutral researcher and leave my role as a practitioner behind (see Appendix S). I acknowledge that although these roles are different, I am a person whose values guide my practice in all contexts, but can gain an understanding of why I engage and respond the way I do as I develop my research skills.

I found myself feeling emotional and was struck by the level of responsibility Salim had from a young age. Salim often repeated the word 'child' discussing that he 'was a child' but also the antithesis of that, he could "no longer live like a child'. This expressed his compassion and understanding for his younger self in acknowledging he was managing experiences beyond that of his peers and its impact on his feelings and actions.

I also acknowledged my feelings of regret that Salim had not wanted to share his story or his personal life with his second college, despite knowing how much it had helped him in the first. It reminded me of my experiences working in colleges and knew the support that could have been available to him (bursary payments, extensions for academic work) which could have helped ease some of the pressure he was facing.

Initially Salim would pause when discussing his previous feelings around emotional events and I was concerned that he was uncomfortable discussing these. As the interview went on there was a reduction in pauses or silence around difficult events or topics and he grew more open about his emotions.

I recognise I had strong positive and negative emotions towards individuals Salim mentioned in his story; feeling a sense of relief that some staff had gone 'above and beyond' in their role to support him and equally a sense of disappointment and frustration when staff were 'judgemental' or created and maintained barriers to Salim accessing education or opportunities.

My predominant attitude throughout the interview was gratefulness for his personal strength to openly share his story. Indeed, as an outside researcher I was realising the complex demands that accompany this position, recognising my lack of lived experience but having empathy for Salim's education experiences. For example, in terms of the potential difficulty or burden placed on participants by asking them to share their story and explain experiences to someone who cannot relate to these. Also understanding that the persona of the outside researcher enabled an approach to his story through curiosity rather than assumption, which placed Salim as the expert rather than the researcher and his having control of the narrative. In turn, I recognised it contributed to a non-judgmental experience for Salim where he could talk freely about his experiences of UK education.

At the end of the interview Salim said he had found it a positive experience and strengthened my belief in the narrative approach adopted for the research.

"I feel good. Cause I managed to reflect on my life, what I've gone through and where I'm at. And, you know, where I'm at is kind of amazing was for what I was gonna be a lost boy now a law student. So it feels amazing. Thank you for that."

Voices

Constructs within Salim's story included; being different, being accepted, being judged, being discriminated against, being grown up, being a child, being independent, being

connected, being lost, being a better version of himself, being ready, not being ready, being happy, being angry, being motivated, failing and succeeding.

The voices presented stemmed from these constructs that were repeated or evidenced in the story Salim told. Some of the voices present are:

- The voice of difference
- The voice of connection and support
- The voice of challenge
- The voice of judgement
- The voice of motivation and success

Phrases from Salim's 'I Poem' have been used to evidence these different voices in his own words.

Voice of difference

Salim often described differences, between himself and others, for example, feeling that his peers were childish, he in contrast was grown up due to his life experiences and the difference he felt as he tried to process his feelings.

I was kind of grown up

I was finding everybody else around me childish.

I couldn't get along with him because I find them childish.

I couldn't because things was changed

I couldn't live like a child anymore.

I come from or why I'm acting that certain ways.

Also, differences between himself and others in his language skills and knowledge.

I was in my English was not very good.

I used to speak in an American accent.

I just go to a class like everybody else then

I wasn't ready for the environment.

I was new in the country.

I didn't know much people.

His difference in identity to others:

I was only Muslim boy

*I was feeling like everybody's against me
I told you
I found everyone childish*

Salim acknowledged, in comparison to his friends, he felt he was at a different stage of life they were at university while he remained at college. Salim acknowledges that due to coming from a different county he experienced difference by having to learn about the education system, the English language and cultural norms as these were very different to his home country:

*I'm backwards in life like compared to my friends.
I didn't know how to do the system to education.
I see it was big difference.
I was still getting used to the culture.
I used to say a lot of things that gave me trouble.*

The voice of connection and support

Salim often spoke about the connections he made with others and the support he received. Support came from peers, teachers and other professionals. He provides specific examples of how individual teachers motivated and engaged him: his maths teacher using chocolate or his Law teacher using boxing examples to help him remember law cases:

*"I talked about works in and this she would give me the boxing example
I said look I'm gonna pay attention that's it that's my my subject.*

*I had my Biology teacher she has to be amazing.
I think we just had like a friendship between us*

*I used to tell my lecturers about how, how amazing my Maths teacher was.
'I know you're smart. I know you can do things'.
I think he was one of the most amazing lecturers.
I think that was one of the idols that I was looking at when I was in school.
I was learning from, obviously he was nice, smart..."*

He acknowledged the role of teachers recognising his need for emotional support and provided opportunities at critical times for him to share his situation by offering to actively

listen to him, asking questions to help him share his personal circumstances and providing advice Salim considered trustworthy,' wasn't judging':

*"I know there's something going on, I want you to share it with me,
I just told that to be honest...And I think...she know what was wrong.
I don't want you to judge the student anymore.
I used to go late into class and they wasn't judging me
I realized that she was telling the truth,
I have to focus on one thing at a time.
I think she had heard some of my past experiences.
I was in CITY B name and she keep in touch.
I think that I actually liked about her... she was just listening and give me direct
advice.*

*'I don't wanna let you go. We want you to stay. So share it with us. I know you have a
lot going on.'*
*I want to share it with us.
I start sharing with them.
I told them about my father and the long hour shifts that I do. "*
I was like, I told him. My, my father was too ill.

The nurturing and stable environment provided by some teachers is shown in the language he chose to describe their significance to him when he uses the language of family to describe his respect for them:

*"I used to call her mother, she was very nice. She was like a mother to me.
I think she just loved me
I used to be like more of myself
I have to call her mom
I needed that. And she used to tell me how proud she is of me.
I'm good at in class and I'm like answering stuff
'I'm very proud of him'.
'I'm very proud of you'. All that motivated me to do better*

I think what need to happen. The area manager was a gentleman and he was amazing.

I used to call him brother (both laugh).

I didn't make time for myself so they contact and say we wanna take you to cinema with us.

I come to when they found out about. This has become like a family. “

Also teachers provided flexibility:

“I had actually had a good manager

I was doing my assignments

I'm gonna give you warning for coming in late.

I will never take you over the course because you are doing your work”

Equally he recognised when the teachers went 'above and beyond' their role to support him, for example, his teacher contacting the Home Office to advocate for him, his college providing a laptop, paying for trains and a hotel for him to sit his exams.

“I obviously, I reach out to my lecturer and obviously she was fighting for us.

I reach out to my college. I thought. Listen

I'm in City B now. I think I have to drop out

I can't take my exam.

I don't have any place in CITY B and what they did, they come forward and they pay for hotel.

I was in the hotel for a week do all my exams and then there was someone that was looking after us. “

His experiences of support were not always good and he shared experiences where he felt emotionally and practically unsupported:

I left school.

The support I needed in school, that was over.

I was not getting any emotional support whatsoever, I was just lost.

I reached out to a lot of person. Like I shared with a lot of people. Nobody was providing me with support.

Salim described the impact of his connections with peers and friendships on his education, for example, having a good group of friends at college he felt supported him to get 'top grades' and complete his assignments. Equally, when connections had a detrimental effect he describes having a 'bad group' who swayed his focus away from his studies and stopped doing his assignments.

"I was new in the country.

I didn't know much people.

I managed to meet some friends.

I was just playing football.

I was teenager, was just like any other teenager.

I think friendship that had a big impact.

I was doing summer time,

I was doing and invite me over to places so it did make a big difference friendship.

I met new people in college that made a big difference.

I was walking around with some good friends in my class.

I managed to get actually managed to get top grades.

I used to always be late to college.

I told you, I went through a bad phase with bad friends.

I wasn't doing my assignments.

I think they were major, to be honest. And they were more understandable. Most of them were my age.

Also how the support of meeting a friend led him to discover boxing which helped Salim emotionally and helped him in education by being able to balance demands more:

I met in CITY B. I met this boy in college.

I used to go to his house, he used to train me and we used to train together.

I go to know his father and we used to take me to the camp inside the training sites.

I trained with them all the time.

I won a couple fights and then come back to CITY C.

I managed to be in more control of myself.

The voice of challenge

The challenges of supporting his family and experiences at home directly impacted on his emotions and education:

I had like a lot of personal issues going on in the family.

I have things going on in my house.

I don't feel like doing anything,

I used to struggle to pay attention because there was always something like going on my mind,

I had my family, my father and my mother, my younger siblings there, I always have that worry.

I don't, I think. I couldn't like. I didn't have a way to actually manage.

I don't know how to manage things.

I failed most of my exam.

I must sleep.

I'm stuck.

I was stuck.

I was like my father was mentally unstable.

I was a man of the house obviously

I don't know no one that you look up to.

I was still having, like background issues.

I still have, like moody some days, I was Moody,

I think like I used to wake up late.

I used to always be late into class.

I used to look after my younger siblings.

I was tired and I couldn't wake up in time.

I was just too busy running after my family.

I didn't have anything for myself.

I was asking my father. How was his day?

I become the adult of the house.

I was just at such a young age and my mom was still ill, too busy looking after my brothers.

I wanted to go to UNIVERSITY NAME because one of the top law schools in the UK as well, but then personal experience, [...] force me to sacrifice my scholarship and then move back to CITY C again.

The challenge and internal conflicts of whether he should or should not share with others his personal and family life and the repercussions he experienced in his trying to protect their privacy.

I didn't tell them about personal life.

I thought it should just be private.

I didn't have that.

I'm just with me.

I was making mistakes.

I was making over and over again.

I didn't know what was the right answer.

I failed,

I receive a warning and a warning.

I wasn't ready to share with them.

I didn't want to share with them.

Challenges he faced when he knew attitudes of others were discriminatory and the impact this had on his education:

I actually had some issues in Year 11 due to being a Muslim.

I think back in time there was an explosion of the Manchester arena.

I didn't, I didn't accept that.

I actually got in trouble there.

I was Muslim.

I was... it was during my exam.

I'm in year 11

I'm just like, yeah. I'm not [a terrorist].

*I found out about that,
I pay attention, too.
I fail my exam again.
I used to fight back for myself.*

*I asked my lecturers.
I wanna withdraw religion.
I don't wanna do it.
I get a lot of trouble
I was only Muslim boy.
I start fighting in class.
I was one getting blamed.
I didn't like.
I think it was a big impact.
I was feeling like everybody's against me.*

*I have a little bit of beard because I would have full beard then.
I told them, "How am I too old? There's no age limit to be in college.
I want to do A-levels and they was not accepting.
I was like, "what's going on, guys? Why can't you support me?"
I'm here to learn.
I accept me and I look at this as it is discrimination.*

*I literally begged them.
I beg them.
I wanna study.
I wanna go to university.
I have a beard, because I'm 19.
I'm. I'm being discriminated against, I was.
I never show my emotion, but then I share' why am I being treated like this?'*

Challenges he experienced when he negatively compared his educational achievements and progress with that of his friends:

*I'm only 21.
I'm backwards in life like compared to my friends.
I think about it.*

I want it to be there with my friends.

I didn't have the GCSE.

I want in deep inside

I wanted to be with them.

Challenges of not understanding or having knowledge of the UK education system:

I didn't know what to revise.

I was revising the wrong stuff.

I would just say paying attention to classes.

I didn't know how to do the system to education.

I don't know how to manage things.

Challenge of learning and achieving educational goals:

I fail my English again.

I think I had a D or an E

I couldn't pass it. That's too hard.

I wasn't doing my assignments.

I do it, I do my assignments just to be very low quality,

I wasn't getting like the merit and the distinction that I used to.

I should have been getting passes.

I have to resubmit everything.

I had to resubmit everything.

I don't wanna do level 2 again.

I don't wanna do music.

I'm gonna move to something else.

The challenges of not having refugee status and its access to higher education:

I only become refugee status like March.

I was an asylum seeker. I was. I didn't have any access to funds.

The voice of judgement

The voice of judgement came from Salim's repeated use of the word to describe his experiences with others. This voice is predominantly used in how he felt teachers perceived him and their interactions with him:

Salim spoke about his dislike of judgement or wanting to experience judgement so tried to avoid it by not sharing his story:

I didn't let anyone know about it.

I just want to keep it to myself. It's my personal life.

I don't want anyone to get involved or judge me for it

I don't like is judging.

Then having decided to share his story, he had to overcome his own concerns about judgment:

I start sharing with them.

I was like, listen, this my life that you guys are judging me,

I'm just showing this side that you I want you to see, this something else on my background.

I don't want to share with you.

I told them about my father and the long hour shifts that I do.

Salim spoke of being on the receiving end of the judgement from others and his own conflicting emotions:

I had judgment. "Why didn't you do it? Why don't you do it?"

I used to always be late to college. Yeah, always be late. And they used to judge me again.

I was late to classes and weren't to know what's going on. They wanted to kick me out the course.

I have my lecturers were judging me a lot. Of course. They didn't know about my life.

I had just judgment all the way through and I didn't like it.

I wanted to be here the first place. They judged me and they didn't want me to be here.

I'm saying no to you.

He openly responded to positive relationships where judgement was absent or when he understood teachers had openly advocated for him:

I think she had heard some of my past experiences and she wasn't really judgmental. She wasn't judging me

I know you can do things. I...he was one of the most amazing lecturers as well, he wasn't judging.

I just told that to be honest...And I think...she know what was wrong.

I don't want you to judge the student anymore.

I used to go late into class and they wasn't judging me

In his reflection, at the end of the interview, he had a strong hope that the future would hold less judgement and neglect of young refugees:

I think. I hope that the story doesn't involve, more judgmental.

I hope that I don't hear stories where they've been neglecting.

The voice of motivation and success

The voice of motivation and success comes from Salim using a variety of motivators to overcome his personal challenges in education and achieve success.

He speaks about what motivates him to 'do better':

I have to motivate myself.

I think it's past experience.

I was just feeling like I'm invisible.

I was gonna get killed by them.

I shouldn't be killed now.

I should be better.

I've obviously what kept me motivated.

I didn't want them to live the life that I left,

I lived.

I want to give them a better opportunity.

I'm motivated to get forward.

I had like, my younger siblings and my family.

I'm gonna give it a go.

I made it, yeah.

He speaks about being motivated in learning by teacher's praise and interventions:

I was doing foundation math. And then within three weeks I go to intermediate and then within two months he told me took me to higher

I passed Maths because I had a C, but I still wanted to get higher.

I was doing things like one day I'm good at in class and I'm like answering stuff that I know she used to say that she used to go to all the lecturers and say Salim did very well today. I'm very proud of him. She used to come tell me, I'm very proud of you. All that motivated me to do better.

Of being motivated by comparisons with his friends and growing self confidence in his success:

I was feeling, like ohh, they're just like me. If they can do it, why can't I.

I do it.

I just push myself.

I was there.

I didn't have anyone to advise me or it was just me failing, motivating myself to get up. And give another go.

I think, no. It was just me, myself, researching.

I was just doing a lot of research.

I only become refugee status like March. So I was in asylum seeker.

I didn't have any access to funds.

His growing confidence in his own skills and understanding of his own emotional intelligence as he developed his sense of resilience or as he describes it 'balance':

I saw as I grew up,

I found my own way how to manage things.

I think all the past experience. Yeah, gave me the power to be more control of my life

I needed, yeah, not being scared and boxing would provide me with all that balance, mindsets.

He speaks about his success and achievements in learning and how it fed into consistent success in his education:

I managed to get actually managed to get top grades again in like applied science.

And obviously I passed my level 2 applied science.

I did my GCSE is turned out I was one of the top grades again, I had a lot of lot A, yeah.*

I started doing in summer now all my essays was like distinction, distinction, distinction.

Well, I have all this going on and I still get top grades.

My essays will always be top quality.

I used to hand in a month before the deadline.

I won it. The scholarship. I won.

I am top access a law student, I won an award.

Being recognised and wanted for his educational success:

I had like a lot of choices actually, unconditional and conditional offers as well.

I went and I managed to get a couple of scholarships.

I want you to stay here. You're gonna be a good pupil for our campus, I was like no, I'm not staying.

I was nominated for an award. And and they found that all about this. Yeah. And they wanted me.

Relationships and characters in Salim's account

Initially Salim uses 'we' to refer to himself and; family, EAL students, friends, peers and other young refugees. Later in the interview, Salim begins to use we to refer to himself with teachers and with universities showing changes in his relationships and aspirations but also seeing these as being with him rather than against.

In Salim's account he describes many characters and their relationships with him. These include his mum, dad, younger siblings, lecturers, education setting staff (school, college and university), friends, peers and the Home Office.

In Salim's account he describes a number of characters and their relationships with him. The most significant character is Salim and his reliance on himself throughout his story. There is an understanding and empathy that Salim gives his younger self. The first relationships he speaks about, and arguably the most significant ones to Salim, are those with his family, his mother, father and siblings. His siblings being his motivation to 'get forward' to provide a better life for them. The difficulties all his family experienced after arriving in the UK and the responsibilities Salim had caring for all of them, especially when his father became more unwell.

The next most spoken about characters are 'lecturers', both the positive and negative impact they had on Salim's education journey. He shares stories of individual teachers and how significant the support was they offered him. As noted earlier, Salim repeatedly described the emotional support provided by teachers through, listening, reaching out, advice giving, encouragement and praise. On the other hand, being 'judged' and discriminated against was also very much part of his teenage education experience. This recurring theme affected Salim's decision on whether to share or not share his personal experiences with teachers. When teachers did not pass judgement, got to know him, took time to express their concerns (in an empathetic way) and were nurturing towards him, he responded and was able to share his story.

Salim often speaks about 'lecturers' and peers having both a positive and negative impact on his education experience. The 'voice of connection and support' and 'voice of judgement' are often intertwined when discussing these relationships, sometimes positively where teachers or peers actively stop Salim 'being judged' or negatively where the teachers or peers are those judging and at points discriminating against him.

Salim spoke about his relationships with friends and other students. Friends had a positive impact on wellbeing by engaging in 'fun' activities, such as, boxing, football and video games. He described times where friends stood up for him or advised him on difficult social interactions.

"Yeah, obviously during that time the boxing give me the mentality, obviously its more about control was with boxing, it's about you controlling your anger and emotions. And that's what it did. I managed to be in more control of myself."

Peer support was described as having a positive impact on his engaging in education, through encouragement and then helping him navigate the education system. Salim describes friends as being a comparison for him, where they were 'ahead' in their educational journey which motivated him to 'push' himself to study hard and get to his goal of university.

“Luckily most of my classes with they good students, Umm, and they still always like sit by me and obviously because when you, I didn't know how to do the system to education, it is very different to where I was. Yeah. And they show me stuff and show me how to do, how to write. Yeah. And how to make own, how to do revision. And they used to contact me all the time. Even when I was doing summer time, they will contact me on how I was doing and invite me over to places so it did make a big difference friendship.”

Friends could also impact negatively on his engagement with education: when Salim stopped doing his assignments.

“met new people in college that made a big difference. There was no like, let's say they were not the right friends. And they were, like, motivate me, to do the bad things, like rather the good things”

Other difficulties Salim had within school and college were through bullying and discrimination. He recognised these incidents had negative repercussions for his learning experience.

“Up to just doing my year 11 exams and a student come forward and it was like it he told me “Ohh. Was that Ariana Grande Explosion happened in Manchester and they come for you. It was like, ohh, you're terrorist.” And so I'm just like, yeah. I'm not. Why are they talking to me like that? [...] Whenever you're obviously when your child, you pay attention to very little things. And that's why I pay attention too. Yeah. And obviously, I fail my exam again because of that.”

The Home Office is another character within his story, although not often mentioned, the impact of their involvement or decisions changed Salim's story significantly. At the beginning placing Salim and his family in a Welsh city, relocating them to City B (at risk of deportation), then relocating them to another Welsh city, and finally granting refugee status after 5 years.

Other professionals mentioned and acknowledged as playing a part in his narrative were a family support worker, principal of the college, area managers (Heads of subject areas), personal tutors and university staff.

Interpretation of social, cultural, historical, political context

During Salim's narrative societal attitudes are apparent, in particular negative attitudes towards Salim for his identity as a Muslim. Discriminatory attitudes were shown by individuals, as well as, settings, Salim's access to college was based on his physical appearance. This has previously been identified as a societal and structural discrimination

towards refugees and asylum seekers in perceiving young people as older than they are or 'adultification'. The Refugee Council (2022) found that of 233 young refugees whose age had initially been determined by the Home Office as 'certainly' adult, only 14 of them were found to be adults. This demonstrates the bias in assessment to perceiving young refugees as older than they are.

Salim's story demonstrates how young refugees may experience intersectionality and how this might impact on their educational experiences. The intersection of being under a national immigration policy and devolved educational policy and how these play out for example, the home office relocating Salim disrupted his education but his college provided support to help him to continue his education. Salim also could be perceived as a young carer through the responsibilities he holds at home for his parents and siblings. A group known to need additional support through education and can often can be provided with this. The intersection of this with his status as an asylum seeker meaning his access to support is limited. The impact of intersectionality in Salim's experience can be seen, through the intersection of these factors; as a young carer, asylum seeker status and being relocated by the Home Office. These factors compounded Salim's experiences of education.

Appendix Q – Full analysis for Adora

Adora's story: "I'm not just lost; you know I would say...like making a friend. I literally have someone who can answer all these silly questions I have"



Salvador shared information with Adora about the research and she agreed to take part. We liaised over email before meeting for the interview. Adora's brother is Karol, another participant in the research. Adora is the only female participant. She was 20 years old when interviewed. Adora used pictures and timeline to tell her story. She was the only participant to bring an item to help share her story.

Adora attended ESOL classes when she first arrived at college to study A-levels. At the time of the interview she had just finished her first year of university. Adora's narrative often moved between her first and second year of college as she discussed groups of experiences which were present in both years.

Adora arrived with her parents and brother, when she was 16 years old, the day before her 17th birthday. The uncertainty of the family's status and position meant that Adora felt pressure to access as much learning as possible. Adora describes her feelings related to this experience:

"Uh, I feel like pressure. Yeah, because it was like. I mean I'm willing to try and I'm in it too and... In that moment, because we were scared, we didn't know if we would stay here. So, I understand the pressure at home because we just to like we have to make the most of this

place while we're here, in case that they say tomorrow, oh, you can't stay here anymore. I at least I got something. I can say I can learn something."

Speaking about ESOL classes, Adora appeared to recall these fondly, she often laughed whilst describing this time. She described how the teachers were approachable, nice and encouraging. She spoke particularly about one teacher whose humour she enjoyed, but also appreciated his honesty:

"OK, if you keep talking like that nobody's gonna understand you. Or, like to be treated equally, you actually have to sound like people from here and he would tell you things like other people wouldn't"

Adora was one of the youngest on this course, the majority being adult learners. She was on the course with her brother Karol and they made friends with others in the group.

Adora continued to study ESOL and attended college. Whilst applying for college Adora unknowingly applied for university as she thought that was how she applied. She spoke about how universities said because she was an asylum seeker they could not offer her a place. Adora later noted that in the last few years this seemed to have changed as she knew universities now offered places and support for asylum seekers.

Adora attended college for two years to study Graphic Communication, Spanish and Art. Adora described how she felt before attending college:

"But I was really, really nervous because I thought like, I don't know, I didn't get any friends or how's it gonna be? Like it's gonna be like, like in the movies that people just don't like you (nervous laugh). I didn't know anything. Are they going to understand me? Probably was my main concern"

English language appeared to be a barrier for Adora in communicating, navigating college and building relationships. She felt others did not understand her, including teachers. She described feeling scared to talk or ask questions of others. In relation to subjects, she describes knowing the answer but not being able to translate her answer and often feeling that she had misunderstood something.

A significant aspect of Adora's experience and a reoccurring topic in her story was her hope to make friends. Adora describes various situations in her first year, where she thought she might be able to make friends at college, for example, in her Spanish class where she could offer help to others as it is her "mother-tongue". However, these were not successful in forming long-lasting friendships.

"And I was trying during the first year to make friends with people, but that just didn't work."

The lack of sustained friendships impacted on Adora negatively, she describes that she felt alone and it distracted her focus from her studies. She describes that she had hoped for more of her life here than just studying:

“Some people just come here to study like you need students and they come from abroad and they come here to study. So, it’s understandable, they come here for a reason. But I came here to live, to live a new life. So I was like studying is a part of that. But also I need to have a social life. And I was just thinking about how I thought I was going to spend my whole entire existence here without friends.”

She also spoke about how her experience in education could have been easier if she had a friend, she would be able to; understand the education system easier, ask how to get places within college, know whether she had understood assignments/homework properly and check homework against peers without worrying if they thought she was trying to copy them. Adora showed me a Christmas card that a peer had given her, which had a drawing in it. She described that this was really important to her, she felt this maybe indicated she had a friend, someone who was thinking of her and gave her an *“idea of hope”*.

Adora spoke of coming to accept not having friends at college and that she had lots of college work to busy herself with, but also her efforts with activities outside of college like volunteering. She acknowledges and suggests her understanding of why peers, perhaps, did not feel the need to make friends with her, as they already had their friendship groups and connections:

“But still, everyone had their own friends. So, the way I the way I see it, it’s like when you of course like when you grow up like your home country, you already have connections and know other people and that’s, so you don’t feel the need to to meet more people.”

Another key aspect of Adora’s story was the difference between education system in UK compared to her home country. There is a focus on reading and independent writing in the UK, whereas in her country of origin, most work and exams were done orally. She previously would present her ideas to her teachers then they would evaluate them together.. She wondered if the fact she had not done GCSEs made this more difficult. Adora gave a metaphor to demonstrate the difficulty she felt when doing her A-levels in college:

“I would say it’s like it’s like if you were a little fish. And you, you know, you’re in fish tank. And like. I would say just like the the flow of the water is strong. But you see how everyone else is just like swimming nicely. And you’re like, you’re just feeling how the water feels really, really strong and don’t understand how everyone else can be like just be so relaxed

swimming. And you're there, like, struggling, swimming like so hard. What do I do, I'm struggling?"

In terms of teacher feedback she was used to receiving clear and direct feedback where she could see where she had progressed and areas she needed to work on. However, she did not feel she received this feedback this in the UK. She felt like she was alone in her work. She described the difference between her home country and the UK in the type of feedback teachers gave and in teacher approaches to learning:

"Like, the role is to teach but like. It like it didn't feel like you were like walking with them, it was like, yeah, like you were just walking alone and they were, like, there just watching."

Adora spoke fondly of her tutor from her first year as being kind and who checked in with her when she had been absent. Although, Adora also described that she was scared of some of her teachers, who were strict and she did not feel able to share her concerns or difficulties with them. She felt discouraged by one in the first lesson as they said that only a few students would get an A grade and the rest would receive lower grades. Adora also felt that as teachers had so many students to support it meant they did not have time or enough attention to consider her.

Adora worked hard in her first year, at points working through the night to finish her work. However she did not receive the grade she wanted in the subject she put the most effort into and felt discouraged. She felt she had tried her best but it was not enough.

"But my main focus would be Graphic Design. So I couldn't understand why my main focus, literally I spent so much work into was so low. Umm. And so that was really really discouraging because I thought like, well, you spend the whole year doing the most I could... for kind of nothing?"

At this point Adora expressed that she was also experiencing difficulties with her mental health, which was impacting on her ability to focus on her studies. She had not shared this with college or her parents. Whilst speaking about this topic Adora paused more often. When I asked about how she was feeling speaking about this topic, she shared that it was making her feel anxious, although it was in her past, it still stressed her. She shared that she and her brother do not say the word college as they both hated it: *"We hate that word because it's just like college, flashbacks and pain."*

In her second year, as Adora was 18 she decided to remove her parents right to information from college. During that year she missed meetings with her tutor and her attendance dropped. Her tutor got in touch with her parents to ask Adora to contact him. This was a difficult experience for Adora and forced her to open up and speak to her parents about what

was happening with college. She did not feel able to explain fully how she was feeling as she felt her parents would not understand and also recognised their own pressures and so did not want to add to them. She did not want to study anymore but her parents wanted her to continue. Adora describes “*so much shame and embarrassment*” that she experienced around this time and constantly apologised to teachers. She felt an “*obligation to open up to others*” she spoke to her tutor about struggling with her mental health, he contacted student support and her other teachers. She was provided with opportunities to have counselling over the phone, however, these times were provided to her without asking when she would be free and was often was not available for the sessions. Adora had busied herself out of college with volunteering which gave her “*peace*”. She finished college and received her A-level grades.

Adora did not apply to university through UCAS, as she did not want to go. After being prompted by her parents to go to university she attended an open day and was offered a place on a creative course. Adora’s experience of education at university has been much more positive. She had made a friend on her course which has helped her to navigate the course content and assignments but also had provided a social life for her.

“*[pause]...I would say...like making a friend. Cos now I literally have someone who can answer all these silly questions when I have no idea umm... So she knows the process and she's like, Ohh, no, like you'll be fine do this and this and that and that and like she doesn't, she doesn't think I'm gonna copy her work or anything, that's very helpful honestly.*”

Her teachers at university she described as being approachable, encouraging, understanding and respectful. She felt treated like an adult. She described that her university teachers provide kinder feedback and also recognise that there could be more going on in people’s lives than just studying. Adora’s college experience had left her with a “cautious feeling” when she needed to ask questions or help or failed to interact. College teachers left her feeling like a “*burden*”.

Her university course has a smaller group which means she has spoken more with others and feels there is a safe space, where they can all ask “*silly questions*”.

When asked what she hoped future stories of young refugees would be in education in the UK she responded with:

“Not to be lost...probably. Like...Umm...I’m not really sure how that could be talked about, because like...You, cause like you don't...Uh, it's like, you didn't really control feeling like an alien in a different place. So, I'm sure if I wanted, that could be good for them to help other people, because like, what I would say, perhaps it's like...Umm...I'm not sure, maybe have

like, I don't know, like perhaps drop-in's where people who can help you with your subjects, or. I know there are drop ins here in CHARITY NAME, but it was, I think, mainly for like, like young children. But like things like that, where like they explain to you how the system works and that anything that is important, it comes from a person who has probably go through them, gone through them, because...you would understand.”

She also felt college providing a free bus pass could help as the cost was too much for asylum seekers to afford.

Reader response

My first impressions when I met Adora was that she was warm and bubbly. I felt at ease with her.

I found Adora's interview emotional, I could clearly sense that her educational experiences brought up difficult emotions for her. I felt a great amount of empathy for her, especially in her attempts to make friends. I wondered if I felt a stonger emotional connection during this interview as I could relate to the experiences Adora described and if my being female meant I felt greater empathy for her? I felt frustrated that there was not a more nurturing response from those involved in her story, from peers and from teachers. Although as Adora acknowledged people already had their social network and teachers responsible for so many students may not have been able to respond differently. I wondered if Adora had been able to develop a sense of belonging through her volunteering work in her second year? I wanted to openly side with Adora but could not without immediately compromising my position as a researcher. Having worked at a college, as a tutor, and worked with students experiencing similar situations I was aware the impact of support, friendship and open/ effective interactions can have on their education as well as their wellbeing.

The way Adora described her first year, it made me consider burnout and I wondered whether Adora had experienced this? She had faced and managed so many challenges; including learning English, a new education system, new subjects and trying to build a social network.

I felt in awe of Adora's resilience; that she was able to complete her A-levels despite the difficulties she faced. I was impressed by her engagement in university, despite it not being her preference to attend and considering the difficult time she had at college. I felt pleased that university had been a more positive and rewarding experience for her. Adora was articulate and her metaphors gave an insight into her external experience. I was pleased that Adora had bought an item with her, this felt a powerful and meaningful way to understand what was important to her about her story. Friendships felt key to her.

COVID-19 lockdowns were not discussed in the interview and I wondered about the impact of COVID on her education and wellbeing during her time at college.

Voices

Adora's transcript was analysed to identify voices that appear within it. Some of the voices present in Adora's story are:

- Voice of pressure and expectation
- Voice of difficulty
- Voice of walking alone
- Voice of difference and comparison
- Voice of wanting to make friends

Voice of pressure and expectation

Adora described pressure that she felt from her situation as a young refugee, in ESOL exams, from her parents expectations, from teachers, from her assignments. Adora often spoke about expectations that others had of her and also the high expectations she had for herself.

The expectation from her father that she could access a higher level ESOL class:

"I got into entry two. Umm, my father thought that I could do better .

I could take the test and so I could get entry level 3.

I feel like pressure"

In relation to accessing education as much as possible due to her and her family's situation:

"I mean I'm willing to try and I'm in it too

I understand the pressure at home because we just to like we have to make the most of this place while we're here,

I at least I got something. I can say I can learn something.

I understand the pressure I had.

I had in my mind.

... I didn't feel like I could afford just... Just like getting stuck

I just felt like so much pressure.”

In relation to teacher’s expectations that all students have the same educational pathway and knowledge:

“I raised my hand to say and I like didn’t do any GCSE’s. And he was like, he was kind of shocked.”

And what Adora imagined teachers to be feeling towards her:

“I feel like teachers in college probably, so like, sometimes, like, a burden.

‘I have a student who doesn’t know how to do anything.’”

Adora’s own expectations of herself and the disappointment she experienced when she did not receive the grades she hoped for:

“I thought they were low, but the next year were worse .

I got a B and a C, an a B for Fine art, which actually stuff like that’s actually totally amazing because I didn’t even expect to get a B in Fine Art.

I couldn’t understand why my main focus, literally I spent so much work into was so low.

I thought like, well, you spend the whole year doing the most I could... for kind of nothing? Because.

I thought it wasn’t worth it, because

I was like, in the end, even if I do that again, I’m not gonna get an A.”

Adora’s recognition of the pressure her parents were under and their expectations of Adora. This is in response to when they found out that she was experiencing difficulties with college work and attendance:

“I was experiencing, because they were like. They have, like their own kinds of pressure like I did

I...Oh my God. So much shame and embarrassment ,”

This was her parents fears of what could happen if Adora did not continue studying:

I'm going to get really lazy, but yeah, or I'm just gonna get really comfortable working,

I'm not gonna wanna to study anymore . “

“I'm honest I'm just finishing uni because my parents want me to graduate.”

Voice of difficulty

The voice of difficulty encapsulates many experiences within Adora's story, the use of ' I ' is often connected to not knowing or understanding. Adora's voice of difficulty connects to experiences she found difficult, such as studying, but also the experience of difficult thoughts and emotions.

Adora highlights her difficulty of not having knowledge of how education in the UK works; not knowing or understanding different aspects of the UK education system, subject content and study skills and compounded by her still learning the English language, creating barriers to her understanding of her work and engagement in class.

I, I didn't know. I just didn't know anything.

I thought like, I don't know ,

I I was literally asking so obvious questions just because I didn't understand

I think they were so simple that they just couldn't understand why I was asking

I didn't understand it very well, and they were like I don't understand what you don't understand.

I gave up

I find out and I didn't understand a thing of how the process of evaluation

I was like, I have no idea what you're talking about.

I felt like there was always something I was missing. There was always.

I didn't understand.

I was like, am I doing something wrong and you have no idea what I'm doing?

I know what topic is about. But when you don't know how to translate that, it's like how do I get my answer across?

Adora also highlighted the difficulty of a high workload and the impact this had on her wellbeing:

I didn't, and I was so afraid to ask. Because I was so embarrassed for my last year I could just so much effort for my first year, I literally didn't sleep. I was just trying I think, because I did like almost the whole night doing homework, I was like. But if I. Relax. Then if I like stop working, then I have more to do. And it was just hard, I would be so overwhelming I wouldn't even start

The difficulty of speaking about these experiences in the interview:

I was just so fed up with everything that I had to like every. I feel a bit like. When I get anxious it shows, Uh. Like my back gets warm. My my chest feels warm, but. I know it's something that's already behind, but still stress me.

Also the difficulty of physically navigating a new environment and feeling too worried to ask others where to go:

I had to get to different parts of the building and I didn't even know where they were. I have to ask. I was afraid of talking to people.

The difficulty she experienced acknowledging and sharing her concerns with teachers:

I have to do and I tried sharing my concerns with my teacher but it was like.' I don't know how to study and I didn't know how to make analysis'

Adora experienced difficult thoughts and feelings but was unable to share these with her parents:

I honestly, I just didn't want to study anymore

I couldn't express was like I don't, I don't wanna finish college. I just don't wanna finish any of this.

I didn't have an answer, but I had to have one, so I had to speak something from the top of my mind

But also not feeling able to share with her parents how she was feeling emotionally:

"I also didn't feel like they would understand."

Adora did share some difficult and conflicting feelings, as a result of the tutor directly contacting her parents, which ultimately led to her feeling 'obliged' to share:

I had to finish college

I had to tell like my tutor about these things, that wasn't. That wasn't easy to do because now I have.

I was feeling a bit of resentment towards him.

I have to now. I had the obligation to open up to others.

I have to give a reason why I was literally disappearing because I started missing lessons.

I started to miss weeks!

I was trying to keep up as well.

I have had to give a reason.

I was like well there were some things like I've been struggling with my mental health and that. It was just really, really awkward

I was so fed up.

I wanted it gone again. Everything gone.

Voice of walking alone

Taken from a quote from Adora, the voice of walking alone includes Adora's feeling of loneliness, from absence of friendships and having to manage things on her own.

I was feeling so alone, overall,

I was, like my attention wasn't all focused , I think, on my studies

Adora trying to connect with other peers in her classes but this not being responded to. And then her high workload meaning she felt she did not have time to keep trying:

I could check because I tried to also help my classmates, which didn't work.

I was like, alright, maybe because I speak Spanish,

I can help them . But they didn't want it.

I can help you study. And I did that on some post on that but literally no one replied

I actually don't have time to try to meet new people cause like there was just so much I had to do

Adora not wanting to walk alone:

I came here to live to live a new life.

I was like studying is a part of that. But also I need to have a social life.

I was just thinking about how I thought I was going to spend my whole entire existence here without friends.

Feeling that she did not receive the support she thought she would from teachers and was left to navigate her workload on her own:

I want to say it was like let's do it. It was more like you do it.

I give you feedback.

I don't think I can do everything alone.

I didn't think perhaps I would need help was like.

I felt like so lost and disconnected from the crowd like probably everyone else

Physically walking alone and recognising if she had a friend things would have been easier:

I would just wander, just reading the signs just to see if I could find the activity

I need to just have one friend will be like, oh, you know what this place is? so like, oh, do you know how this works? Like, I don't understand why we do this? Do you know? like, it would be just, like, have been so much easier.

I wouldn't be just so lost.

Adora taking the initiative to manage what she could in relation to studying and her life outside of college:

I had to start building my life because I didn't think just strictly to study.

I wasn't in college, I had to be doing. I had to be volunteering. I had to just be doing something like that. Just for peace.

I turned 18 during college, I decided to start just to put into practice, like, trying to be adult

I was legally an adult. Ohh don't I want to, like, I want to do things on my own

I learned how to like how the system works, how people make, make analysis for subjects and that's something

Adora wanting to change her path:

I can work and I can figure some things out during the year and then I can go back to study

Voice of difference and comparison

Difference and comparison between education in UK and her home country:

"I think you're expected to do a lot of writing.

I wasn't aware of. I wasn't even expecting because back in my country it was literally, because like we do a lot of tests as well in my country, but they're like oral.

I like like I need information, but I didn't have the process of how to do

Back down, like in my country,. I would just let you have to like sketches and then curate them.

I just explained to them all to my teacher.

I want to do and they will evaluate everything with me and that.”

Difference between her and peers:

“I already knew it because I have already studied it .

I didn't do any GCSE'S, so I don't know that first lesson what was talked about.”

“I, like me fine art classmates they were just like so relaxed, uh,

‘I've done my GCSE's and so I know how this works and everything.’

I. I wanted to like for example talk maybe to one of my classmates and be like, oh, can

I check it the homework to see like? How can we to compare them?”

“I would say just like the the flow of the water is strong. But you see how everyone else is just like swimming nicely.”

Comparison of college and university experiences:

“I thought uni was going to be so much worse and it's, it's not!,”

Voice of wanting to make friends

This voice captures how important it was to Adora to make friends, the attempts she made to make friends, the rejection she experienced and finally the friends she did make. It highlights the practical benefits of having a friend to help her navigate her education in college, also the social and wellbeing benefits of having meaningful friendships, which provide balance in studying and social life.

Attempts to make friends:

I I, I try like just directly talking to people.

I have my bag used to have a lot of badges and so a girl was like I like your bag.

I was like ' Oh thank you' And she like tried to have a conversation with me and we'll try to speak. But she couldn't understand me.

I ended up actually during the second year meeting a couple of people

I thought, ohh, maybe she wants to make friends with me or something else

I was like ohh, she wasn't there like.

The importance of friends:

I used to talk to in tutorials. And it was personal. She gave me a card, and it was quite nice. She even made a drawing, and that was quite nice.

I'm not alone here. It was actually really important to me.

Well, maybe the idea of hope .

[what would you say has the been the key thing that has supported you in education?]

I feel like making friends, because it was really important.

I need to just have one friend will be like, oh, you know what this place is? so like, oh, do you know how this works?

I don't understand why we do this? Do you know? like, it would be just, like, have been so much easier.

Now having a friend:

I have a friend,

I see your homework? And she's like, Oh yeah, sure. And I I'm not just lost, you know

I would say...like making a friend.

I literally have someone who can answer all these silly questions when I have no idea umm

she doesn't think I'm gonna copy her work or anything, that's very helpful honestly.

I'm just we just go out and eat something and that .

I make sure it's not straight road Uni, because like we're friends. So, we can hang out as well.

Relationships and contrapuntal voices

Adora often used 'we' grouping herself with her brother, her family, her ESOL class, her home country, peers, the college, her university course group and her friend. The key characters present in Adora's story are her brother, parents, students in her classes, former friends, teachers in her home country, teachers in the UK, her university teachers and her friend.

The prominent voices that interact in Adora's story: the voice of wanting to make friends, the voice of difficulty and the voice of walking alone. Adora's does not want to be alone, so attempts to connect with peers and build friendships, often within the same sentence there is a difficult experience or emotion present. Her use of the conditional 'would' suggests her longing for friendship and in the same excerpt the reassurance and positivity that it now brings:

"And I wouldn't be just so lost. And the fact that I know that that would be really helpful back then is because I have a friend, who would know me. And that's what we do. We need to really like, how can I see your homework? And she's like, Oh yeah, sure. And I I'm not just lost, you know"

In Adora's story, Her family are the first and most significant characters, especially the solidarity and support she feels with her brother, as they have a similar experience of college. Although, there are many other characters, there are few meaningful relationships within her time studying A-levels. When discussing teachers she often compares back to teachers from her home country and what they did that helped her, for example, the feedback they gave versus the UK:

"I could see the result would see the many results and I knew I was doing fine with my subjects. I knew which subjects I had to work on. Everything was just fine because literally the teacher judges would tell it straight forward. Like this is not right. This is not good. Like any good this and this and that. And you have to research this and that it's so straightforward. But here it is, people just secret between the two of them."

Interpretation of social, cultural, historical, political context

The pressure that Adora describes early on which impacts her and her parents, could be interpreted as pressure from political and legal structures and processes present in their lives in the UK. Early on Adora speaks about pressure to make the most of education opportunities as they could not know how long they would be able to stay or if they would be able to stay. This uncertainty was part of Adora's experience of education and feeling 'pressure' to do well and engage in education opportunities. Although, not explicitly discussed this uncertainty was present as they were seeking asylum and had not yet received refugee status.

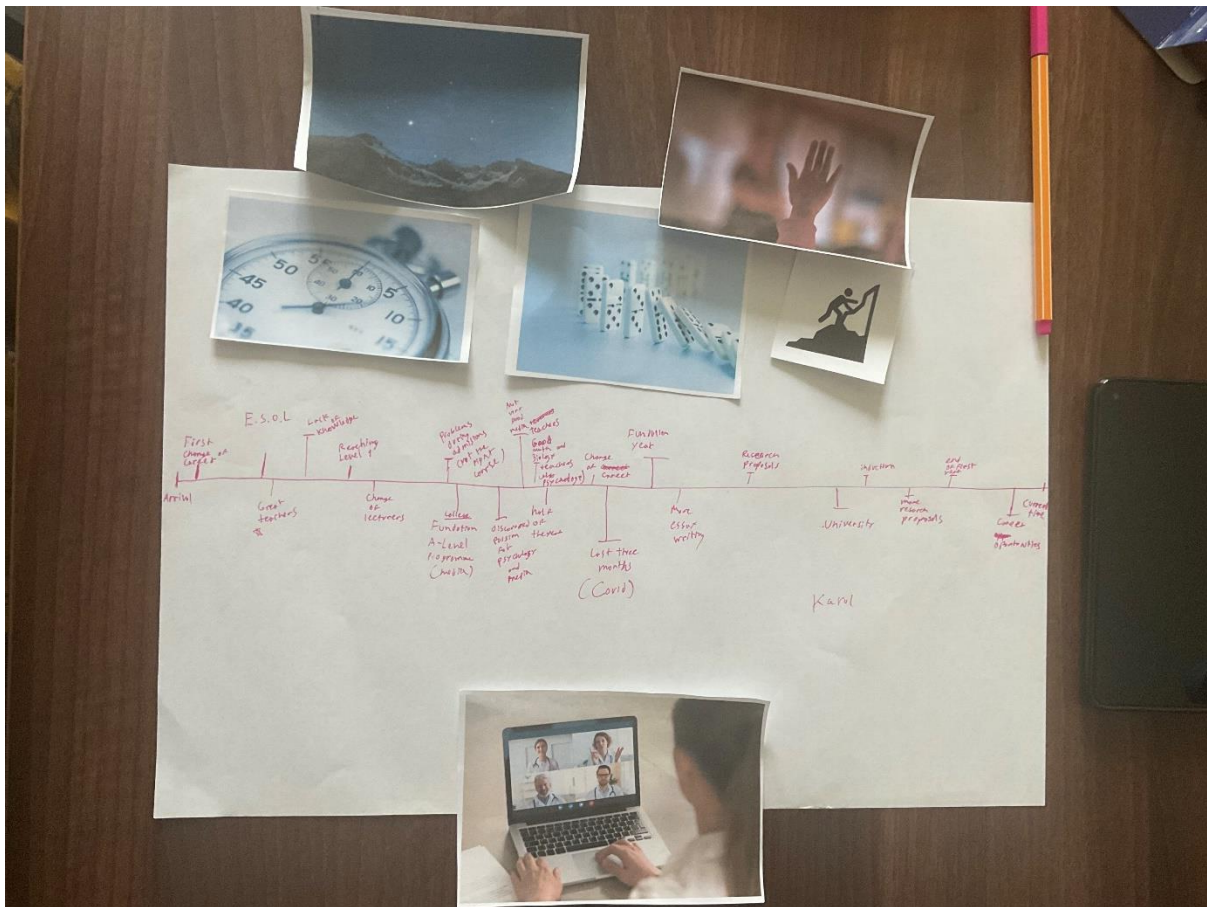
One of Adora's ESOL teachers shares "*to be treated equally you actually have to sound like people from here.*" This indicates negative societal attitudes towards those with foreign accents can lead to individuals experiencing discrimination. Although this is not explicitly highlighted in Adora's stories, it may be these attitudes were present within her college experience and impacted on her opportunities to build meaningful relationships. Adora does highlight that others could not understand her or would not make the effort to respond to her.

Another aspect of Adora's experience is the seeming change in access to higher education over time. Initially, Adora accidentally applied to university instead of college and was told as an asylum seeker they could not offer her a place. She acknowledges that by the time she went to university there were places available for asylum seekers and support in place. This change perhaps reflect a structural change in higher education institutions, in providing opportunities and support for asylum seekers to attend university.

The cultural and structural differences in education between Adora's home country and the UK, caused difficulties for her. She had to learn and develop new knowledge and skills to engage in her subjects for example, written elements of her art course.

Appendix R – Full analysis for Karol

Karol's story: "The goals that you set, like, probably not all of them are realistic, but like they are always there in the sky reminding you of where you're heading to"



Landscape and plot

Karol had previously studied in his home country, initially describing the difference between education there and the UK as his previous experience being more exams, regular and each month, rather than homework and assignment focused. He studied accounting and finance and had started work in this area.

Karol arrived when he was 18 years old with his parents and younger sister, Adora. His first language is Spanish. He received advice on educational opportunities from charities and individuals who had already settled or had previously worked within education. He also had an interview with a local college and was advised to study English as a Second Language (ESOL). It took weeks to translate his qualifications and Karol felt very upset at this time as he went through the interview without his qualifications taken into consideration. Karol spent

a year studying ESOL before being advised again to study foundation A-level (completing five GCSE subjects). After this Karol researched and guided himself for his next course, he started to study a foundation year in Psychology and Counselling in order to be able to go to university. At university he changed focus to study Media. At the time of the interview Karol had completed his first year of university but was not enjoying his course so was hoping to change subject. Karol was hoping to study either a more creative or practical course rather than an essay/written based subject, which he was finding challenging. We mainly spoke about his experiences at college.

When speaking about studying ESOL Karol praised his teachers. He described that they provided helpful, specific, 'instant' feedback and their teaching style encouraged students to engage,

“the most like reflective ones that they are able to speech, sorry to speak, to such a degree that they will encourage other people to speak because they know how to encourage people to speak [...] It's like you you reply one word or you made a mistake and they are able to turn that into engagement, into a joke, into something that they know that connects with you and that you're going to like carry on explaining or talking about.”

He considered the impact of these teachers as substantial, enabling him to 'learn' and speak confidently in English after just a year. As well as understanding the grammar, he also felt he was speaking 'less like a robot' and more 'like a normal person', confident in using informal or slang language. Although, Karol acknowledged that he does still have days where speaking English is difficult for him.

Karol reflected that during his time studying ESOL he and his family lacked understanding of educational routes. They relied on and were guided by individuals who gave advice but appeared they had not provided or perhaps not been aware that there could be alternative, quicker routes for Karol to attend university. Karol felt he recognised this from his first induction week at university where other international students had a lower levels of English than he had on arrival. He felt that you did not need a qualification in English but just to prove through an interview that you had a proficient level of English.

Karol throughout his story spoke of his appreciation of others wanting to provide help and advice but also that often they were not within the education system or lacked up to date knowledge to provide good advice and guidance on selecting courses. This led to him feeling that he had wasted time studying courses he did not necessarily need in order to go to university. He hoped that in the future young refugees would receive advice from those working in education settings, who could give specific information on particular courses, such as, how long they would take and what qualification or skills they offered you, then they

could make an informed choice. He also hoped that those doing this would have experience with people with different backgrounds and give them individualised advice.

Karol did not receive advice from the college where he studied ESOL but did from individuals working in charity drop ins. He was advised to study foundation A-level, which in hindsight, he felt was the wrong course for him. He studied Biology, Psychology, Maths, English and Media. Reflecting on this decision he shares:

“I probably wasted one year there. But I'm not going to be that pessimistic. I learn a lot of stuff. I discovered my passion for like psychology.”

He reflects that when doing this course, he was studying at a lower qualification level than he had previously. He also described feeling “*misplaced*” as he was 18 years old whilst those around him were 16 years old. This he felt was a contributing factor in not making friends during this time.

Karol spoke a lot about his experiences with teachers on this course. He spoke fondly of his Biology teacher and found her use of humour helped him to engage and remember the content of the lesson. He recognised her personal skills in understanding her students, what their strengths were and using them to engage them in their learning. Karol also described his Maths teacher as helping him overcome his ‘fear’ or ‘prejudice’ of maths.

Where Karol found other teachers approaches less helpful and engaging, it lay in time management and effective feedback both written and personal. He described that in Media he found both his teachers would rush through the content of the lesson, ‘There’s no room for pause’ and ‘no room for interaction’. He described his struggle to get feedback on his assignments, despite asking his teacher for more, which he found frustrating, ‘The feedback will be minimum’ leaving him unclear about whether it was good or not. He also admitted that while he is confident in his English in general, this varied and he could feel quite insecure, so would not pursue further conversations with his teachers if he was worried that he ‘might embarrass [himself]’ or felt his responses were not valid, ‘So like if no one replied to something I say, I was, oh well, I guess I won't talk again’.

In spite of this Karol felt very interested and motivated with this subject and enjoyed research outside of class in order to progress his knowledge. He describes watching programs and using his media analysis techniques to critique the programs which he has continued to use.

A continual theme that occurs in his story is the discussion of time passing, in reference to daydreaming, expectations held around timescales of learning English, pressure from his parents about not wasting time and the impact of not having enough time to make decisions.

In reflection, Karol wanted more time, encouragement and guidance for decisions relating to his education. He felt that his parents influenced his thinking around time:

“basically, we’re constantly told that it was, like very, very aware of the time. Not only like the seconds that were going on, but also like the days, the years we’re going to study, like it was always a time constraint. Like your either taking advantage of the time, wasting time, whatever. “

A period of time that Karol felt had been lost was when Covid impacted his foundation A-level year. He described his conflicting emotions but particularly being “really upset” when he found the end of year exams were cancelled. He had had to overcome his dislike of final exams and had spent a lot of time preparing, his experiences with the course made him feel the assignments/coursework would not be a good reflection of his abilities, ‘our coursework was worth totally nothing’ together with his lack of feedback meant he did not have confidence (‘faith’) that the grades would be decided fairly:

“we are going to make a bingo with all your qualifications and see what number or letter comes up.”

However, while Karol found Covid ‘affected the position’, he also recognised his own strength of motivation, his strong ‘sense of commitment’, which led him to not wanting to ‘waste’ his time in the future. Karol’s next step was to guide himself:

“I really have to look for a different ways to find my own advice to read through guides and stuff, and I discovered that the foundation year was the best way to get it to higher education as fast as possible”

He decided to follow his ‘passion’ for psychology and chose to do an access course in Psychology and Counselling. He noted that on this course it was “not an environment to make friends”, again experiencing a difference between himself and the other students, who were mainly adults. Although not explored in depth, Karol on a few occasions acknowledged that he had not made any friends in his courses, but had been hopeful of gaining some and recognised the support that they could bring:

“ I think having friends apart from the many benefits that it brings you, it also brings you guidance because they probably know what they’re studying and how to work out the educational system.”

Karol did not enjoy the essay-based nature of the access course and recognised that he did not want to study psychology at university. He decided to study a creative media course as he felt he had some experience of the subject, however, found this subject was equally

essay based and struggled with his motivation. He picked the picture of climbing a mountain to describe this period of time. He completed the first year.

At the time of the interview Karol was looking to change to a more creative course that he hoped would not be essay focused, he had a couple of courses in mind and had been advised by a head of the course that their course would be a suitable for him. For Karol he was taking time and was researching his options as “oh my god, like I’m taking the right decision in this time”. If he found himself in the same situation he has decided he will leave education and start working again.

Within the interview, Karol spoke about his values and attitude towards education and work:

“My philosophy in life, so basically you can try your best to, you have to try your best to study or work in what you enjoy and that the outcome in life, like whatever you do, should be focused to your enjoyment. Like if you're not enjoying, you're not living.”

And how this has influenced his education in the UK is by changing his subjects to ones he can enjoy. For example, he enjoyed the content of psychology but did not like the essay-based nature of the subject therefore decided to change:

“I I cannot the waste time in studying things that I don't enjoy because I risk waiting for, I affect my own mental health.”

Karol also described feeling overwhelmed by his work sometimes so he will step away from his work, for example, go for a walk or have a nap.

Karol although he notes that “horrible things” have happened on his journey of education he is still him and he felt he learnt from the experiences. He used ‘the butterfly effect’ to describe this; he would not want to change his previous path as he is happy with who he is now:

“More bad things than good things shape the way you are. So basically, if you were going to like if I, if I were going to take away my foundation level program here and replaced with something else, I would not be the same person I am right now and that's scary. [...] So although some horrible things or bad things that happen along the way. Uh, I'm still me.”

In relation to future stories of young refugees Karol shared he hoped that:

“if things improve, I just hope like they're able to find the right course for them because I know many people used to the, because they want to get a degree and then they will do volunteer job or use the networking to get to the work they want to the job they want. Umm.. I don't know. [...] More person focused. So there's like

psychology. Like clients centre or person centre therapists or definitely whether the what they used to do in psychoanalysis.”

Reader response

My initial impression of Karol was that he was witty, engaging and conscientious. Early on Karol's sensitivity was identifiable, "*I want to make good use of your time*", which mirrored my feeling of wanting to make the most of the experience for him, as he had given his time willingly to engage in the research. I was also conflicted, being grateful that he was considering my time but also concerned as I wondered if this had created a power imbalance between us, that he was interpreting me as an 'expert' giving their time.

On reflection, I wondered if this was demonstrating one of Karol's values, that time is important and precious. He was being respectful of my time as he wanted others to be respectful of his. Karol's respect for others is reflected throughout the interview, often caveating before being critical, for example, recognising a person's strengths as well as their weaknesses.

He was also quite a reflective speaker and provided an insight and understanding for himself, as well as, my research, around certain experiences, such as the difficulties around choosing courses.

Early on he showed his knowledge of the process of research, when I was sharing his rights as a participant. He spoke about me as a researcher having to worry about ethical issues, like social desirability, whereas, he as the participant' can just speak [his] mind'. Throughout the interview Karol would refer to psychology, and at one point spoke about discovering his interest for the subject, which I felt gave us a topic we both could connect with. He was aware of my background in psychology and I wondered if this may have influenced his discussion topics.

Karol appeared open in sharing his values and I was struck by the metaphors he used and the statements he made as I found these engaged me emotionally and resonated with my lived experience. For example, on joy being an important to him:

“why do you move to our beautiful city if you're just going to work there? You're not going to enjoy the landscape or you're not going to enjoy anything or that city can bring you?”

I felt empathy towards Karol, especially around his feelings that he had not been provided with appropriate information, advice and guidance on his education path and choices.

I recognised the personal and time pressures he felt he was facing in “*making the most*” of his opportunities here, as Karol and his family did not know how long they would be able to stay.

Time pressure was an important factor in his introduction to UK education in his having to make quick decisions based on the understanding and experiences of the people available to him, whether it was other refugees, charities or colleges and their knowledge of Karol, for example, decisions having been made before his educational records were translated.

I felt frustration on Karol’s behalf, especially when he spoke about wasting time by being given the ‘wrong’ advice on his courses. Through my knowledge, of previous work in this area, I am aware how important advice and guidance is to young people, especially those who are new to an area or country. I know of specific services and individuals that could have provided this support, but they did not appear to be available to Karol, instead he had to rely on his family’s social network and charities.

At points, within Karol’s interview, I was a bit confused as to the time period we were discussing. On the relisten I recognise points where I have misinterpreted what Karol said or missed opportunities to be more curious about his experiences. For example, I **did** not ask more about his experiences with trying to make friends or peer interactions. Also, we did not discuss in depth Karol’s university experiences and on listening back I wondered if there had been any positive education experiences compared to his time at college and on his access course. This led me to feeling disappointed that there could be key elements of Karol’s story that I did not provide the opportunity to explore further.

At the end of the interview Karol commented, “great counselling”, this stuck with me as I was already aware of the literature around narrative research and narrative therapy. Initially, it made me feel worried that I had not kept the interview within the realm of research, later I recognised that as an interviewer a lot of my interaction had been me reflecting back to Karol his experiences and asking clarifying questions. Which can be similar to therapeutic conversations held between therapists and those they work with. When I asked Karol how he felt after the interview he said:

“you’ve helped me vent a lot [...] Yeah, it’s like a good thing. Normally I don’t have the opportunity to talk about this very much because it’s not something relatable because people really don’t mind most of the things that I went through because they don’t really mind their studies. Or they already know all their stuff. So, like, thank you so much.”

I was pleased that Karol felt he had had the opportunity to “vent”, reflect and be listened to about his experiences. It reassured me that this approach is one that is meaningful and appropriate to use with young refugees.

Voices

Karol’s transcript was analysed to identify voices that appear within it. Phrases from Karol’s ‘I Poem’ have been used to evidence these different voices using his own words.

- The voice of not wasting time
- The voice of knowledge
- The voice of difficulty and overwhelm
- The voice of caring and support
- The voice of helping himself and independence

The voice of not wasting time

A voice that presented in a variety of ways was the voice of Karol not wanting to waste time. This came through when he spoke about using my time, receiving incorrect advice on course choices which caused a loss of time, prioritising his enjoyment and mental health, daydreaming and impact of COVID.

At the beginning of the interview saying to me:

“I want to make good use of your time

Receiving incorrect advice on education courses from others and the impact later on:

I I don't know honestly because I don't know how they come up with such weird advice

I go to Uni in in my induction week, I just realized some other foreigners like me have a worse level of English that I have.

I mean comprehension and spoken English but they were studying second year.

I was like, yeah, so that was a lie.

I don't think someone that has that hasn't been in contact with the educational system for 10 years has much to tell you about how to get into institutions.

I I I mean, I was studying already university in my country,

I probably wasted one year there.”

Time expectations and pressure around learning English from his home country:

"I come from of people who migrate and the time that it takes them to like learn a new language and basically like, if you over that like you're dumb, "

Studying courses he did not enjoy:

*"I just hated it. I really feel like my neurons are dying.
I cannot the waste time in studying things that I don't enjoy.
I risk waiting for it to affect my own mental health.
I feel like your worth something because you're working [to survive]. No, that's not a reason to work. "*

When he daydreams:

*"I will start thinking about stuff while it staring at the sky, very deeply.
I'm like, oh my God, so many minutes have flown. What have I done?"*

When his end of year exams were cancelled due to COVID restrictions:

*"I was like OK we have less days until the final piece of work until the final assessment.
I discovered that the foundation year was the best way to get it to higher education as fast as possible."*

Voice of Knowledge

The voice of knowledge develops throughout Karol's story. He speaks about his developing knowledge of the English language, UK education system, new subjects and receiving advice and guidance.

Karol appears proud of his quick development of his knowledge and skills of the English language:

*"I managed to learn English in one year.
I learned in one year, like I said,
I think I surpassed the benchmark"*

Initially his lack of knowledge on the UK education system therefore relying on other's knowledge and guidance:

"I mean that was on the phone because my qualifications were in a different way from here. So, they have to get UK qualifications to, like, get into the system and carry on my, with my studies.

I basically took...I was advised from NAME OF COLLEGE first ESOL.

I didn't know how the system works, I just heard the word 'A level'. Everyone is aiming for 'A level' so ohh yeah that makes sense.

I don't really want to insult or talk about the knowledge or the wisdom of other people, I don't think someone that has that hasn't been in contact with the educational system for 10 years has much to tell you about how to get into institutions "

Learning about psychology:

"I learn a lot of stuff.

I discovered my passion for like psychology.

I learned a lot of developmental theories of humans like twins' studies and Bandura, Albert Ellis , etcetera.

I learn more than I did in my first year in Uni.

I'm really interested and I keep learning everyday because that's just something that never stops".

How his previous knowledge helped him:

"I'm very confident in my skill set regarding All Day Office Suite.

I have some sort of advantage because some words are extracted from Latin roots.

I know how to pronounce them well."

Achievements from his knowledge and skills:

"I got UK qualifications.

I will be go to UNIVERSITY NAME and take the offer they made me last year after seeing my work ".

The voice of difficulty and overwhelm

The voice of difficulty and overwhelm relates to a variety of experiences for Karol. His challenges with the English language, lack of advice, process of enrolling at college, essay writing, not receiving feedback on his work, feeling teachers did not care, exam cancellations and not making friends.

Communicating through English can be a difficulty Karol continues to experience:

“I arrived to this point, I still have terrible English days, and like my brain don't doesn't want to work and I'm either able just to talk like a robot or probably not at all. I just feel really terrible and I can't. I can't even. “

His difficulties with communicating through English has resulted in his avoiding engaging in class and avoiding having conversations with teachers about their lack of feedback for fear of embarrassment:

*“I was really struggling with my own issues.
I was confident that I could speak English in a regular manner.
I was still a bit insecure, so I tried not to speak, because I was really afraid I might embarrass myself .
I say I was, Oh well, I guess I won't talk again.
I was not getting feedback at all”*

Karol experienced difficulty making friends, due to his cohorts being different ages to him but also his feelings of confidence with his English language skills:

*“I have no friends.
I was and also was not very confident in my English.
I moved to this course, where mostly even though all of them are adults
I was like 18 years old. Everyone was 16, yeah. I was obviously like misplaced.”*

Difficulties he faced in receiving advice on education pathways and enrolling in college:

*“I don't really want to be ungrateful for that. Thanks for the advice, but it wasn't very accurate.
I really don't like uh NAME OF COLLEGE, because they provide zero advice
I was asked for qualifications I have to spend weeks for them to translate the qualification
I had to go in the interview there. It was a whole mess.
I was really upset at the moment.*

I think that that's not really the reason, it's because it's a lower level than what I was actually studying”.

Difficulty when finding out that psychology (a subject he is passionate about) was an essay-based subject and Karol not wanting to learn to write essays:

*“I like, through the course, I discovered that psychology once basically engaged by a lot of essay writing,
I probably, I’m either too stubborn or too upset to learn.
I realized, uh, like I was not going to be able to study psychology, because it was, is it just not my cup of tea.
I got the foundation year and it was used like this first year in Uni, writing essays from beginning to end. “*

The impact emotionally on Karol when studying something he does not enjoy (e.g. essays):

*“I I don't like myself overwhelmed with stuff.
I feel like I'm going to get overwhelmed, I'm just lost, because I know what's at the end.
I'm not going to finish what I'm doing because I'm going to get overwhelmed.
I got support, but unfortunately it was more like a lack of motivation and I was really disappointed”.*

Difficulties presented from his media teachers not providing feedback:

*“I wasn't getting any feedback.
I was not getting any feedback, even if I asked for it.”*

Feelings that the college does not care for individuals:

*“I'm not a number
They just want to get rid of you, That's the feeling I get.
I think, they should really care about the people that's coming to study there. “*

Difficult and conflicting emotions when finding out his final exams were cancelled due to Covid:

“I have been preparing so long to, it’s not going to happen and we are not going to make it in any other way.

I was very upset because I was really preparing to the last assessment.

I’m happy because I don’t have to do anything.

I’m upset because, umm, I was never able to show my understanding

I think it might be bearable in one year of study. But in summarising one year or years of content in one single piece of assessment, I think that’s too much.”

Recognising that difficulty has been part of his development. If it had been different, he might be a different person and did not want or welcome that thought:

“I would definitely be in a different place right now.

I think more bad things than good things shape the way you are.

If I were going to take away my foundation level program here, and replaced with something else,

I would not be the same person I am right now and that’s scary. “

Voice of caring and support

The voice of caring and support appears in relation to help he received from teachers but it is also present in his wishes of support and care for himself and others. It was clear that teachers and the education settings caring about students was important to Karol.

Karol felt that his ESOL teachers were his ‘best’ teachers, the way they engaged with students, provided feedback, provided interactive sessions and humour:

“I studied one year of ESOL, which was in that moment entry Level 3

I think it was that it was a very good start. Like my best experience here studying.

I happen to come by three of the best teachers I ever known here.

‘I’m going to lecture you about this and you’re going to shut up.’ It was very interactive,

I could get instant feedback on if I wasn’t sure or make a mistake instantly.

I I’m. I’m very sorry because I I only have lovely teachers all the way in ESOL but there’s some people that really nailed it. “

Similarly support and care from teachers in other subjects, who got to know Karol and helped to engage him:

“I really like, I overcame my fear of maths or my prejudice to math, thanks to one of the most wonderful teachers in this stage of my journey.

I mean as our, as an organization, because teachers and lecturers do care mostly. [Biology GCSE] I think that was one of the best choices I ever made because even though it was scary, the teacher was so lovely and she really cared about her students.

She was like ' please be quick children I want to go home.' (laughs)

I'm not a number [...] She really learned what you were good at and like, sort of, your personality

I think she was also a foreigner, although she was Caucasian and we will all struggle to pronounce some stuff. So that was like a ' team mistake'

I was encouraged to speak because I, in this subject we were all in the same level."

Karol felt that there was a lack of care at times:

"I know the institution have different agendas and the main one is, you know, a keep the record, keep those numbers going up

I think, they should really care about the people that's coming to study there."

Karol also talked about the support and care he wished he had and hoped himself and others to have in the future:

"I don't know, receiving those cases, helping those people, looking at their qualification and saying OK, in your case it will be very good that you pick this course.

I think having friends apart from the many benefits that it brings you, it also brings you guidance because they probably know what they're studying and how to work out the educational system.

I just hope like they're able to find the right course for them.

I wish more time, encouragement and guidance"

Voice of helping himself and independence

Karol often was independent in his journey of education and relied on himself to progress through his education:

Karol helped himself learn English outside of normal education settings:

"I watched BBC and I watched the 13th or the 11th season of Doctor Who. Matt Smith.

I read once I got here, Uh was get rid of Spanish completely. Like my phone was in English. My computer was in English. “

Karol relied on himself to help himself progress by researching, practicing critique and proactively asking for feedback. Recognising his strengths especially when guidance was not provided by teachers:

“I’m very resilient in that matter. This motivated me to look for more information online to learn on my own. Although that’s me.

I was not getting any feedback, even if I asked for it.

I would just go straight to the lecturer, probably and ask her what’s, what’s wrong, what’s going on?

I was. Since then analysing very critically everything that I watch or play

I’m going to let my bias takeover and enjoy the scene you because I like it or hate it

I’m in the second one. I’m going to be more critical and more objective about this. “

Karol chose subjects to challenge himself:

“I think Biology or geology or something, like more science focus.

I wanted to challenge myself”

Karol persevered with learning through Covid:

“I I felt like a sense of commitment.

I was going there going on and on and engaging with the content and I have some continuity”.

Despite experiencing difficulties recognising his progress through these:

“I’m still me.

I still got something out of them. “

Karol relied on himself to research and guide his next steps:

“I really have to look for a different ways to find my own advice to read through guides and stuff.

I discovered that the foundation year was the best way to get it to higher education as fast as possible.

I’m about to switch degree,

I’m trying to figure out and make sure, oh my God, like I’m taking the right decision in this time.”

I have to like. Ohh, alright, this is how it’s going to be.”

Karol relied on himself:

“I’m like, OK, I guess I’ll just have to cope, get through the course. “

Karol set his own goals (his explanation of a picture used in the interview):

“I would say metaphorically, this means like the goals that you set, like, probably not all of them are realistic, but like they are always there in the sky reminding you of where you're heading to.

Relationships and contrapuntal voices

The presence of 'we' was often used in his story to describe himself with a variety of others: students, teachers and colleagues from his home country; himself and his family; himself and teachers; himself and class peers. Karol never used we to refer to himself and education settings. I wondered if this portrayed a distance between himself and these settings. The key characters present in Karol's story of education, are his sister, parents, charities, teachers, college staff and university staff.

The relationships that Karol speaks most about are those with his teachers at college, the voice of caring and support and the voice of difficulty and overwhelm interact often within discussion of these relationships. When speaking about teachers at college he shares how individual teachers supported him by caring and engaging him in his learning which helped him overcome difficulty, for example, his maths teacher helping him overcome his fear of maths. But equally Karol speaks about how teachers caused difficulties for him, for example, by not providing adequate feedback or guidance. These voices are simultaneously present when he speaks about particular experiences, such as, media. He was taught by two teachers:

“Like she was very clear with the stuff she was teaching. And also, uh, she was very clear on the assignments, the dates and the content she was delivering. And it was at the interactive sometime, although she also wants to, like, just rush through the content and get over it. But my main problem with the with the young one was the I wasn't getting any feedback.”

In his experience of not receiving advice and guidance on his educational path, all of the voices interweave. Due to a lack of appropriate knowledge/support he was encouraged to study foundation A-level, which led to Karol to feel his time had been wasted. This caused difficult emotions and led to Karol independently researching and advising himself on his next course. Karol reflected while difficult, he would not want to change these experiences as he learnt and been shaped by them.

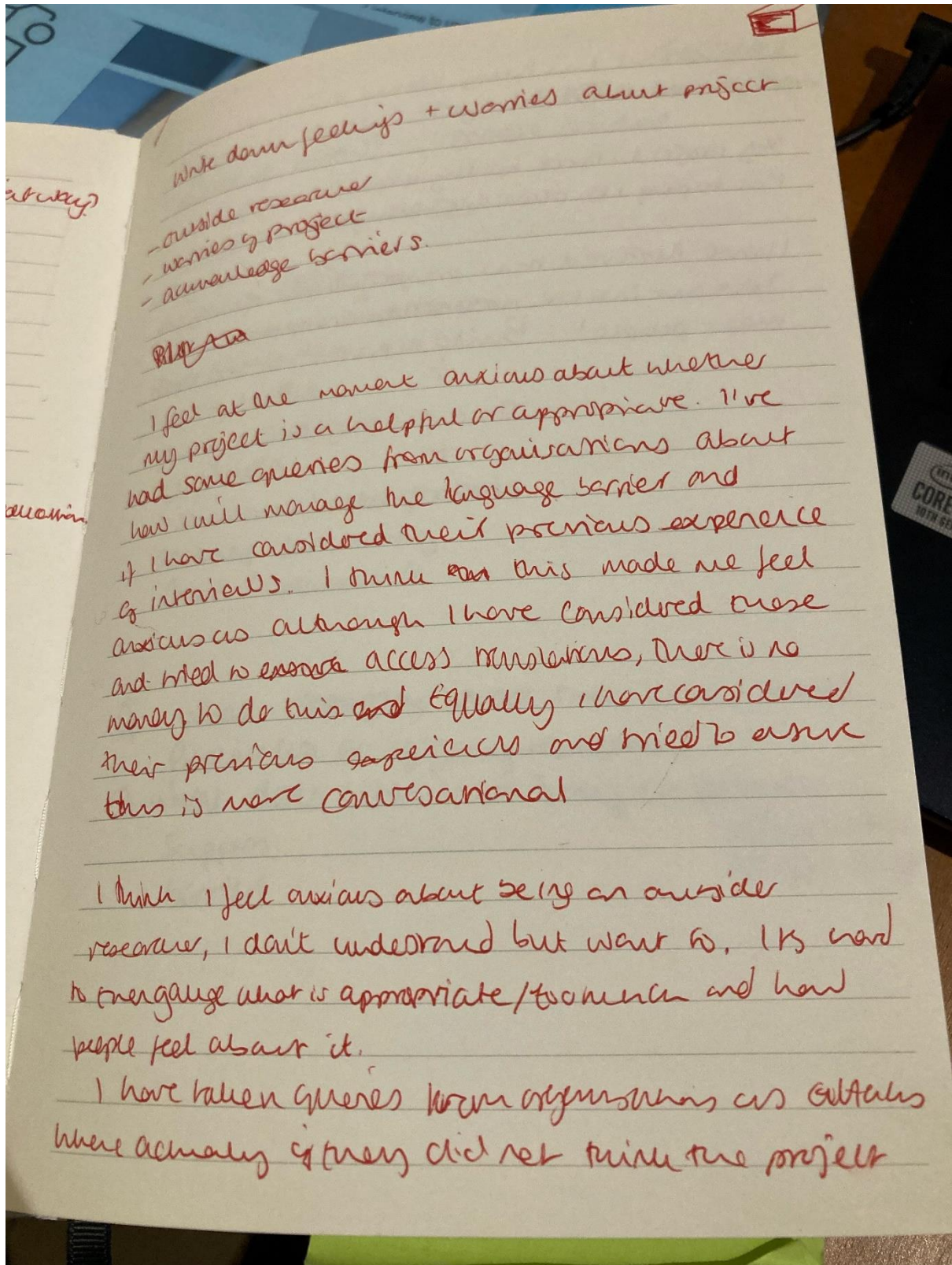
Historical and societal context:

As identified a key theme in Karol's story is time; he speaks about the view that time is either being wasted or made advantage of, promoted by his parents. Karol experienced an overarching pressure created by the uncertainty of whether he and his family would be able to remain in the UK as they applied for refugee status. This pressure on him to make decisions quickly, impacted negatively as he was not able to gain knowledge to make informed choices and had to rely on guidance from others.

Another aspect of Karol's story is that he had already attended university in his home country but had to enter college here. In order to access education in the UK he had to study a foundation year, although he was advised that he needed to study a foundation A-level (5 GCSE subjects) rather than a foundation degree. He was asked for qualifications which then had to be translated, delays meant they were not available at his interview. Karol indicated that the college and individuals were perhaps not used to supporting young people with different backgrounds or refugee backgrounds, which may have led to a lack of appropriate advice and guidance. In comparison, Karol's sister was not asked for qualifications. The reason for this is unknown but we could consider the influence of age. In the UK statutory school age finishes at 16, then young people must enter further education, employment or training until they are 18. Funding is provided by government until the age of 19. The difference in ages between Karol (18) and his sister (16) on arrival could have played a key role in this difference and potential opportunities available. Karol would only have had one year of funding before formally being classed as an adult learner, which could have led to him experiencing a different process or expectation compared to his sister.

Appendix S – Excerpts from research diary

Recruitment stage



was hopeful that they would either not reply
or have said no.

My project is not totally accessible or perfect but
I'm hoping it's accessible enough.

I have finished this project however it's not
been out into the real world - I need to get out +
meet people! - Build rapport



Share the project



gain feedback

After first pilot interview

Reflection after pilot interview

- * How much of the conversation wasn't about education and experiences of in Uni - was that because Uni is a deeper experience/life as well as education
- * Demonstrating empathy - should give explicit or implied
- * giving verbal praise/acknowledgement
"sounds like it's great you get that 57% in that considering how resilient you had been"
- * It is quite effortful as a researcher
to want men to feel positive through the experience - quite a research if discussing difficult times
- * Consider more depth questions rather than just checkis - going back how would you feel about that time?
- * is there anything you want to add or change to the interview
- * Consider symbols for cultural + symbolic
in good questions - close the interview summarizing

Actions

- do it with [redacted]
- do it with someone who English is an additional language
- translate questions
- Have an example timeline
- Explicit that they can draw what values

Reflection before first interview

Reflection before interview

I feel nervous as I'm trying to hold everything in my mind e.g. making sure the GP feels comfortable with me, making sure the process makes sense, asking the right Q's, following their narrative but giving enough relevancy.

Knowing I can reduce the power dynamic as much as possible - I am an outside researcher so need to bring curiosity

I have tried to make adaptations - visual/creative timeline, rephrasings, consider my questioning

Also holding in mind - if I don't try to do this research then who am I leaving it up to - issue of social justice.

10/20/20

Reflection after interview 4

Reflection after interview

I feel so in awe of the story of [redacted] and his determination to get to uni.

He had some real difficult times - experiencing racism / Islamophobia / looking after his parent when seriously unwell, looking after his mother who is disabled and looking after his younger siblings. He eloquently described his experiences of and how they affected his education.

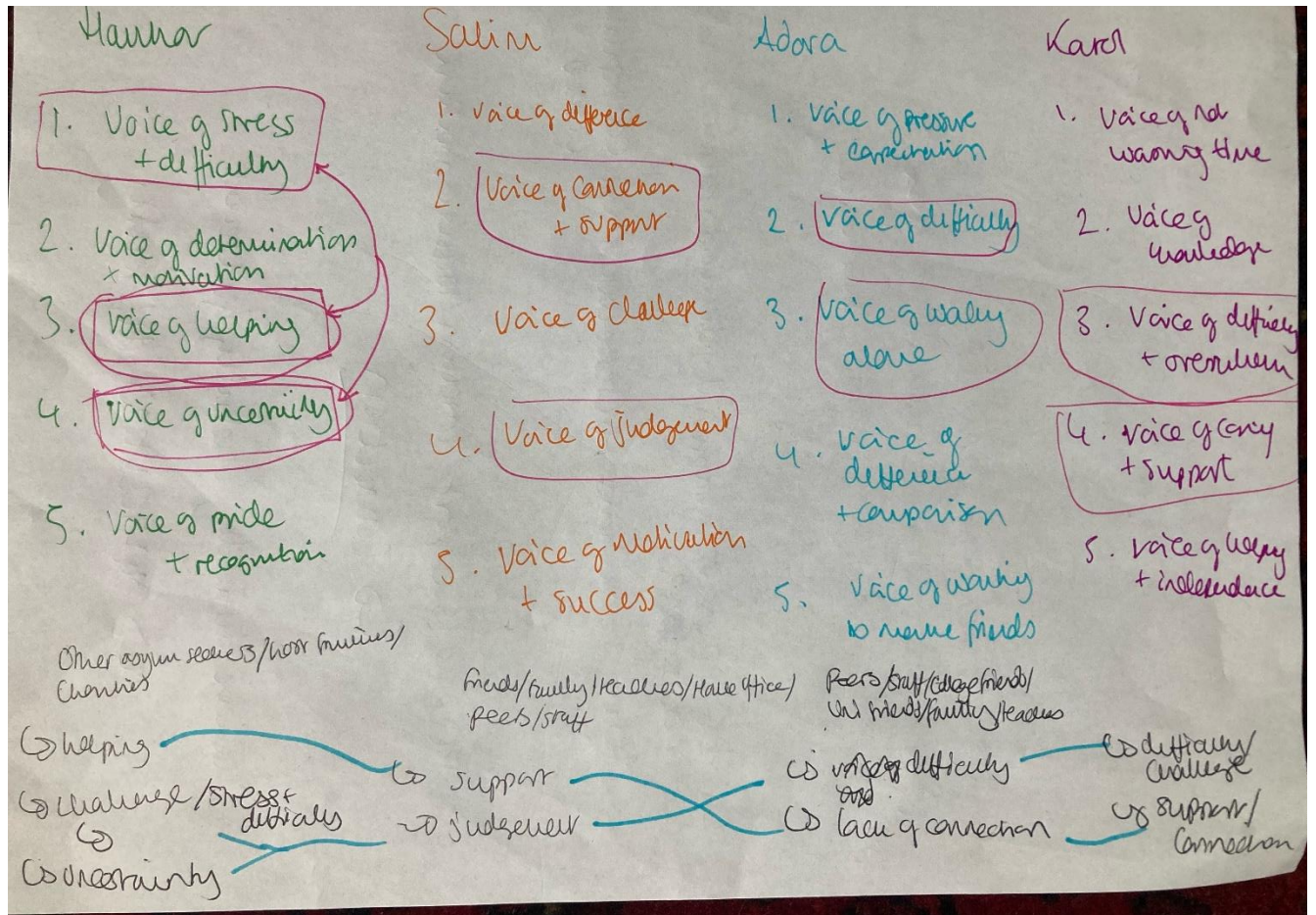
~~It~~ It made me consider the polarity of Bronfenbrenner - home, school, boxing, social news, Maslow hierarchy of needs, ACE's / trauma informed practice, importance of relationships - "moments" "moments"

Myself as a researcher - definitely erred on the side of therapist / felt like I did too time. Reflecting back / making sense. Although I do feel like I stopped myself interacting - instead would use a question.

When walking away - I feel like I want to share the poems for poets with you to gain their views although not sure this is feasible.

Appendix T – Additional evidence of analysis process

Mind-map and notes outlining development of overarching contrapuntal voices



Contrapuntal → overarching identified by the researcher
 Predominant voices present in relationships in each thing

1. → Relationships considered
 → Which voices speak about these relationships
 → how do they interact these voices

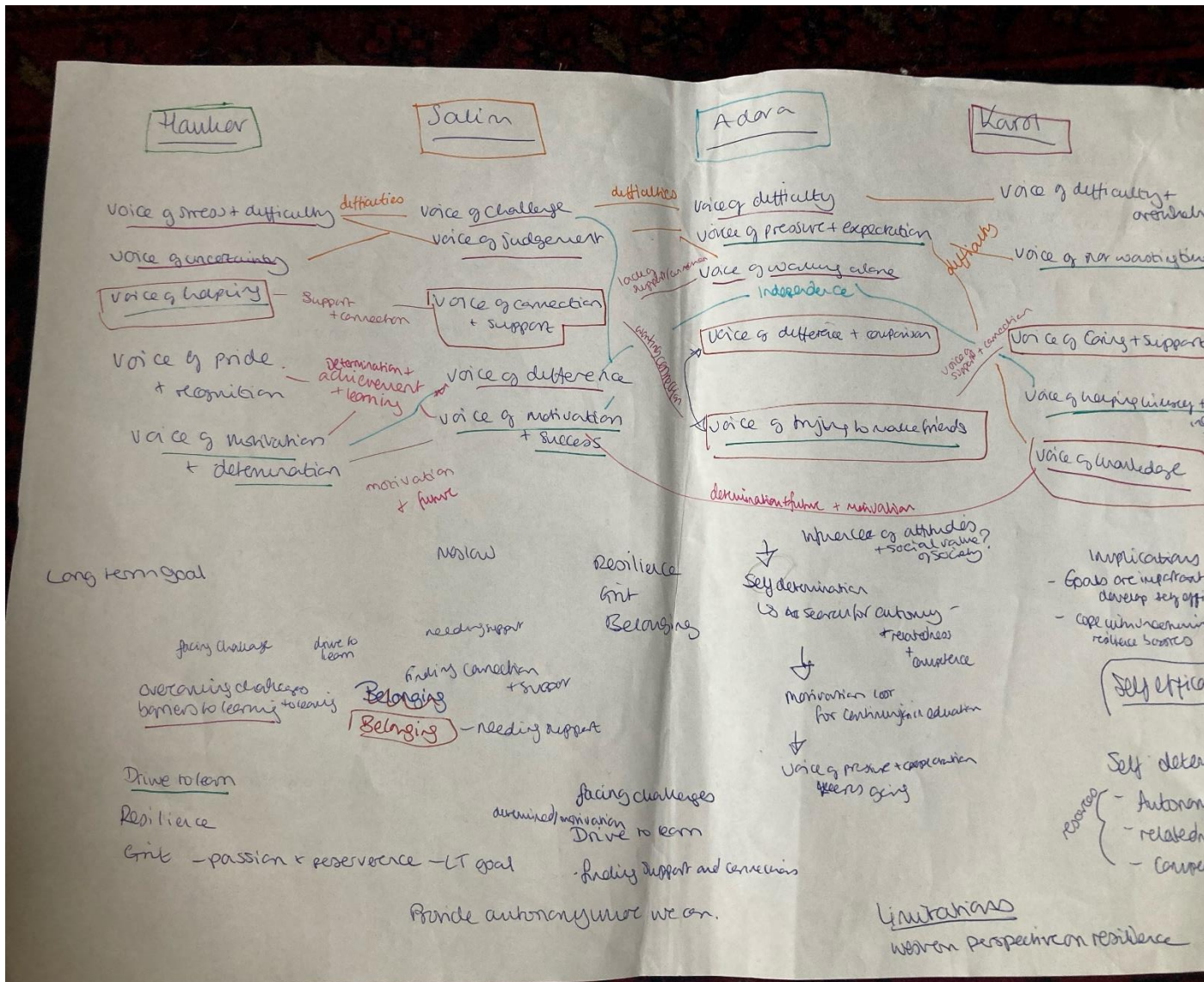
2. How do these vs Contrapuntal India voices compare across pp's?
 Finding connections → create overarching contrapuntal voices

Helping/support/connection/lack of connection
 ↳ Connection

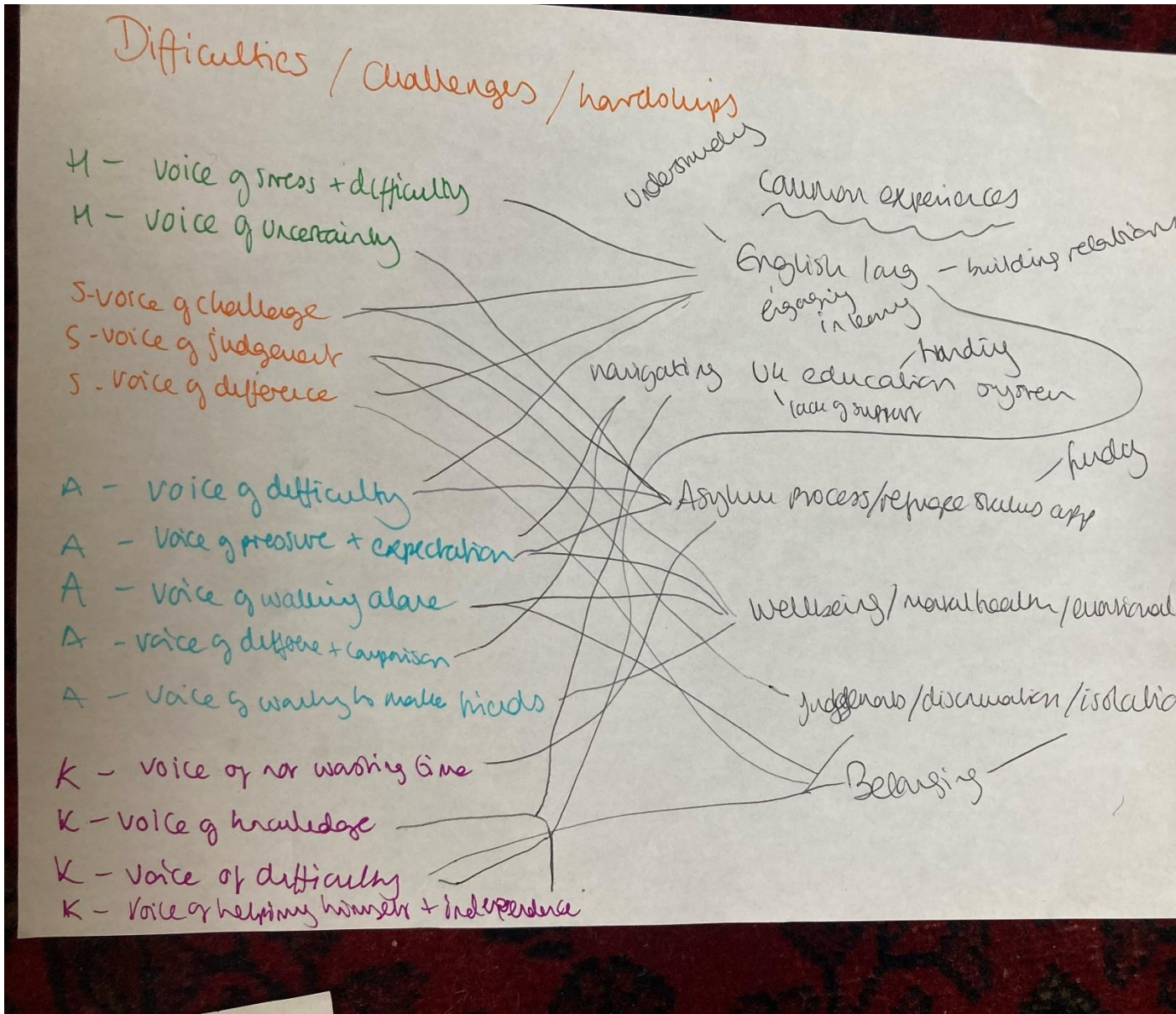
Challenge/difficulty/uncertainty/judgement
 ↳ difficulties/difficulty

Mind-map outlining development of overarching themes for discussion (top half of page).

- Researcher made connections between different voices to develop common themes/experiences present in these voices.



- The researcher then further outlined each theme to ensure they related to each participant and further clarify the common experiences. This helped develop subthemes.



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