An emancipatory study exploring the educational experiences of unaccompanied children and young people

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Abstract

This research was set within the context of the refugee crisis and children and young people's (CYP) rights. This study aimed to explore the educational experiences of unaccompanied children and young people (UCYP), a particularly high-risk group who are separated from their parents due to reasons such as war, persecution or violence, and whom do not have the protection of a responsible adult. A systematic literature review indicated a paucity of research around UCYP's educational experiences from their perspective. To address this gap, qualitative emancipatory and exploratory research was undertaken which encompassed the following research question: 'What factors contribute to UCYP's positive experiences within the education setting?' The research employed a participatory approach and used visual participatory methods (camera walking tours and collages) to explore the views of five UCYP (aged 16 to 18) attending an English for Speakers of Other Languages (ESOL) course within college. Data was produced in the form of photographs with accompanying written text, notes from discussions with UCYP, and collages created from magazine and newspaper cuttings. The visual and written data was analysed using thematic analysis. The research indicated that the education setting provided an environment within which UCYP could fulfil a range of needs (physical, social, emotional, and spiritual). It provided a secure base where they could meet their basic needs for food and shelter and develop relationships with teachers and peers which was important for their sense of belonging and wellbeing. Furthermore, the young people held high aspirations for themselves and their future, and saw education, and speaking English, as essential for meeting these goals. The researcher reflected on the strengths and limitations in undertaking a participatory design and in conducting emancipatory research. Implications for EP practice were outlined which includes promoting the importance of relationships and cultural diversity through consultation and training and using visual participatory approaches to promote the voice of CYP.

Key words: Participatory, visual methods, unaccompanied children and young people, refugee children, asylum-seeking children, educational experiences, positive psychology, educational psychology

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Acknowledgements

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List of abbreviations

ASD   Autism Spectrum Disorder

BPS   British Psychological Society

CASP   Critical Appraisal Skills Programme

CYP   Children and Young People

EP(s)   Educational Psychologist(s)

ESOL   English for Speakers of Other Languages

HCPC   Health and Care Professions Council

IPA   Interpretative Phenomenological Analysis

IWRTE   Impact of War-Related Traumatic Events

LA   Local Authority

LAC   Looked after children

PCT   Personal Construct Theory

SD   Secure Digital

SNA   Social Network Analysis

SEND   Special Educational Needs and Disability

TEP   Trainee Educational Psychologist

TM   Thematic Map

UCYP   Unaccompanied Children and Young People

UEL   University of East London

UN   United Nations

UNHCR   United Nations High Commissioner for Refugees

PAR   Participatory Action Research

PARSIG   Participatory Approaches to Research Special Interest Group

Chapter One: Introduction

1.1 Introduction to Chapter

This chapter begins with an exploration of the researcher's position, with reference to the experiences and interests which have led to the subject focus. Following this, will be a focus on the terminology which is integral to the research thesis and ensures clarity and transparency. The research is set within a political and legislative context, highlighting the research background and rationale. Lastly, the theoretical and conceptual framework is outlined, which provides the backdrop for understanding refugee children and young people's experiences.

1.2 The Researcher's Position and Relevance of the Research to the Role of an Educational Psychologist

Throughout the researcher's employment experience, there has been an interest in advocating for the voice of the child. This began when the researcher was working within a school for children with a diagnosis of Autism Spectrum Disorder (ASD) and worked predominantly with young people between the ages of 14 and 18 who were largely non-verbal. At the forefront of this work, was the use of a wide range of alternative and augmentative communication systems to support these young people to express their needs, interests, desires and emotions, and essentially to engage in their social community. Due to the nature of their difficulties, these young people are often constructed as 'vulnerable' within the wider community. Whilst the vulnerabilities were acknowledged within the school, a greater focus was given to the range of strengths, abilities and personal characteristics that these young people possessed, which could be drawn upon in order to support them to develop their independence and autonomy. A group that was at risk of being

marginalised within the wider community, were celebrated for all of the wonderful attributes that they had to offer and provided with the tools to be present within this community. The researcher's interests and motivations around supporting the voice of the child, and the child's right to autonomy, were solidified with the introduction of the Children and Families Act (2014) and the new Special Educational Needs and Disability (SEND) Code of Practice (Department for Education & Department of Health, 2014) which emphasises both of these rights.

As the researcher's training on the doctoral course in Educational and Child Psychology continued, children's rights were discussed in greater depth, and the child refugee crisis was a context within which they were explored. Refugee children are a group whose voices are often marginalised, and the researcher was struck by how profoundly the human rights of these children were being violated (section 1.4.2 provides a further discussion on this). Furthermore, the researcher was acutely aware of the impact that their adverse experiences may have on their wellbeing, and it was felt that this was a pertinent area of work for Educational Psychologists (EPs), both in terms of supporting their psychological adjustment and promoting their voice. Given their presence in schools and colleges, and their knowledge and training in child development, systemic working, and applying psychological theory, EPs are well placed to support refugee children on an individual, group and whole-school level. Moreover, their position within local authority (LA) children's services, means that they are able to connect with other services and agencies, and to inform and raise awareness of how to support this group. This provides another facet to the rationale underpinning this research and describes the researcher's personal and professional motivations.

1.3 Defining the Terms 'Refugee', 'Asylum-seeker' and 'Unaccompanied'

It is important from the beginning to provide definitional clarity around the terms which were used throughout this research. The 1951 Refugee Convention, Article 1, provides the following definition of a refugee (United Nations High Commissioner for Refugees; UNHCR, 2019):

> "A refugee is someone who has been forced to flee his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries".

To add to this, an individual with refugee status has had their claim for asylum accepted and is protected from being returned to their home country.

The UNHCR (2019b) provides the following definition for an asylum seeker:

> "When people flee their own country and seek sanctuary in another country, they apply for asylum – the right to be recognized as a refugee and receive legal protection and material assistance. An asylum seeker must demonstrate that his or her fear of persecution in his or her home country is well-founded".

As outlined by the UNHCR (1994, p. 121) unaccompanied refers to:

> "…those who are separated from both parents and are not being cared for by an adult who, by law or custom, has the responsibility to do so".

It is important to point out that the term 'separated' was also used within the literature to describe children who have travelled to the host country without their parents. For the purpose of this research however, the term 'unaccompanied' was used.

1.4 Background and Rationale for this Research

1.4.1 Political context: The refugee crisis.

The United Nations (UN) Refugee Agency's annual global trends study reported that at the close of 2018, approximately 70.8 million people across the world had been forced to flee their homes. Of those, 25.9 million were refugees who fled their countries due to violence, persecution, conflict, and human rights violations (UNHCR, 2019a). This was an increase of 2.3 million people from 2017, representing a record high year-on-year (UNHCR, 2019). Many of these refugees seek asylum in European and Western host-countries, highlighting the demand for research which sought to understand the needs of asylum-seeking and refugee individuals and how best to support their integration into their new communities.

Owing to the European migrant crisis, in 2015 the United Kingdom (UK) government pledged to resettle 20,000 Syrian refugees by 2020. At the close of 2018, 13,961 Syrian refugees had been resettled in the UK (Refugee Council, 2019c). Furthermore, the number of asylum applications in the UK in 2018, was 29,380, excluding dependents, a 9% increase on 2017. The top 10 application producing countries were Iran, Iraq, Eritrea, Pakistan, Albania, Sudan, Afghanistan, India, Bangladesh and Vietnam (Refugee Council, 2019a),

Over half of the world's refugees are children (UNHCR, 2019). Those who are unaccompanied are a particularly vulnerable group because they are at risk of child trafficking, sexual assault, neglect, military recruitment, and many other violations (Hunter, 2001). Furthermore, it is well

documented that the prevalence of mental health difficulties among unaccompanied young people is much greater than for those children who are accompanied by parents or relatives (Bean, Eurelings-Bontekoe, & Spinhoven, 2007; Pastoor, 2015). With that said, in 2018, 2,872 applications by unaccompanied children were made in the UK, a 20% increase from 2017 (Refugee Council, 2019b). Given the research that demonstrated that the education setting could present as a vital site for the integration of asylum-seeking and refugee children into their new communities (Peterson, Meehan, Ali, & Durrant, 2017), and for their psychosocial adjustment (Pastoor, 2015), this highlighted the importance for education staff and practitioners working with these young people to be equipped with the knowledge and skills around how best to support them. However, there was a scarcity of research which focused on unaccompanied children and young people's educational experiences, which included their views, outlined further in Chapter Two. This coupled with the fact that the number of unaccompanied children arriving to the UK had increased, demonstrated the need for research in this area. The aim of this research, therefore, was to find out what factors contributed to unaccompanied young people's positive experiences within the education setting, from their perspective. A more in-depth account of the research aims are provided in section 2.6 in the next chapter.

1.4.2 Legislative context: Refugee children and the law.

The refugee experience is frequently divided into three stages; pre-migration, migration, and post-migration (Mohamed & Thomas, 2017). Despite the chronic adversities refugee children have had to endure throughout the pre-migration and migration stages, they are faced with yet more challenges when they reach their host country. There are the inevitable difficulties with social integration and acculturation, but parallel to that there are the oppressive, bureaucratic immigration systems that they are forced to navigate.

The 1989 United Nations Convention on the Rights of the Child (UNCRC) enshrines children's rights and includes the principle that the child's best interests should be the primary consideration in all decisions and actions concerning the child (UN, 1989: Article 3). It also outlines the right of the child to be heard (UN, 1989: Article 12). However, it is argued that the UK's treatment of asylum-seeking children is often in breach of these rights (Rutter, 2003). From the beginning, the UK entered a significant reservation to the UNCRC in relation to refugee children, specifically that the Convention should not encroach on national immigration laws (Hunter, 2001). This was a contravention of the Children Act 1989, which emphasises that refugee children should be treated as children primarily, rather than considered as part of a homogenous group (Hunter, 2001). It is clear then, that where refugee children were concerned, immigration laws had often taken precedence over their basic human rights. This provided further impetus for this research which aimed to provide unaccompanied young people, a group whose voices had often been marginalised, with the opportunity to have their voice heard.

Also pertinent to this research was Article 28 of the UNCRC, which emphasises the right of the child to an education, and Article 29 which states that education should develop the child's talents and abilities to allow them to reach their full potential (Candappa, 2000). Refugee and asylum-seeking children therefore, are entitled to the same rights as every other child. These two articles are not mutually exclusive, in fact, providing a child with a school place is only the first step. In order to develop and flourish within the school setting, children must be provided with an environment that nurtures their strengths and interests and takes account of their prior experiences. Rutter (2003) makes a vital distinction between "children being *in* school and the community, and actually being *part of* the school and the community" (p. 9). This research sought to explore the views of unaccompanied refugee children in relation to their educational

experiences within the host country and was interested in the relationships and protective factors that supported their positive experiences within the education setting.

For the purpose of this research the term 'unaccompanied refugee children' included unaccompanied children and young people (CYP) who were asylum-seeking and unaccompanied CYP who had been granted refugee status, hereafter, 'UCYP' will be used. The terms 'children' and 'young people' referred to those under the age of 18 and up to the age of 25.

1.5 Theoretical and Conceptual Framework

1.5.1 Positive Psychology.

Much of the research around refugees focused on their exposure to traumatic events during pre-migration through to post-migration, and their subsequent psychological reactions and mental illness. This reflected traditional models of psychology which adopt a deficit or medical model and are concerned with psychopathology and providing appropriate treatment (Dawood, 2013). Whilst this had undoubtedly been helpful in developing practitioners' understanding of the impact of refugees' traumatic experiences, it provided a vacant space to be filled with our understanding of what supported the positive adaptation of refugees.

This research adopted a positive psychology approach and was interested in the positive subjective experience of UCYP within the education setting. On an individual level, positive psychology, as described by Seligman & Csikszentmihalyi, (2000) is about "positive individual traits…courage, interpersonal skill, perseverance, forgiveness…" (p.5), at the group level "it is about the civic virtues and the institutions that move individuals towards better citizenship, responsibility, nurturance, altruism..." (p.5).). Similarly, Hefferon & Boniwell (2011) describe how positive psychology aims to explore and promote the factors that enable individuals and

communities to flourish and not to languish. In this way, it focuses on wellbeing, happiness, flow, personal strengths, and positive characteristics of groups and institutions (Hefferon & Boniwell, 2011).

As mentioned previously, the education setting was the focus because research demonstrated the important role that school can play in UCYP's positive resettlement experiences (Luster et al., 2010; Mels et al., 2008; Pastoor, 2015; Rana et al., 2011; Thomessen et al., 2015; Wells, 2011). This is research is explored further in the next chapter.

1.5.2 Attachment relationships.

Bowlby (1969) outlined the importance of developing a secure attachment relationship with a primary caregiver for a child's social, emotional, and cognitive development. Through their interactions with their primary caregiver, children develop an 'internal working model' which provides a template for future relationships. This primary relationship guides children's perceptions of their self-worth and informs their understanding around what they can expect from others. Those with a secure attachment will be more able to develop further attachment relationships outside of the family, than those who are insecurely attached and do not have a secure working model to draw on. Furthermore, securely attached children will have a greater capacity for psychosocial adaptation and for coping with challenge.

Attachment theory (Bowlby, 1969) therefore, provided a way in which to interpret and understand refugee CYP's experiences, for example, in gaining an understanding of the impact that separation from an attachment figure may have on UCYP, or in thinking about how UCYP's early attachment experiences may impact on their ability to form new relationships within their

new community. Furthermore, the theory demonstrates the potential value of attachment relationships for UCYP within the host country.

1.5.3 Resilience and protective factors.

An abundance of research has understandably focused on risk factors and the negative impact of adversities on refugee children, however, this focus elicits the potential for refugee children to be constructed as passive victims, rather than "as being active in the negotiation of their everyday lives" (Maegusuku-Hewett, Dunkerley, Scourfield, & Smalley, 2007, p. 310). It is important therefore, to provide a holistic view of refugee children, and to acknowledge the resilience they demonstrate and the skills they have drawn on, in navigating and overcoming the challenges pertaining to the migration trajectory.

Resilience refers to "patterns of positive adaptation in the context of significant risk or adversity" (Masten & Powell, 2003, p.4). Protective factors can be regarded as predictors of resilience and are described by Rutter (1985) as dynamic mechanisms, guided by individual characteristics and contextual conditions that enable CYP to manage the risks they are exposed to. The current research was interested in exploring individual and environmental factors that contributed to UCYP's positive experiences, with the view that this focus could inform practice around how best to support UCYP within the education setting.

Furthermore, the notion of refugee CYP as active agents within their lives, resonates with value of autonomy which the research aimed to promote through the participatory design (discussed in Chapter Three).

1.6 Chapter Summary

This chapter began with an exploration of the researcher's position in relation to the professional and personal motivations, and reference was made to the relevance of the research to the role of an EP. The research was set within the context of the refugee crisis, and particular attention was given to the limitations placed on the rights of refugee CYP. Providing UCYP with a voice and exploring factors which contribute to UCYP's positive educational experiences, were outlined as the main aims of the research.

Chapter Two: Literature Review

2.1 Introduction to Chapter

This chapter provides a critical review of the relevant literature pertaining to UCYP's broader resettlement experiences and educational experiences in the host country. A detailed account of the literature search strategy is given, and the critical framework employed to analyse the literature is made explicit. Furthermore, the theoretical context outlined in Chapter One, provides a framework for addressing and interpreting the respective research. The chapter concludes with the research aims and the research question is presented.

2.2 Systematic Literature Search

Between October 2018 and July 2019, a systematic literature search was carried out to review the available research around the educational experiences of UCYP within the host country, and to identify gaps in the literature. In particular, the researcher was interested in the articles that explored school or educational experiences from the voice of the child or young person. EBSCO was used to search the following databases: Academic Search Complete, British Education Index, Child Development and Adolescent Studies, Education Abstracts, Education Research Complete, ERIC, PsycARTICLES and PsycINFO. The literature search began with a key word search using the search terms 'unaccompanied asylum-seeking children' OR 'unaccompanied refugee children' OR 'unaccompanied minors' OR 'unaccompanied children' OR 'separated children' AND 'school experiences' OR 'educational experiences' which were drawn from the researcher's background research. However, this did not yield any results and the search strategy was changed. The subject term for each database was used in order to provide all articles that listed 'unaccompanied refugee children' as a major subject term, therefore providing articles

more specific to the research focus. For those databases that did not list 'unaccompanied refugee children' within their subject terms, 'refugee children', (or the subject term most closely linked to this, if relevant) was selected, and 'unaccompanied' added to the search term as a key word along with 'education' or 'school' or 'school experiences'. A trail of the systematic literature search and the subject terms used can be found in Appendix A. Peer-reviewed published articles and English language were set as limiters and exclusion criteria included unaccompanied immigrant children, refugee children (who had travelled with their families), perspectives of professionals working with UCYP, and policy and legislation around the educational provision of UCYP. A list of the inclusion and exclusion criteria can be found in Table 1 in Appendix B. The literature search provided 16 results and the abstracts of the articles were reviewed to determine their appropriateness in relation to the inclusion and exclusion criteria. This provided a total of two articles linked to the educational experiences of UCYP from their perspective.

With the dearth of available research pertaining to educational experiences, the researcher was interested in taking a broader perspective to provide greater insight into the contextual and individual factors surrounding UCYP's resettlements experiences, providing two parts to the literature review. The search term therefore, was broadened to 'unaccompanied refugee children' and the inclusion criteria for this broader focus was extended to include resettlement experiences. In line with the theoretical framework, the researcher was interested in UCYP's positive resettlement experiences including protective factors, resilience, positive change and adaptation (see Table 2 in Appendix B). A review of the literature continued through the same research strategy (using the subject term function across each individual database) and the combination of searches provided between 17 and 133 results, with a further 9 articles selected in accordance with the inclusion and exclusion criteria (see Appendix C for the literature search trail pertaining

to resettlement experiences). The literature review therefore, will be discussed under two main sections; resettlement experiences and educational experiences. Within each area of focus, themes and sub-themes were identified across the literature, it should also be noted that all of the articles relating to 'adaptation and positive change' represent more than one sub-theme. Furthermore, whilst these themes were drawn directly from the research, they were not presented explicitly in some articles, but rather the current researcher attributed the findings to these identified themes. The themes will be presented as follows:

Table 2.1

Themes and sub-themes presented under two main sections of the literature review

Literature review section	Theme	Sub-theme	No. of articles
Resettlement experiences of UCYP in the host country	Social community	Social support	3
		Social networks: The physical space	1
	Adaptation and positive change	Religion and faith	4
		Hope and optimism	2
		Living a purposive life	3
		Social support as a protective factor	3
		A focus on education	2
Educational experiences of UCYP in the host country			2

2.3 Defining the Critical Appraisal Approach

Critical appraisal is "the process of carefully and systematically examining research to judge its trustworthiness, and its value and relevance in a particular context" (Burls, 2009, p. 1). Critical appraisal frameworks are important because they provide a language of best practice (Tracy, 2010) and a structure for exploring, interpreting and reporting findings. However, considerable debate exists around whether the criteria used to review quantitative research can and should be

applied to qualitative research (Hannes, 2011). Guba and Lincoln (2005) argue that applying

quantitative concepts such as generalisability, objectivity and reliability to qualitative research is

fruitless, like "Catholic questions directed to a Methodist audience" (p.202). Helpfully, Lincoln

and Guba (1985) translated these concepts into evaluative criteria which can be used to assess

the trustworthiness of qualitative findings. This is demonstrated in Table 2.2 below.

Table 2.2

Criteria to critically appraise findings from qualitative research, (taken from Hannes, 2011)

Aspect	Qualitative Term	Quantitative Term
Truth value	Credibility	Internal Validity
Applicability	Transferability	External Validity or generalisibility
Consistency	Dependability	Reliability
Neutrality	Confirmability	Objectivity

- **Credibility:** Evaluates the extent to which the data represents the views of the

  participants and therefore the 'truth' of the findings (Hannes, 2011). Techniques for

  establishing credibility include: member checks, peer debriefing, negative case analysis,

  triangulation, prolonged engagement and persistent observation (Hannes, 2011; Lincoln

  & Guba, 1985)

- **Transferability:** Evaluates the extent to which findings can be applied to other contexts

  (Lincoln & Guba, 1985). Techniques for establishing transferability include thick

  descriptions of participants, demographics, and contextual factors related to settings and

  scenarios (Hannes, 2011; Lincoln & Guba, 1985).

- **Dependability:** Assesses the extent to which the research procedure and methodology is well documented and replicable (Hannes, 2011). Evaluation techniques include: audit trails, documenting the process of reflexivity, inter-rater agreements and peer review (Hannes, 2011).

- **Confirmability:** Considers the degree of neutrality or the extent to which findings represent the participants responses and are not shaped by researcher bias (Lincoln & Guba, 1985). Techniques for evaluating dependability include: reflexivity, a clear audit trail, and information around the researcher's position (background, experience, interests; (Hannes, 2011). However, it is important to point out that this concept may not be applicable to research which adopts an interpretivist approach. Drawn from a relativist ontology, this paradigm assumes that 'reality' or meaning is co-constructed and acknowledges that a researcher's experiences will inevitably become part of the data (Hannes, 2011).

Whilst conducting the literature review, the current researcher drew on these criteria to evaluate the qualitative research and will refer to these concepts in the discussion of the literature below. Traditional concepts pertaining to quantitative research such as those outlined in Table 2.2 above, will be used to discuss quantitative findings. Furthermore, the Critical Appraisal Skills Programme (CASP) checklist was also used as a framework for reviewing the qualitative data. A literature review table including a detailed account of the aims, methodology, and strengths and limitations of each research article can be found in Appendix D.

2.4 Resettlement Experiences of UCYP within the Host Country

2.4.1. Social community.

Three of the four articles which consider more broadly UCYP's social community within the host country, focus on social support and its impact on resettlement experiences. The remaining article adopts a slightly different focus and considers the physical space and the opportunities it provides for accessing both material and emotional support. These articles will be discussed accordingly.

2.4.1.1 Social support.

Mels, Derluyn and Broekaert (2008) adopted a mixed method, case-study design to explore the perspectives of UCYP in Belgium, on different types of social support. They drew on the 'buffering' and 'main effects' model (Cohen, 1992) as a framework to understanding the relationship between social support and well-being. The buffering model asserts that social support protects individuals from the detrimental effects of stressful events, while the main effect model proposes that social support impacts positively on well-being because it provides positive experiences, stability and a sense of self-worth (Mels et al., 2008).

Twelve males with ages ranging from 15 to 18 years with a mean of 326 days since their arrival in Belgium, completed a social support instrument aimed at measuring the quantity and quality of perceived social support. The self-report measure contained three concentric circles, split into four quadrants depicting the life systems of UCYP, including family, school, leisure time/friends and the asylum centre. The inner circle represented those people they regarded as most important and were closest to, and the second and third circles represented people who were successively

less important, and with whom they were less close to. Participants also took part in semi-structured interviews, and thematic analysis was conducted for the qualitative data.

The asylum centre provided the largest quantity and highest quality of social support, with asylum centre staff regarded as the most supportive (Mels et al., 2008). UCYP outlined the instrumental support provided by staff as helpful. School and leisure time were valued as sources of social companionship. Within both domains, this was characterised by a disproportionate number of peers from a similar ethnic group, UCYP commented on the barriers to meeting Belgian peers within school. The family system provided little source of support (Mels et al., 2008).

In line with the buffering and main-effect models, stress appeared to be buffered by the support received by asylum centre staff and the ethnic community. Secondly, the social support received by peers, appeared to function as a distraction which helped UCYP manage the stresses surrounding their situation. However, the researchers' note that UCYP's difficulty with developing friendships with their Belgian peers may present as a barrier to the main effects of social support on psychological well-being (Mels et al., 2008).

This research employed a useful social support instrument to determine the quality and quantity of social support. Qualitative and quantitative measures allowed for triangulation of data, supporting the internal validity of findings. However, whilst thematic analysis was undertaken, it is not clear what themes were drawn from the data as the findings were presented under sections pertaining to the four life systems, which were pre-determined by the researchers. This may have provided little opportunity for the data to be guided by participants responses, and therefore, important insights may have been overlooked. Furthermore, given that the participants within this study were all male, and the processes surrounding social support may be gender-specific,

the findings cannot be generalised to female UCYP. Some research has demonstrated that girls access social support in different ways to boys (Wells, 2011).

Oppedal and Idsoe (2015) investigated the impact of social support from family abroad and peers from the host country, on acculturation, discrimination and mental health. This was a quantitative study using a cross-sectional design involving 948 participants with a mean age of 18.61 years, and a mean length of 3.45 years of stay in Norway. Of those participants, 51% originated from Afghanistan, 12% from Somalia, 7% from Iraq and 6% from Sri Lanka, the remaining 24% travelled from 30 different countries. The majority of participants (82.4%) were male. Questionnaires involving Likert scales were used to measure social support (from family, co-ethnic friends, and Norwegian friends), and culture competence (using the Host and Heritage Culture Competence Scale for Adolescents). Cronbach's Alpha provided a reliability score of 0.83, 0.80, and 0.82 for the Likert scales, demonstrating good internal consistency. Other measures were depression, impact of war-related traumatic events (IWRTE), perceived discrimination, and length of stay. Fifty-three participants were subsequently excluded due to missing values, providing a sample of 895.

UCYP who had contact with their family abroad, reported a higher level of social support and lower levels of depression, in comparison to those participants not in contact with their family. Social support from family abroad and co-ethnic friends strengthened heritage culture competence, whilst social support from Norwegian friends strengthened host culture competence[1]. In line with Mels et al., (2008), Oppedal and Idsoe (2015), drew on the 'main effects' hypothesis (Cohen, 1992) as a framework for interpreting their findings, and reported

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[1] The authors refer to culture competence as "knowledge and skills about verbal and non-verbal communication and interpersonal behaviour patterns, and the underlying value of these" (p.204).

that social support appears to have a direct impact on positive mental health and an indirect impact through increasing culture competence which enables the young people to manage discrimination.

This demonstrates the significant positive impact that friendships with native peers can have, which was largely absent in the lives of the UCYP within the research by Mels et al., (2008). It would be interesting to explore further the mechanisms that facilitate this process and has implications for providing opportunities for UCYP to participate in host peer networks, through for example, organised activities. School or other education settings can present as an important site for this to take place and is in line with the focus of the current research.

The quantitative measures used within this study did not allow for a deeper exploration of the mechanisms and contextual factors associated with participants' responses. Given that the focus of the research was social support, within which relationships are inherent, the use of a rating scale to assess such a complex phenomenon could be regarded as somewhat reductionist. Furthermore, the cross-sectional design makes it difficult to determine causality. It is likely that, across time the relationship between social support and culture competence is bi-directional, as is psychological well-being and social support (Oppedal & Idsoe, 2015).

Thommessen, Corcoran and Todd (2017) used a Personal Construct Theory (PCT; (Kelly, 1955) approach to explore UCYP's experiences of their social situation in England. In line with the aims of the current research, they wanted to contribute to the understanding around how best to support UCYP within their host country. The qualitative design included six participants (five males and one female) aged between 18 and 28 years old. Data collection took place across three phases which involved: 1) a PCT assessment with individual participants to identify important people (elements), 2) group sessions with all participants in which they were encouraged to share

resources, strengths and coping strategies, and 3) a final PCT assessment as in phase 1. Individual and group sessions were audio-recorded and transcribed, and data analysed using thematic analysis.

Superordinate themes demonstrated the importance of social support as a source of hope and an avoidance of distress, and an opportunity to develop relationships in the absence of family bonds. An additional finding was that participants demonstrated a strong desire to move forward with regards to their education, finding a job and creating a new family. This is in line with research which highlights UCYP's aspirations for education (Luster, Bates, Rana & lee, 2010). The researchers outline the importance in providing UCYP with educational opportunities, and highlight this as an area for further research, providing impetus for the current research.

It should be noted however, that participants were recruited from an organisation that offers therapy to asylum-seeking and refugee individuals, findings therefore, may not be representative of UCYP who have not accessed this support and those in different contexts. Furthermore, during data collection, some participants were asked to compare two elements rather than three, because they found it challenging to hold as many elements in mind. The PCT method therefore, was not standardised. However, the adjustment to meet individual needs is also a strength of the study and supports the credibility of findings.

2.4.1.2 Social networks: The physical space.

Wells (2011) drew on social network analysis (SNA) and social capital theory to explore the social networks of UCYP in London, in relation to material and affective dimensions. Within this qualitative study, a photo-elicitation method was adopted within which eight participants (two girls and four boys) were provided with mobile phones with a camera facility and asked to take

photographs of the places they visited during a typical week. Data was collected over a 12-month period, with participants being recruited at different stages throughout this duration. Participants took part in semi-structured interviews between four to six times across a two to three-month period to elaborate on the photographs they had taken. Data was also gathered from interviews with staff at the Refugee Council and another refugee support organisation, and through the researcher's observations at both sites.

Physical spaces such as internet cafes, churches, mosques, theatre groups, school, language classes and the Refugee Council were important locations for developing social networks. Primarily, these social networks provided access to material support, referred to by the researcher as 'weak ties'. The researcher draws on previous research (Heikkinen, 2000) to describe how weak ties, regarded as formal and structured, may provide UCYP with the "bridges to new life spheres and people" (p.390). In other words, those who develop weak ties with a range of different social networks, are in a better position than those who develop one or two strong ties and are bound within a network which provides limited resources (Granovetter, 1973). Social theorists refer to these resources as social capital (Wells, 2011).

Whilst this research acknowledges the value of emotional support for psychological well-being, it differs from the research discussed so far in that it emphasises the value of ties with institutions rather than people in order to access social capital, and to support UCYP's material well-being. This can be better understood within the context of Maslow's Hierarchy of Needs (1943), within which he theorized that humans strive to meet their most basic survival needs for food, water, shelter, safety and security, before endeavouring to meet their psychological needs for love and belonging through intimate relationships and friends. In other words, UCYP's connection with the physical environment, provides them with an opportunity to have their basic needs met

through providing avenues to access resources or 'social capital'. Many young people are likely to have stayed in refugee camps and left home countries where many of those physiological needs described above were often not met. Furthermore, this research demonstrates an appreciation of the role that physical spaces play in providing a location for social networks. This is in line with one of the data collection methods employed within the current study (the camera walking tour) which will be discussed in Chapter Three.

Another important finding was that for girls, the social network provided a space to talk; a therapeutic space as described by Wells (2011), and they sought dyadic friendships, whilst boys tended to use the networks to engage in group activities. This is in line with previous research around social networks and gender (Belle, 1989).

The photo elicitation method provided UCYP with a greater opportunity to guide the focus of the study, than would be the case with semi-structured interviews. Furthermore, in line with Lincoln and Guba's (1985) criteria, the researcher engaged in persistent observation, and prolonged engagement in the research, supporting the credibility of findings. This is enhanced further through the triangulation of data collection methods.

2.4.2 Adaptation and positive change.

Five papers explore the factors contributing to adaptation and positive change during resettlement. The papers will be presented under the following sub-themes; religion and faith, hope and optimism, living a purposive life, social support as a protective factor, and a focus on education. As outlined previously, all of the articles represent more than one sub-theme.

2.4.2.1 Religion and faith.

The articles by Qin, Saltarelli, Rana, Bates, Lee and Johnson (2015), and Luster, Bates, Rana, and Lee (2010) draw on data from a larger research project on Sudanese 'Lost Boys' which focuses on risk, resilience and adaptation to host culture. The rationale for their research was the limited literature surrounding the unique experiences of UCYP upon resettlement. Each article adopts a slightly different focus, informed by different theoretical and conceptual frameworks, but draws on findings from the same sample of participants. Whilst both articles adopt a phenomenological approach to explore the lived experience of Sudanese UCYP living in the United States, Qin et al., (2015) draw on the concepts of acculturation and adaptation to explore these experiences from a cultural perspective. Luster et al., (2010) draw on a resiliency framework to explore the factors contributing to individual differences in positive adjustment, from the perspectives of the young people and foster parents. Both research papers outline a qualitative design within which semi-structured interviews were conducted with 19 UCYP from Sudan between the ages of 18 and 26 years (M=22), of those 17 were male, and two female. Data was analysed using a three-step coding procedure (Strauss & Corbin, 1990).

For many of the participants, maintaining their faith was important in providing a sense of purpose and shaping their goals during resettlement, some likened their experiences to the Israelites' exodus from Egypt (Luster et al., 2010; Qin et al., 2015). This provided a sense of responsibility to God and the people back home, which kept them grounded within their culture (Qin et al., 2015). Additional findings will be outlined in later themes (see sections 2.4.2.2, 2.4.2.3, 2.4.2.4 and 2.4.2.5).

Sutton, Robbins, Senior and Gordon (2006) undertook semi-structured interviews with eight UCYP in the UK, to explore the process of post-traumatic growth and positive change. Data was

analysed using interpretative phenomenological analysis (IPA). Several young people outlined religion as a key component to facilitating positive change and growth; their religious beliefs appeared to provide direction in the absence of parental guidance. This is supported by Majumder (2016) who also used interviews to examine the resilience factors that contribute to psychological coping and positive mental health outcomes for 15 UCYP. Participants originated from Afghanistan, Iran, Somalia and Eritrea. Amongst five superordinate themes, faith was perceived as a significant protective factor within UCYP's life narratives. God was presented as an omnipotent figure who appeared to bring a sense of safety and protection for the young people, perhaps in the absence of a parental authority figure. Furthermore, religion had an affective and social function too; the young people appeared to find comfort and a listening ear within their religious community (Sutton et al., 2006) again highlighting the opportunities for social support that physical spaces such as the church and mosque bring (Wells, 2011). The importance of religion and faith for the positive adjustment of UCYP during their resettlement, may stem from a strong cultural narrative where both are an integral part of daily life in their home countries (Majumder, 2016; Sutton et al., 2006).

Sutton et al., (2006) note that whilst religion was at the forefront of young people's narratives, other cultural factors were not remarked on. They point out that this does not mean that other cultural influences were not present and acknowledge that the principle researcher's position as a white middle-class female may have presented as a barrier to participants sharing information around cultural practices. Conversely, a strength of the study is the detailed account of the first researcher's prior experiences and motivations, which provides transparency and allows the reader to consider to what extent these aspects influenced the interpretations and subsequent findings. This is in line with the IPA approach adopted within this study.

In contrast to the idiographic focus adopted in IPA, Majumder (2016) was interested in finding common themes across participants and their carers, and data was collected until thematic saturation was reached (Braun & Clarke, 2006). However, it is possible that the views of UCYP differed significantly to that of their carers, and therefore, an approach that was grounded at the individual level, may have provided additional insights into UCYP's views and experiences.

2.4.2.2 Hope and optimism.

Within the research by Qin et al., (2015), 12 of the 19 participants spoke of the value in comparing their circumstances within their host country with those of their home country. This offered a 'dual frame of reference' which helped them to adopt a positive perspective around their current situation and future prospects, referred to as 'immigrant optimism' (Qin et al., 2015). Similarly, extracts from the research carried out by Majumder (2016), demonstrated UCYP's hopes and aspirations for the future despite their ongoing adverse and traumatic experiences. Both researchers talk of the inner strength that these young people possess, which is likely to have helped them to successfully overcome the significant challenges permeating their pre-migration and migration experiences. Majumder (2016) suggests that this re-ignites the nature-nurture debate and poses a question around whether this strength is innate or whether it is a result of life experiences.

2.4.2.3 Living a purposive life.

In keeping with the notion of staying connected to their home country, the participants in the study by Qin et al., (2015) and Luster et al (2010), remembered the suffering they had experienced and the suffering that their families and people in Sudan continued to experience. This provided them with a strong sense of purpose to create a better life for themselves so that

they could help those left behind. Qin et al., (2015), reported that half of the participants spoke of their goal to help with rebuilding the infrastructure torn down by the war in Sudan.

Participants within the study by Sutton et al., (2006) also shared their desire to help other people within their host country and to live a purposive life. They drew on their own experiences of adversity to describe how they would like to use this knowledge and understanding to support others. This is in line with research around post-traumatic growth which demonstrated that trauma survivors possess greater compassion and empathy for those who have had similar experiences (Tedeschi & Calhoun, 2004).

With regards to the limitations of the research by Qin et al., (2015) and Luster et al., (2010), in relation to the themes discussed so far, those who agreed to participate were likely to have made more positive adaptations than those who did not. Many young people who were invited to take part had lost contact with their foster parents or were experiencing mental health difficulties, therefore, the findings do not represent the experiences of the entire population of Sudanese UCYP living in the United States. Furthermore, the compelling story of the Sudanese youth, who were displaced or orphaned during the Second Sudanese Civil War (1987-2005) received a high level of media attention and they became colloquially known as the 'Lost Boys of Sudan'. They were offered resettlement in the United States, and several charities and agencies supported with the resettlement process. Their experiences may differ therefore, from UCYP who have not received this media coverage, and are not provided with this access to resources. A significant strength of both studies are the concepts of 'well-adapted/less well-adapted' and 'successful/unsuccessful' in relation to their resettlement experiences, which were defined by drawing on the participant's views and standards, supporting the credibility of findings.

2.4.2.4 Social support as a protective factor.

Thommessen, Corcoran and Todd (2015) conducted semi-structured interviews with six male UCYP between the ages of 18 and 19, who had arrived to Sweden from Afghanistan at the age of 15 and 16. IPA was undertaken to gain an understanding of the perceived risk and protective factors within the initial months and years of resettlement. Five of the six participants attributed great importance to the advice and support from staff such as the 'god man' (an official mentor provided by the Swedish government) and friendships with other young people who had had similar experiences. More specifically, UCYP valued the opportunity to be listened to, to share what they had been through. This is line with the findings of Sutton et al., (2006) that talking helped participants to process and make sense of their traumatic experiences. The young people within this research also appreciated the support provided by government agencies such as social services to allow them to meet their basic needs, but noted that without someone with whom they could share their worries, this support was not as helpful as they had hoped for.

IPA offers a useful approach to understanding the lived experiences of UCYP which was in line with the research aims. However, the central interpretative component of IPA means that the interpretations of one researcher may differ from those of another, dependent on their prior experience, beliefs, and so on. Whilst this can be addressed through the process of reflexivity, it does not appear, or at least the researchers did not state, whether they engaged in this process, compromising the dependability and confirmability of the findings.

Within the research by Luster et al., (2010) foster parents provided instrumental and emotional support to UCYP. Furthermore, participants noted that foster siblings and American peers helped them to become familiarised with the culture of their new homeland. Sport provided an activity within which UCYP could connect with their American peers and learn the ways of this new

culture, which they were able to apply to other contexts such as school. This is in line with the findings from Oppedal and Idsoe (2015) outlined previously, that social support from native peers strengthened host culture.

2.4.2.5 A focus on education.

For the UCYP in the study by Luster et al., (2010), education and work were key indicators of successful adaptation. Accessing an education was one of three main goals that UCYP held for their arrival to the United States, alongside helping those left behind and rebuilding Sudan. Within the research by Thommessen et al., (2015), the importance of education was emphasized as a means of getting a job and becoming *someone*, and as a way of adapting and integrating into the new society. Furthermore, participants demonstrated an appreciation for the educational opportunities within the host country because of the absence of such opportunities back home.

The research outlined so far, has suggested that school can provide a space within which UCYP can access social support and adapt to host culture, and highlights the perceived opportunities that education can bring for supporting UCYP to move forward with their lives. Given that education is such an important focus for many UCYP arriving to their host country, the next step is understanding how they experience the education setting, and the mechanisms and factors underlying this. The second part of the literature review will explore the available research pertaining to the educational experiences of UCYP.

2.5 The Educational Experiences of UCYP within the Host Country

Broadly speaking, two papers explore the educational experiences of UCYP from the voice of the young person. Rana, Qin, Bates, Luster, and Saltarelli (2011), claim to be the first study to explore the educational resilience of UCYP. In addition to the two papers outlined in the

previous section by the same authors, the data was drawn from a larger research project on the resilience and adaptation of Sudanese 'Lost Boys' in the United States. Nineteen male Sudanese UCYP between the ages of 18 and 26 participated in semi-structured retrospective interviews, with a mean age of 15 at the time of arrival. Twenty foster parents from 15 different families were also interviewed.

All 19 participants reported that they came to the host county with education as their primary goal. Furthermore, relationships with foster parents, teachers and school staff, and peers were highly important for UCYP in overcoming the challenges pertaining to educational attainment. For example, participants spoke of the support they received from some teachers who provided additional teaching after school, to support them with their homework and provide English as a Second Language classes. They spoke of their Sudanese peers who offered encouragement and support, and their American peers who welcomed them into the class and supported their school adjustment. Sport was a key activity for developing friendships with their American peers. In accordance with the themes that weaved through the other research papers by the same authors, individual traits such as motivation to succeed, focus on goals, optimism, hard work and perseverance, educational ability, resourcefulness, and biculturalism were described by UCYP as contributing to their educational progress.

As outlined previously, the research included a highly selective sample involving young people who were regarded as doing well; due to ethical and practical considerations those who were less well-adapted (for example, had mental health difficulties or were failing school) were not approached, this has implications for the transferability of the data. Furthermore, the retrospective design relied on the participants' memories and their ability to recall their experiences, compromising the credibility of findings.

Pastoor (2015) adopted a sociocultural and ecological approach to explore the role of schools in supporting UCYP through psychosocial transitions (socialisation, integration and rehabilitation) during resettlement in Norway. This qualitative study involved an ethnographically oriented case study design with five schools, within which 40 participants within the ages of 16 and 23 (32 male and 8 female), and 25 school staff members took part in semi-structured interviews. Participant observations in schools and residential settings also took place.

Many UCYP outlined the need for a parental figure within school; someone who could provide emotional support and guidance. Some participants reported experiencing mental health difficulties which were impacting on their school functioning, however, the support provided was inconsistent and school staff lacked confidence and understanding around how to support UCYP's specific needs. Furthermore, some young people wanted to talk about their difficulties whilst others did not, highlighting the range of interventions that may be required. Nevertheless, several young people expressed an appreciation for the opportunity to attend school and valued the opportunity to be with their peers. Pastoor, (2015) suggests the need to reconceptualise the role of the teacher, with an emphasis on supporting young people's psychosocial needs (through for example, a better understanding of their difficulties, and knowing when to refer to additional services) as well as their educational needs. More broadly, the research highlights the role that school can play, in supporting the psychosocial transitions of UCYP, which goes beyond its educational role.

It is important to note that the study drew on data from a wider research project undertaken by the Norwegian Centre for Violence and Traumatic Stress Studies, which aimed to explore the resettlement experiences of UCYP in relation to school. The secondary data therefore, may not be aligned to the researcher's specific research questions, impacting the credibility of the

findings. Furthermore, the data was analysed and presented in accordance with three dimensions set out in a model of critical psychosocial transitions, whilst this was in line with the aims of the research, the findings will be shaped by the researcher's focus.

2.6 Summary of the Literature Informing the Aims of the Current Research

The literature review demonstrated the role of social support in the lives of UCYP during resettlement. For example, it highlighted the way in which social support can directly and indirectly impact positive mental health (Mels et al., 2008; Oppedal & Idsoe, 2015) and the importance of physical spaces in providing a location for UCYP to access social networks and to gain material and emotional support (Wells, 2011). The research identified protective factors which appeared to support UCYP's adaptation and positive change within the host country including religion, relationships, optimism, striving for a purpose, and a focus on education. A theme throughout the research was the important role that school, and education can play in UCYP's integration into their new society, and their ability to move forward with their lives. The literature search demonstrated that a large proportion of the research exploring the educational experiences of refugee children and young people focused on the perspectives of the adults supporting them and lacked the participation of CYP themselves. Furthermore, the research that did include the views of the young people, focused on refugee children who arrived with their families. As demonstrated in the second part of the literature review, only two articles addressed the educational experiences of *unaccompanied* children and young people from the voice of the child, and this research was from the United States and Norway. It can be assumed therefore, that at that point in time, there was no published research within the United Kingdom with that specific focus, demonstrating a gap in the literature.

Furthermore, the literature review demonstrated that semi-structured interviews was the methodology adopted in the majority of research. The current research moved away from more conventional methods of communication such as interviews, because it was felt that possibly, this encompassed a power imbalance and may present as a barrier for many UCYP who had English as an additional language. In endeavouring to enhance UCYP's participation within the research process, a participatory approach was adopted, and novel methods of data collection were employed (collages and a camera walking tour), providing a unique contribution to the research surrounding the educational experiences of unaccompanied CYP. The methodology and data collection techniques will be discussed further in the next chapter.

The aims of the research therefore, were to provide UCYP with a voice and to explore what factors contributed to their positive educational experiences. Given that the researcher was a Trainee Educational and Child Psychologist working within a local authority Educational Psychology service, the research also aimed to inform EP practice in the local context (local authority services, schools and colleges).

2.7 Research Question

Research demonstrated the important role that school, and education can play in UCYP's positive resettlement experiences (Luster et al., 2010; Mels et al., 2008; Pastoor, 2015; Rana et al., 2011; Thomessen et al., 2015; Wells, 2011). However, the literature review demonstrated the paucity of research in relation to the educational experiences of UCYP, from their perspective. The current research aimed to address this gap, and to adopt a positive psychology approach (Seligman and Csikszentmihalyi, 2000; outlined in Chapter One), to explore the factors that

contributed to UCYP's positive educational experiences. This provides the context for the research question which was:

What factors contribute to UCYP's positive experiences within the education setting?

2.8 Chapter Summary

This chapter provided an overview of the research which explored the resettlement and educational experiences of UCYP within their host society. Gaps in the research were identified and were subsequently linked to the aims of the current research, and the research question. The next chapter outlines the methodology and data collection techniques.

Chapter Three: Methodology and Data Collection

3.1 Introduction to Chapter

This chapter begins with an outline of the researcher's ontological and epistemological position which provides the overarching framework for all aspects of the research process. This is followed by a discussion of the research purpose, research design, and methods for data collection and data analysis. The chapter closes with an exploration of quality issues within qualitative methodology and ethical considerations.

3.2 Ontological and Epistemological Considerations

A researcher's ontological and epistemological position will guide thinking and action throughout the research process and therefore it is essential that these assumptions are identified within the preliminary stages. Ontology is concerned with one's views around the nature of reality. It describes an individual's beliefs about the 'truth', what exists, and can be known (Moore, 2005). Epistemology refers to the way in which knowledge is generated and considers the relationship between the knower (for example, the researcher) and what can be known (Moore, 2005). The researcher's philosophical position will impact every aspect of the research, from methodology, to interpretation of data. Given the significance of these philosophical paradigms, it will be important to consider their theoretical foundations and the conventional approaches which have previously dominated research practice, to provide a context for the researcher's philosophical position (outlined in section 3.2.4). This will take place next.

3.2.1 Modernity and realism.

Seventeenth-century Europe saw the Age of Enlightenment, an intellectual and philosophical movement characterised by a shift from a dominant worldview based on religion, to an emphasis

on scientific method. Commonly referred to as the period of modernity, modernism's central belief was in rationality, and the assumption that the 'truth' could be discovered through empirical research. This empiricist paradigm encompasses realist ontology, which postulates that there is one objective reality that exists independent of the researcher and their subjective properties, and that this reality or truth is discoverable (Scotland, 2012). Positivist epistemology is closely aligned with realist ontology and holds the view that only those variables which can be observed, measured and tested have a claim to truth. Researchers from this stance, seek to establish causation, both in the natural sciences and social sciences and to generate universal laws which transcend any local context (Robson & McCartan, 2016). Regarded as the 'standard view' of science, the positivist paradigm is closely linked to quantitative methodology and continues to have a strong presence within research practice today. However, this paradigm has received criticism based on its applicability to social sciences, and the complexities engulfing contemporary society.

3.2.2 Post-positivism and critical realism.

Post-positivists recognise the criticisms of the positivist/realist paradigm, and acknowledge that a researcher's values, knowledge, beliefs and experience can influence what is being observed (Robson & McCartan, 2016). Post-positivism is linked to critical realism which sits on the ontological continuum between realism and relativism (outlined next). Critical realist ontology posits that there exists a reality, and this reality exists independent of an individual, however, our relationship with that knowledge of the truth will be incomplete and can only be known imperfectly, due to the subjective nature of an individual's interpretation of their world (Robson & McCarton, 2016). In other words, within the research context, the researcher will only ever gain a distorted perception of the participant's reality. Critical realist researchers aim to get as

close to the truth as possible, and do this through employing a range of approaches, therefore they see value in using qualitative and quantitative research methods.

3.2.3 Postmodernity and relativism.

The 20th century marked the era of postmodernism and a departure from the ideologies which were characteristic of realist and positivist paradigms. This represented a move towards relativist ontology (Andrews, 2017). Relativists refute the idea that one reality exists, and that truths about the social world can be discovered through methods associated with natural science (Robson & McCartan, 2016). They view reality as represented through the eyes of the participant, and therefore propose that multiple truths exist. Constructivist epistemology is closely aligned with relativist ontology, because it views reality as constructed by the individual through their interactions with their social world, and their interpretations of that. This stems from a broader social constructionist stance which emphasises the way in which meaning is co-constructed within a group through discourse. In other words, people make sense of things together. Given the focus on interactions with the social world, proponents of this view believe that meaning or reality will be shaped by cultural, historical and political factors. This paradigm therefore, is associated with qualitative methodology.

3.2.4 The researcher's ontological and epistemological position.

This research adopted a relativist ontology and a constructivist epistemology. The research sought to explore UCYP's experiences of the education setting and acknowledged that each individual constructs their own meaning and makes sense of their world through their subjective experience, and therefore, a number of 'realities' existed amongst these young people. The research also drew on a social constructionist paradigm; it recognised that reality was co-constructed through the interactions between the researcher and the participant, and that UCYP's

experiences were shaped by the discourse and narratives surrounding refugees which were set within a socio-political and historical context. Furthermore, terms such as 'refugee', 'asylum-seeker' and 'unaccompanied' are social constructs which were attached to these young people and were likely to influence how they viewed their experiences and how they were perceived by others.

The research assumed a phenomenological approach because it sought to gain an understanding of the subjective experience of UCYP. The focus was on the "quality and texture" of the experience (Willig, 2013; p.71) and the knowledge that the researcher aimed to generate was guided by the question, "what is the world like for this participant?" (Willig, 2013, p.72). Moreover, the research involved an interpretative component because it moved beyond a 'description' of the experience, to consider its meaning within the wider social, cultural and theoretical context (Willig, 2013). In this way, 'sense-making' also involved the interpretations of the researcher, which describes a hermeneutic approach.

Given the emphasis on interpretation, the research acknowledged the researcher's active subjectivity and employed a process of reflexivity within which consideration was given to the researcher's own beliefs, experiences, and biases and their potential impact on the research. In order to facilitate this process a research journal was kept within which the researcher's reflections on key issues, concerns and decision making was documented. As outlined in Chapter One, section 1.2, professional and personal motivations inherent in this research were the rights of children and young people, and the voice of the child.

3.3 Research Purpose

The purpose of research can be broadly classified as exploratory, explanatory, emancipatory and/or evaluative. The purpose of this research was emancipatory and exploratory. Emancipatory research seeks to create opportunities for change and empowerment through the involvement of a particular group (often minority groups) within the research process. The key ontological assumptions underpinning emancipatory research are, that multiple realities exist (in line with the relativist ontological position adopted within this research) and that "reality is not only created by the elite researcher or dominant group" (Noel, 2016). The current research sought to empower UCYP by providing them with a voice, where previously their voices have often been marginalised, (within the asylum process, outlined in chapter one, and within the literature, discussed in chapter two), and by inviting them to be active members within the research process through adopting a participatory approach. This is described further in section 3.4.2.

Exploratory research is interested in understanding a little known or researched phenomenon, for example, the educational experiences of *unaccompanied* young people, and to assess phenomena in a new light (Robson, 2002). This research held the view that to gain an understanding of the experiences of UCYP, meaning should be sought directly from those with whom the experience lies, the young people, and previous research concerning refugee children's educational experiences had largely failed to do so (see Chapter Two for literature review). Furthermore, the purpose of this research was to inform practice within the local context (Children's Services and the education settings), and in turn to promote UCYP's positive experiences of college, further highlighting the emancipatory agenda. The methodological approach for exploring this is outlined below.

3.4 Research Design

3.4.1 Qualitative research design.

In keeping with the philosophical underpinnings, this research adopted a qualitative design. Qualitative researchers are concerned with how individuals make sense of the world, and how they experience events (Willig, 2013), the central aim of qualitative research is understanding rather than establishing causation, as in quantitative methodology. This research sought to gain an understanding of UCYP's experiences within the education setting and held the view that an approach which emphasises objectivity, generalisability and a unitary truth is severely reductionist and fails to account for the rich complexities of human experience. By its very nature, social and psychological research exists within open systems, which are fluid and interactive. The current research focused on the college system, and therefore, qualitative methodology was important for capturing the richness and texture of UCYP's experiences.

3.4.2 Participatory design.

Given the emphasis within this research on young people's rights and the voice of the child, the researcher sought to adopt an approach that was inclusive and participatory. A participatory approach invites participants to become active members of the research process. It aims to diminish the discrepancy in the status of the researcher and the participant, and in many cases, to promote social justice and equality of opportunity (Ellis, Kia-Keating, Yusuf, Lincoln & Nur, 2007).

Putting aside participants' status as refugees or asylum-seekers, this research sought to give status to young people's voices and extended beyond the research domain to the professional and ethical stance of the researcher as a trainee Educational Psychologist, who recognises the

importance of participation in empowering children to make choices, to share their views and to develop a positive self-concept. The position of the young people in this research as unaccompanied refugees and asylum-seekers whose voices have often been marginalised, added an additional layer and provided greater impetus for the participatory approach adopted. Participatory approaches to research with refugees have been outlined as an ethical form of research and an important addition to the 'do no harm' principle (Rogers, Carr, & Hickman, 2018).

Participatory research involves a continuum of participation and ranges from one end where individuals act as 'co-researchers' and lead the research as equal partners, to the other end, where they are consulted on aspects of the research (Rogers et al., 2018). Hart's (1992) Ladder of Participation helpfully identifies eight levels of children's participation in decision making within projects (see Figure 3.1 below).
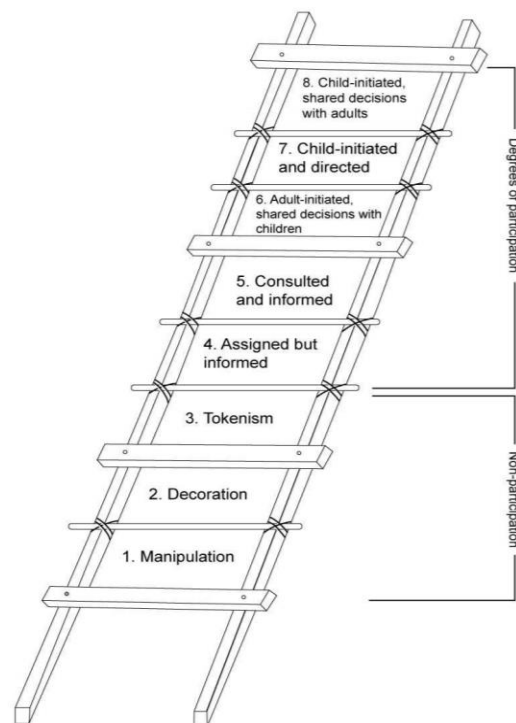
Figure 3.1. The Ladder of Participation (taken from Hart, 1992)

The Ladder of Participation (Hart, 1992) was developed to help professionals working with children to reflect on the level of participation they facilitate within their practice. The three lower rungs (manipulation, decoration, tokenism) depict non-participation and describe how at these levels, children have little or no voice, or appear to be given a voice but have little choice around how they participate (Vingerhoets & Wagner, 2016). The upper five rungs describe degrees of participation from 'assigned but informed,' where the child understands the purpose of the project and the decision making process, to 'child-initiated shared decisions with adults,' in which decision making is shared between the child or young person and the adults, and they work as equal partners (Hart, 1992).

Within this research, the young people participated at varying levels across the research process. Whilst the research purpose and questions were researcher led, during the planning stage, the researcher met with the young people to plan how they would like to share their views and to agree on data collection methods. To facilitate this process, the researcher presented three methods of communication (camera walking tour, video diaries, collages, rationale provided in section 3.5). In this way, the research aimed to adopt a strengths-based approach and to reinforce the communication styles preferred by the young people.

Traditional methods such as interviews were not chosen because the researcher believed that this approach may function as a barrier for these young people in sharing their views, because English was not their first language. Interviews also encompass a power imbalance which this research sought to reduce through the participatory approach. By enabling the young people to choose how they would like to share their views, this emphasised autonomy and empowerment, in line with the emancipatory agenda.

Furthermore, the data collection methods enabled the young people to be active participants within the data collection process, for example, within the camera walking tour, the young person was asked to take the researcher on a tour of the college to reveal their favourite places in college, and to take photographs of these places. This created a dynamic within which the young person adopted the position of leader and was the 'expert' of their surroundings. Furthermore, the young person had control over what would be photographed and which aspects of their college experiences they wanted to share. The research, therefore, promoted access at the data collection stage. With reference to Hart's (1992) Ladder of Participation, the young people's level of participation within the planning and data collection stages could be described at rung five and six.

The researcher also endeavoured to complete member checks with the young people following the data analysis, to seek their feedback on the researcher's interpretations of the data, however, due to the nature of real-world research and unforeseen circumstances, it was not possible for this to take place[2]. Figure 3.2 below demonstrates the participants involvement throughout the research process.

Hart (1992) pointed out that it is not always appropriate to aim for the top rung when working with children, and that the degree to which the child participates should be guided by the level at which they feel comfortable. This was considered throughout the research process, and the young people were informed that they were not obliged to take an active role within the later stages of the research for example, in carrying out the dissemination of findings. With regards to data analysis specifically, ethical considerations placed limits on the extent to which the young

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[2] The researcher was due to meet the young people on 19th March 2020 in the college setting, however, due to the Coronavirus pandemic this could not take place.

people were able to participate, for example, consideration was given to how the researcher would ensure confidentiality and anonymity of responses if the participants were to engage in the data analysis. Furthermore, the researcher was aware of the requirements for involving the young people in the data analysis which would entail the teaching of how to conduct thematic analysis (described in section 3.9.), this may have presented as too challenging a task which encompassed unrealistic expectations.
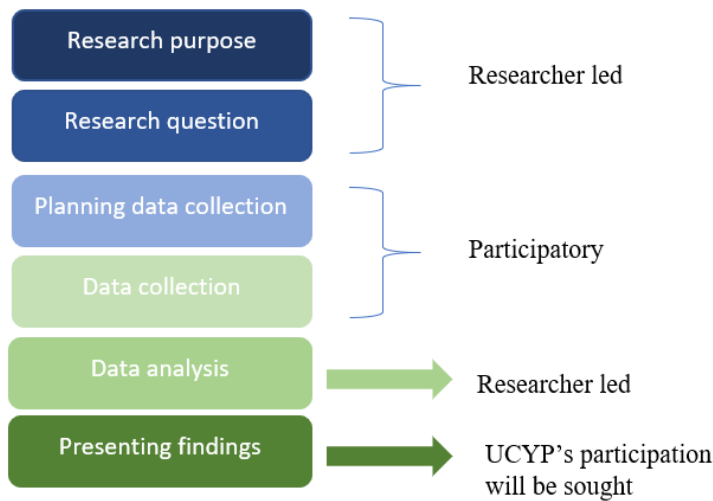
Figure 3.2. Stages of research and UCYP's participatory involvement

3.5 Data Collection Techniques

The current research sought to use participatory research methods to provide meaningful ways for UCYP to share their experiences. Through the researcher's training and academic reading, there was a growing interest in the use of participatory approaches to explore children and young people's views. Through this process, the researcher learnt about several methods for gaining

these views such as photo elicitation (Wells, 2011; Willig, 2013), the photovoice approach (Willig, 2013; Rogers et al., 2018), video diaries (Clarke, Boorman, & Nind, 2011), collages (Mayaba & Wood, 2015) and camera walking tours (Clark, 2005). Video diaries, camera walking tours and collages were chosen as three data collection methods which were introduced to the young people within the planning stage of the research, of these three methods, participants were asked as a group to choose two. These methods were chosen on the basis of their participatory credentials, and the research which demonstrates the use of these methods to empower those whose voices have often been marginalised (outlined below). They are also in line with the ontological assumptions underpinning the research because they provide a medium through which 'multiple realities' can be explored.

Clarke et al., (2011) used video diaries with a group of teenage girls described as having 'behavioural, emotional and social difficulties' to explore their views around disengagement within education. The authors point out that young people are amongst the least represented voices in research. Camera walking tours have been successfully used to promote the active engagement of children within the research process (Clark, 2005). Furthermore, the rationale for using this approach was to identify aspects of the education setting which were important to the young people and contributed to their positive educational experiences, represented by photographs. Photographs and collages are regarded as visual methods, and whilst still a relatively novel method within psychological research, their value is becoming increasingly documented within the literature (Mayaba & Wood, 2015; Reavey, 2011; Silver, 2013). This will be discussed further in the next section.

Before proceeding, it is important to outline that the participants agreed on a camera walking tour and a collage as the two methods with which they would like to share their views, also discussed further within the following section.

3.5.1 Visual methods.

Visual methods provide a useful way within which participants can make sense of their experiences in a manner that does not rely solely on language (Silver, 2013). Methods such as photographs, films, collages and drawings are being increasingly used within the field of qualitative psychology and increase the participant's agency and control within the research process (Reavey, 2011; Silver, 2013). Reavey (2011) asserts that individuals experience and communicate their world through multi-modal forms such as language and imagery and that it is important that researchers within psychology "engage with these everyday forms of communication and representation" (p. 5). Providing participants with ways in which they can 'show' their experiences, rather than 'describe' or 'narrate' them, can enable them to engage in the process more meaningfully and to explore and express their experiences in greater depth.

There are three principal ways in which photographs are employed within qualitative research; photo-elicitation, photovoice and photo-production (Silver, 2013). Photo-elicitation uses pre-existing photographs within interviews to generate discussion and provide verbal data. The photovoice approach is often used for community based participatory research, to empower members of marginalised groups to share their experiences and to promote social change (Rogers et al., 2018). Within photo-production, the participant is asked to take photos to capture their experience in relation to a topic or phenomenon of interest. This was the method employed within this research, via the camera walking tour.

3.5.1.1 Camera walking tour.

A Sony HDR-CX4240 HD Camcorder was used, signed out from the university resource room. The young people were asked to take photographs of their favourite places within college, to represent their experiences (more detail around the data collection procedure is provided in section 3.8). The emphasis was not solely on the end product, the photograph, but the process of taking them. The photo-production method requires the participant to think carefully about what they would like to photograph. Besides the content of the picture (the detail of the physical setting) it is important for the researcher to find out what is 'behind' the photograph, what this represents and means for the young person. The researcher did this by asking prompt questions such as 'why is this your favourite place?' 'who are you with in this favourite place?' 'what do you do here?' (see Appendix E) and documented this via written notes. Furthermore, as with any form of information or data that a participant provides (visual, verbal), the researcher is interested in why that particular experience was captured and shared, and whether the participant has missed or avoided sharing an experience and why, emphasising the interpretative component of this research.

3.5.1.2 Collages.

Collages were the second visual method employed within this research. Participants were asked to create a collage to represent their positive experiences within college from a range of materials such as magazines, brochures and newspapers (see section 3.8). This method was participatory in nature because participants had autonomy over which images to select to create their collage, and to decide how they would like to represent their experiences within college. Williams (2002) asserts that the value of collages over other art work is that is removes any anxiety around artistic

ability because the pictures have already been created. He also points out that art provides an alternative communication that enables individuals to "use the image as a bridge…and this bridge supports the expression of personal meaning" (Williams, 2002, p. 56). Collages have been used as an effective data generation approach with children (Williams, 2002) and are regarded as a valuable tool for young people to express their "moods, feelings, and ideas" (Mayaba & Wood, 2015, p. 4).

Lastly, these methods were introduced because the research sought to adopt a strengths-based approach through reinforcing the communication styles preferred by UCYP.

3.6 Recruitment Procedure

Within the preliminary stages of the research, the researcher was interested in gaining a greater understanding around the population of UCYP within the local area who were attending school or further education settings. As outlined previously, the researcher was working as a Trainee EP within an Educational Psychology service in a local authority in England. The researcher contacted the Assistant Head Teacher of the Virtual School[3] within this local authority, whose role was to oversee the educational provision of UCYP. Through this discussion, the researcher learnt that the majority of UCYP within the local area were of college age, unsurprisingly this was due to the fact that they had travelled without relatives, so they were likely to be older than school age. This highlighted that colleges were a good place to start for recruiting participants.

The recruitment process began in February 2019 once research ethics approval had been granted (section 3.11.1 provides more information on this). Members from the Educational Psychology

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[3] The Virtual School does not exist in real terms as a building, and CYP do not attend. It is an organisation which aims to promote the progress and educational attainment of looked after children and care leavers (Merton Council, 2020; Virtual School Kent, 2020)

team within which the researcher was training, had previously worked in collaboration with the local Virtual School to develop a 'toolkit' for supporting UCYP. Within this document was a list of colleges within the researcher's local authority and neighbouring local authorities which provided English for Speakers of Other Languages (ESOL) courses, along with names and contact numbers for the designated lead for looked after children (LAC).[4]

The researcher began by contacting the designated staff members for LAC via telephone to introduce the research. Those who were interested were sent a follow up email with the information sheet and consent form for the education setting attached (see Appendix F and G). This also included the young person information sheet, to be shared with potential participants (Appendix H). One college expressed an interest in taking part, and a meeting between the designated staff member and the researcher was arranged, which took place at the college. During the meeting the research procedure was discussed further, actions were agreed and the consent form for the education setting was signed.

The next step in the recruitment process was to gain consent from the social workers who act as corporate parents for potential participants who the college had identified (participant criteria is outlined in section 3.7). Given the need to maintain anonymity of the participants until the researcher had obtained participants' consent, the designated staff member within the college was asked to contact the social workers on behalf of the researcher. To facilitate this process, the researcher created an email which provided a brief overview of the research, with the information sheet and consent forms for the corporate parents attached (See Appendix I and J) This was sent to the key contact within college for them to forward to the social workers. Within

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[4] Looked after children are those who are in the care of the local authority (NSPCC, 2020). An unaccompanied child who has been accommodated by the local authority for 24 hours will become looked after under the Children Act 1989 (Department for Education, 2017)

the email, the corporate parents were provided with the researcher's contact details (email and telephone number) in case they had any questions regarding the research, and were asked to sign, scan and send the consent form back to the designated staff member via email.

Once the consent forms from the social workers had been received, the designated staff member and the researcher arranged a time for the researcher to attend college to have an initial meeting with the young people. The aim of this meeting was threefold; firstly, to go through the information sheet (Appendix H) and provide potential participants with an opportunity to ask questions about the research, secondly, to discuss confidentiality, anonymity, and the right to withdraw, and thirdly, to plan with participants how they would like to share their views. Once the young people had confirmed that they would like to take part, they were asked to sign consent forms (Appendix K). An account of this meeting was included in the audit trail.

3.7 Participants

Participants were selected through purposive sampling, according to the following inclusion and exclusion criteria:

Table 3.1

Participant inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
Refugee or asylum-seeking children or young people who have travelled to the UK unaccompanied and are attending a mainstream secondary school or further education setting	Unaccompanied refugee or asylum-seeking children or young people who are not attending a secondary mainstream school or further education setting
Unaccompanied refugee or asylum-seeking children or young people between the ages of 14 and 25 years of age	Refugee or asylum-seeking children or young people who have travelled to the UK with relatives

The age criteria for participants was guided by asylum statistics reported by the Refugee Council (2018) which demonstrated that 91% of unaccompanied children were between the ages of 14 and 17 years. Furthermore, with the introduction of the SEND Code of Practice (Department for Education & Department of Health, 2014), EPs work with young people up to the age of 25. Given the researcher's work within this field, and the local context of the research, participants up to the age of 25 were included.

There are varying opinions on how many participants should be included in phenomenological studies; Creswell (2014) recommends three to ten, whilst Morse (1994) suggests at least six. Furthermore, a participatory research project involving unaccompanied asylum-seeking children, included seven young people (Rogers et al., 2018). The current research, therefore, aimed to recruit between 6 and 8 participants, however, due to the nature of real-world research and the difficulties in recruiting, five young people were recruited. The issues with recruitment are discussed further within section 5.6.5 of Chapter Five. In line with the qualitative methodology, the research aimed to provide rich descriptions of participants experiences and was not concerned with obtaining a large sample size to promote generalisability (as in quantitative methodology).

3.7.1 Participant demographics.

The research participants included five young people between the ages of 16 and 18 (four male and one female) who had travelled to the UK unaccompanied. They were all accessing an entry two or entry three ESOL course at one college in England. Two participants came from Albania, and the remaining three were from Sudan, Eritrea and Afghanistan. The length of time the young people had been in the UK ranged from approximately one year to one year and 10 months. Four of the young people had been attending college for four months, and one young person for

sixteen months. The table below provides demographic information for each participant, including participant pseudonyms as chosen by the young people.

Table 3.2

Participant demographic information

Participant pseudonym	Age	Sex	Country of origin	First language	Duration of time in the UK	Duration of time in college[5]
Ana	16	Female	Albania	Albanian	1 year	4 months
Toni	18	Male	Albania	Albanian	1 year, 5 months	4 months
Jake	17	Male	Afghanistan	Pashto	1 year, 3 months	4 months
Wolves Town	17	Male	Sudan	Maba	1 year, 8 months	4 months
Happy	18	Male	Eritrea	Tigrinya	1 year, 10 months	1 year, 4 months

3.8 Data Collection Procedure

3.8.1 Camera walking tours.

Within this stage of the research, the researcher met with all of the young people individually across three days. Each session began with the researcher meeting with the young person in a quiet room to go through the aims of the research again, to show the young person how to use the camera to capture and delete photographs, and to seek their ongoing verbal consent. Furthermore, within this session the participants were asked to choose a pseudonym which would be used within the research thesis. The researcher was careful to explain that this should be a name that could not make them identifiable in any way (see section 3.11.3 for rationale

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[5] This duration is based on the date when data collection commenced in January 2020. The data collection took place across January and February 2020.

around using participant chosen pseudonyms). As outlined in the previous section, demographic information was also collected.

Each camera walking tour began with the following question; "can you show me your favourite places in college?" The participants were asked to document this by taking photographs of these places. The researcher was interested in why these locations accounted for their favourite places, and asked prompt questions such as "why is this your favourite place?" "what do you do here?" "who are you with?" (see Appendix E). The researcher took written notes to supplement the photographs and provide richer information. The aim of this method was to provide a way in which participants could share their experiences of college, and to gain an understanding around what these photographs represented for the young person.

3.8.2 Collages.

The researcher and participants had planned that they would complete the collages all together in a group (but they would create their own collage). However, due to the nature of real-world research, and the students differing timetables, it became difficult to find a time that was convenient for all five students (discussed further in Chapter Five). Eventually it was agreed that the researcher would meet with three young people on one occasion and two young people on another occasion, in a group setting.

This activity took place within a classroom in the college. The researcher provided each young person with an A3 sheet of white paper on which to create their collages. Magazines, newspapers and brochures were provided, along with glue sticks, pencils, felt tips, and scissors. Participants were also invited to bring their own materials and were informed of this within the planning stages and during the first data collection session.

At the beginning of the session, the participants were provided with a prompt sheet with the following instructions, which the researcher read aloud:

> 'I would like you to make a collage to show your positive experiences in college. You can do this by finding pictures from the magazines and newspapers, and through drawing and writing'.

The prompt sheet also included questions to guide their thinking, such as 'what has helped you to feel happy in college?', 'which relationships with college staff/teachers have been helpful and why?' 'what is good about college?' (see Appendix L).

During this process the researcher asked the young people individually about each picture within their collage and what it represented; the young person's responses were recorded on a post-it note which was attached to the part of the collage being discussed. Some young people chose to annotate their collage as they went and provided brief written descriptions beside each picture, this was supplemented by the researcher's notes as just described (see Figure 3.4 in the next section). The classroom was booked for an hour, and each collage session lasted approximately 50 minutes.

3.9 Data Analysis

Following a consideration of a range of data analysis approaches, it was decided that thematic analysis was the most appropriate approach for the current research. A brief description of decision process is provided below.

Whilst the current research adheres to the philosophical assumptions underpinning interpretative phenomenological analysis (IPA), the research method most commonly used with this approach are semi-structured interviews, which were not compatible with the principles inherent within this emancipatory and participatory research. IPA works with transcripts and therefore verbal

data is required, the current research chose not to use interviews because of the emphasis they place on language, which might present as a barrier to UCYP sharing their views. IPA, therefore, was not compatible with the data collection methods employed within this research. Furthermore, grounded theory (Glaser & Strauss, 1967) was considered an unsuitable approach to data analysis because it encompasses an explanatory approach and seeks to generate theory, this was not in line with the aims of the current research, and the exploratory design. Lastly, given their emphasis on language, discourse analysis and narrative analysis were considered incompatible.

Given the novel data collection methods, a flexible approach to data analysis was required. Thematic analysis offers this flexibility. It is a method for identifying patterns within the data which are represented by 'themes' or categories of meaning, which relate to the research question (Braun & Clarke, 2006).

3.9.1 Thematic analysis.

A staged process of analysis was used, guided by Braun and Clarke's (2013) six phases of thematic analysis. The data analysis approach will be discussed in line with these phases. For the purpose of this research, a data item refers to each individual piece of data collected (a collage or photographs from a camera walking tour) and the data set refers to all of the data collected across participants, across data collection methods.

3.9.1.1 What does a theme represent?

Themes represented aspects that were deemed meaningful and important to the young person and were in line with the research question, the emphasis therefore, was not on weighting or frequency of themes. The researcher however, sought some level of patterned response or

meaning within the data; both within participants, across data collection methods, and within data collection methods, across participants. At the beginning of the data analysis process, the themes represented both semantic and latent themes. The semantic themes generally mirrored the participants' responses and were at a surface level. They were analysed further to establish latent themes outlined by Braun and Clarke (2006), as themes which "go beyond the semantic content of the data, and start to identify or examine the underlying ideas, assumptions and conceptualisations" (p. 13).

3.9.1.2 Inductive thematic analysis.

The thematic analysis was largely inductive because the themes were strongly linked to the data. In line with the participatory design, the researcher was interested in aspects of the data which appeared important and meaningful to the young people, and this guided the generation of themes. However, the thematic analysis also included deductive elements because the latent themes encompassed a deeper interpretation of the data, which was guided by the researcher's theoretical understanding such as attachment theory (Bowlby, 1969), emotional containment (Bion, 1962) and Maslow's hierarchy of needs (Maslow, 1943), and previous research.

3.9.2 Phase one: Familiarisation with data.

The researcher became familiar with the data by repeatedly looking through each data item for each individual, this included data from the camera walking tour, and data from the collage. At the onset of the data analysis process, the photographs taken by each individual within the camera walking tour were uploaded onto a Word document along with the written text which was recorded during the tour. This was then printed and stuck onto an A3 sheet of paper on which 'noticings' were made (Braun & Clarke, 2013). These represented initial notes and ideas

for coding. A similar process took place for the collages, within which each collage was looked at repeatedly, and noticings were recorded on orange post-it notes (see Figure 3.3 and Figure 3.4 below).
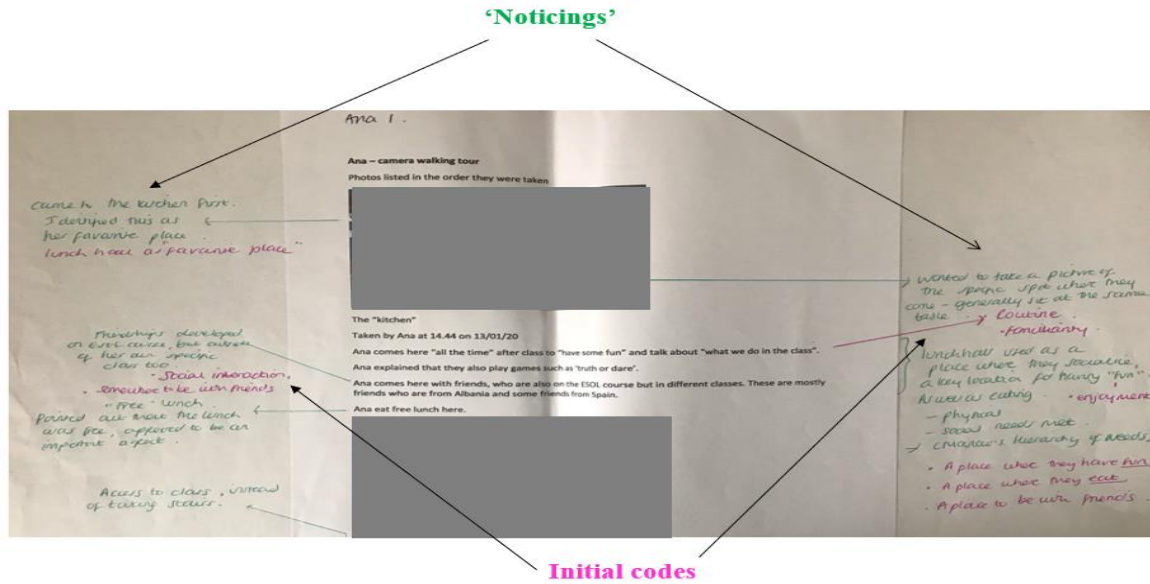
Figure 3.3. Example of 'noticings' and initial codes for data taken from camera walking tour [6]
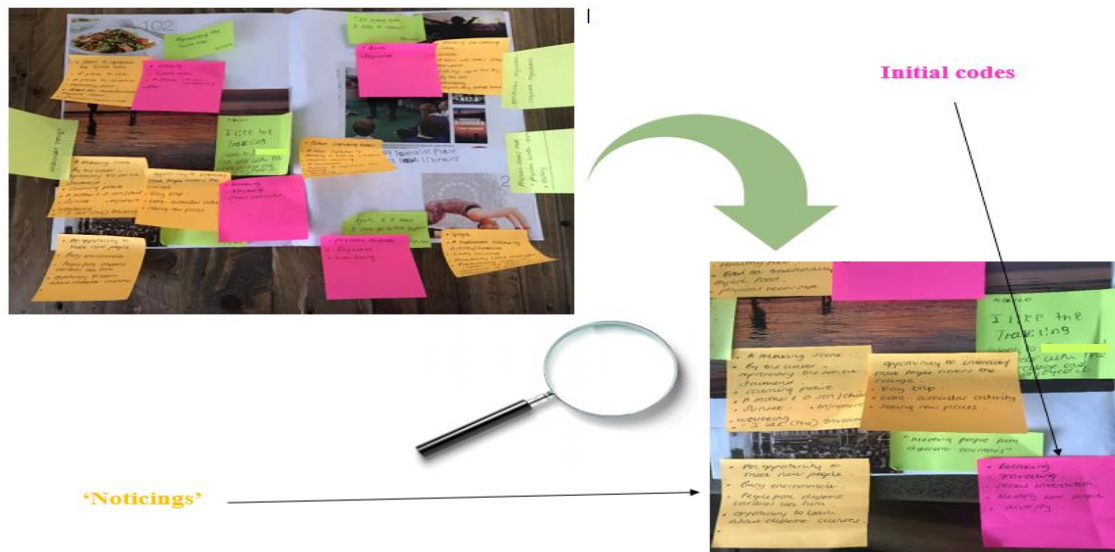
Figure 3.4. Example of 'noticings' and initial codes for collages [7]

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[6] The photographs have been omitted to maintain anonymity of the college and participants
[7] The lime green post-it notes represent the participants' explanations of what the picture in the collage represents

3.9.3 Phase two: Generating initial codes.

This phase involved the researcher producing initial codes from the data which represented aspects of the data that were interesting and relevant to the research question, a code relates to a single unit of information (Braun & Clarke, 2013). The codes for the camera walking tour related to aspects around the importance of the location for the young person, and the codes for the collage represented their positive experiences within college. Furthermore, the codes encompassed both semantic or data-derived codes, which mirrored the participants responses, and latent codes which drew on the researcher's interpretations of the data from a conceptual and theoretical perspective (Braun & Clarke, 2013; See Figure 3.3 and 3.4). The researcher followed this process for each participant within each data collection method and created a table of codes (see Appendix M).

3.9.4 Phase three: Searching for themes.

This phase involved the researcher collating the codes into potential themes. The table of codes was printed off, and the researcher began grouping codes into themes by hand (see Figure 3.5 below).

Figure 3.5. Searching for potential themes by hand within table of codes

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3.9.5 Phase four and five: Reviewing, defining and naming themes.

The process of reviewing, defining and naming themes took place across four stages, illustrated in Figure 3.6 below. This process will be discussed in line with these stages.
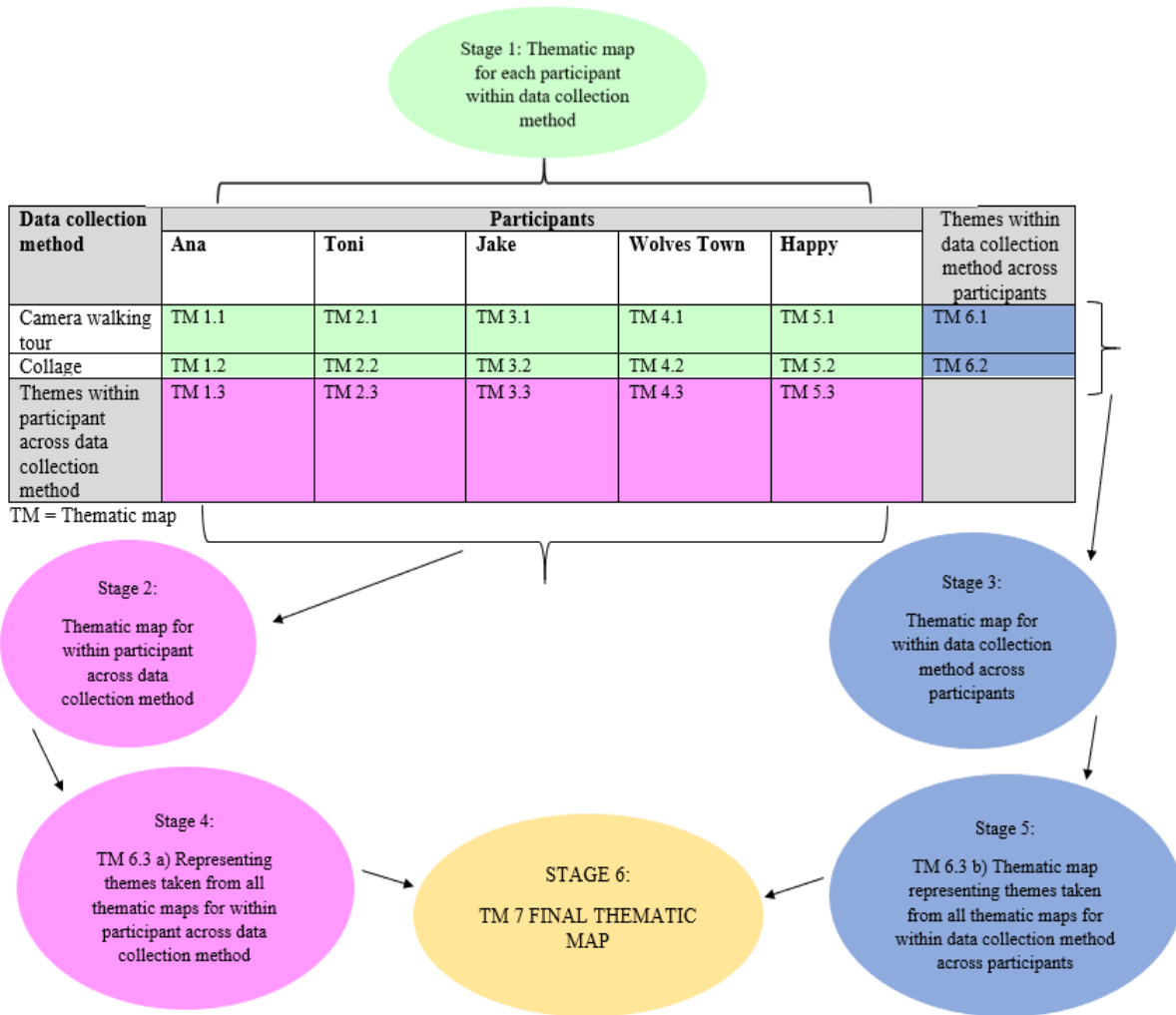
Figure 3.6. Process for identifying themes

3.9.5.1 Stage one.

Within stage 1, thematic maps were created for each individual for each data collection method (TM1.1 to TM 5.1 and TM 1.2 to TM 5.2 displayed in Figure 3.6) to represent factors that were important to them. This produced 10 thematic maps. Given the concise nature of the data items, the researcher was able to engage in a recursive process of moving back and forth between the data and identifying extracts which fit with the established codes and themes. Therefore, extracts for each theme or code were not collated into a table at this stage. Thematic maps were first produced by hand and then created using a computer software package called Nvivo (see Appendix N for thematic maps created during stage one and two of data analysis). The rationale for creating a thematic map for each data item was that they encompassed a different type of data (photographs with written text and collages with annotations) and because each data item represented a slightly different focus within the research. As described previously, the photographs from the camera walking tour and the supplementing text, represented favourite locations and aspects related to the importance of the location for the young people, and the collages represented UCYP's positive experiences of college. For this reason, they were not analysed as one data item.

3.9.5.2 Stage two.

Within this stage, each thematic map (within participant, within data collection method) was printed (see Figure 3.7 below) and analysed to create another thematic map which represented themes for within participant across data collection method (referred to as TM 1.3 to 5.3 in Figure 3.6). At this stage, a table of themes was also created, providing five thematic maps and five tables of themes. The table of themes included master themes, themes, sub-themes (where

applicable), codes and supporting excerpts/images (see Appendix O). This enabled the researcher to review whether the excerpts and images fit with the codes and themes and to provide a clear audit trail. Throughout this stage, titles of themes were reviewed, and in some cases, themes were combined where subthemes overlapped.
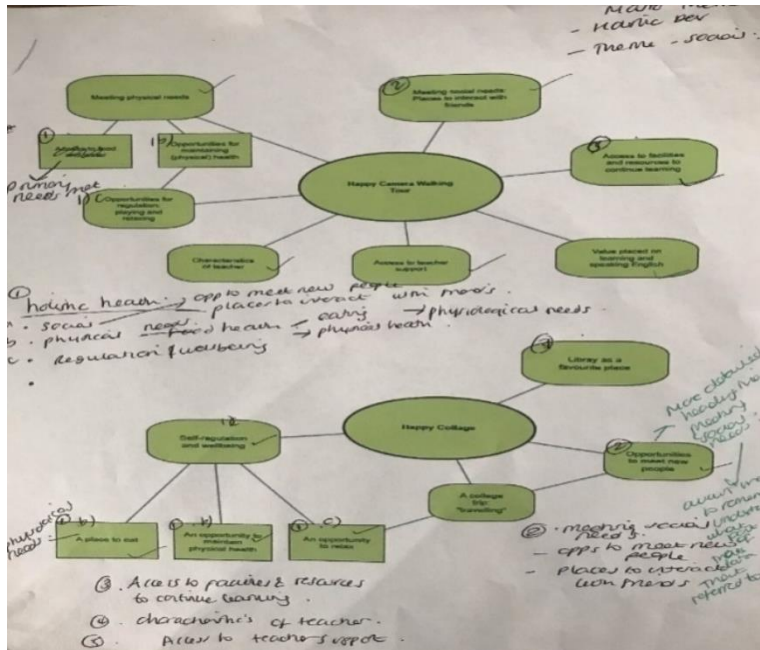
Figure 3.7. Process of creating a thematic map for within participant across data collection method

3.9.5.3 Stage three.

During this stage, the researcher focused on within data collection methods (collage and camera walking tour) across participants. The same process as in the previous stage was followed, with the researcher printing off the thematic maps which focused on camera walking tours only (see Figure 3.8 below), and creating an overall thematic map to represent these themes (see TM 6.1 in Figure 3.6) and doing the same for the collages (TM 6.2 in Figure 3.6). A thematic map was drawn by hand and then using Nvivo (see Appendix P). A further two tables of themes were produced for thematic maps TM 6.1 and TM 6.2 (See Appendix Q).
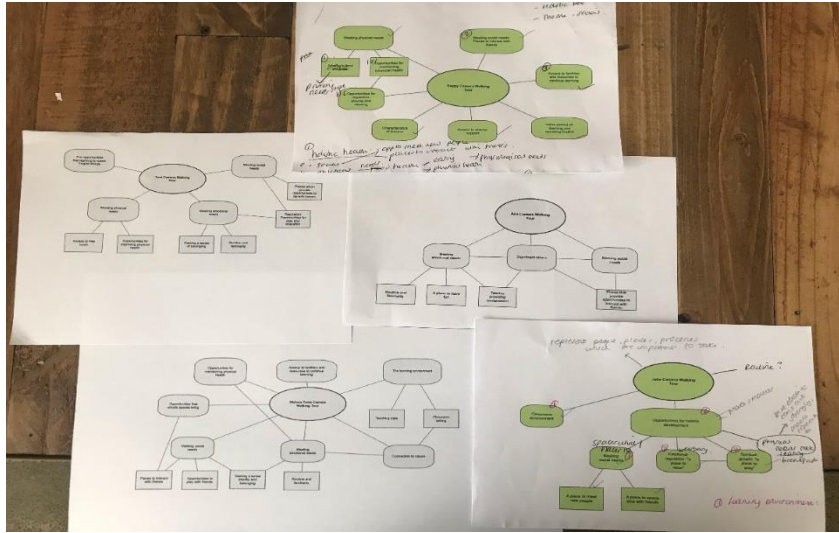
Figure 3.8. Analysing thematic maps for within data collection method (camera walking tour) across participants to create TM 6.1[8]

3.9.5.4 Stage four.

Within this stage, the researcher looked at all of the thematic maps that represented individual

participant themes across data collection method (as produced in stage two; TM 1.3 to TM 5.3 in

Figure 3.6) using the same process described in previous stages, creating an overall thematic map

(TM 6.3 a; see Appendix R) and a corresponding table of themes. This process represented an

ongoing analysis to define and name the themes (Braun and Clarke, 2006).

3.9.5.5 Stage five.

Analysis of the thematic maps representing within data collection methods across participants

(produced in stage 3; TM 6.1 and TM 6.2) were analysed and an overall thematic map (TM 6.3b)

and a corresponding table of themes was produced (see Appendix R for thematic maps for stage

four and five).

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[8] The colours of thematic maps at this stage in the data analysis were arbitrary. They have since been changed to align with the colours representing the data analysis process outlined in Figure 3.6 and are included in the Appendices of this report.

3.9.5.6 Stage six.

In the final stage of analysis, the thematic map representing all thematic maps for within participant across data collection method (TM 6.3 a.) was brought together with the thematic map representing all thematic maps for within data collection method across participants (TM 6.3 b.) and analysed to create the final thematic map (TM 7; see Figure 4.1 in Chapter Four). The final table of themes can be found in Appendix S.

3.9.6 Returning to Braun and Clarke's 'Phase 6': Reporting.

The final thematic map, which represents master themes, themes and subthemes is reported in chapter four of this thesis along with supporting excerpts and images.

3.10 Trustworthiness of Research

Qualitative research is concerned with meaning and how people make sense of their world. In this way, it does not seek to produce reliable and valid results which are objective, generalisable and representative, as quantitative methodology does. These principles have been used traditionally to evaluate the scientific value of quantitative research (Willig, 2013), and there is a widely held view that these evaluative criteria cannot be meaningfully applied to qualitative methodology (Guba & Lincoln, 2005). Willig (2013) points out that such criteria should be congruent with the epistemological framework underpinning the research.

As outlined in Chapter Two (section 2.3), Lincoln and Guba (1985) outlined four factors to assess the trustworthiness of qualitative research, these are credibility, transferability, dependability, and confirmability. The current research will be reviewed according to these criteria.

3.10.1 Credibility.

Credibility is concerned with the extent to which the research findings accurately reflect the views and experiences of the participants (Hannes, 2011). Firstly, this research established credibility through member checks with participants which took place at different points throughout the research process. Within the camera walking tour and the collage activity, the researcher checked in with the participants as to why they had photographed a particular location in the college or included a specific picture within their collage. The researcher took written notes to provide context to the photographs and collages, and a richer understanding of their experiences. This is in line with Mathison's (2009) assertion that the credibility of images is enhanced by providing context through for example, combining images with text. The researcher also intended to complete member checks following data analysis, to share findings with each participant and to invite their feedback. However, due to unforeseen circumstances, this could not take place (outlined in section 3.4.2).

Furthermore, themes and codes were checked by the researcher's colleague (Trainee Educational Psychologist), and all aspects of the research such as the design, data collection methods, the procedure, data analysis and findings were shared with the researcher's supervisor in an ongoing dialogue to invite feedback and comments, referred to as peer debriefing. This is another technique employed by qualitative researchers to enhance the quality of the research. In addition, triangulation of data collection methods (the use of collages and the camera walking tour) enabled the researcher to corroborate evidence and to gain rich, thick descriptions of participants' experiences.

Through the participatory visual methods, the participants played an active part in portraying their experiences, enhancing the credibility of the research.

3.10.2 Transferability.

Transferability is concerned with the extent to which the findings can be applied to other contexts (Lincoln & Guba, 1985). The researcher can facilitate the transferability judgment by providing thick descriptions of the study and through purposive sampling (Anney, 2014; Hannes, 2011, Lincoln & Guba, 1985). Within the current research a detailed description of the methodology, participants, demographics and contextual factors was provided. Furthermore, participants were recruited through purposive sampling according to specific criteria, which was in line with the aims of the research. This thick description enables the reader to make comparisons across different contexts and to infer to what extent the findings can be transferred.

3.10.3 Dependability.

Dependability assesses the extent to which the research process is logical, traceable and well documented (Hannes, 2011). The researcher provided detailed descriptions of all stages of the study and decisions around the design and chosen methods were documented and transparent, representing a clear audit trail. The researcher engaged in critical self-reflection around the research process through peer examination, this involved the researcher discussing and exploring the rationale for key decision making and inviting feedback on this. This was undertaken with fellow research colleagues within the university, with the research supervisor, and through speaking with colleagues within the local authority where the researcher worked. Reflexivity also took place through the use of a reflective journal.

3.10.4 Confirmability.

Confirmability considers the degree to which the findings represent the participants' responses and are not shaped by researcher bias or interest (Lincoln & Guba, 1985). This principle may not

be so relevant to research which adopts an interpretative approach, which acknowledges that that the researcher's experiences become part of the data (Hannes, 2011). Nevertheless, it is important to understand how the researcher's own motivations, beliefs and experiences may have impacted on the research process, this was addressed through documenting the researcher's background and professional and personal motivations, which allows the reader to infer the extent to which this impacted. This was also documented through a reflective diary and is discussed further within Chapter Five.

3.11 Ethical Considerations

3.11.1 Protection from harm.

Ethical approval for this research was granted by the University of East London (UEL) School of Psychology Research Ethics Committee on 19/02/19 (see Appendix T). The research also adheres to the British Psychological Society (BPS) Code of Ethics and Conduct (BPS, 2018) the codes of practice outlined in the Health and Care Professions Council (HCPC, 2016) and UEL's Code of Practice for Research Ethics (2015). Adherence to these codes of practice ensured protection from harm and kept the participants' emotional wellbeing at the forefront of the researcher's practice.

The researcher sought to go beyond the 'do no harm' principle and to promote empowerment, social justice and participation; children's rights and the voice of the child were at the forefront of this research. Furthermore, the research adopted a positive psychology approach, and was interested in what works well in supporting UCYP within the education setting. Aware of UCYP's background and experiences, and the adversities and trauma that they are likely to have faced, the research aimed to focus on the positive aspects of their resettlement experiences and to

acknowledge the strength and resilience these young people had demonstrated through the migration process. Conversely, the research also acknowledged that in being asked to reflect on their experiences within the college setting, participants may also reflect on their previous experiences within their home country or with their family, which may evoke feelings of distress. To address this, the researcher ensured that the participants knew that they could stop the activity at any time and participants were provided with an opportunity to debrief either with the researcher or a member of staff following the session. In addition, at the end of the data collection stage, the participants were provided with a debrief sheet containing a list of organisations with which they could seek practical and emotional support. The debrief sheet also provided information on what would happen next within the research process and how the information they provided would be used (see Appendix U).

3.11.2 Informed consent.

The education setting, corporate parents and young people were provided with information sheets which outlined the aims of the research and the research procedure (see Appendix E, I and H respectively). The researcher provided contact details (university email address and work mobile number) so that participants could make contact should they have any questions. The researcher was mindful of the young people's ability to access the written content of the information sheet, and endeavoured to present information, which was clear and concise, this was also supported with a pictorial flow diagram representing the research process (Appendix H). The education setting and corporate parents were asked to sign consent forms (see Appendix G and J) prior to the researcher meeting with the young people.

Once consent had been received from the education setting and the corporate parents, the researcher met with the young people to go through the research aims and procedure and to

discuss the right to withdraw, anonymity and confidentiality. The young people had opportunities to ask questions about any aspect of the research. If/when the young people agreed to take part, they were asked to sign consent forms (see Appendix K). The researcher read through each section of the consent form to ensure that the young people understood what was written and what they were consenting to. Prior to meeting with the young people, the researcher clarified with the designated staff member within the college, the young people's level of English, and whether an interpreter would be required. The researcher was informed that the young people were accessing an entry 2 or 3 ESOL course and therefore they had a 'good' level of spoken English and would not require an interpreter.

For one of the 18-year-old participants, the corporate parent reported that parental consent was not required. The researcher gave careful consideration to this, aware that at 18, the young person was regarded as an adult, there was also a concern that without the guidance of a corporate parent that the young person was more vulnerable to providing consent which was not fully informed. However, through a discussion with the designated staff member within college, the researcher felt comfortable that the young person held an appropriate level of English and was able to access the information and provide informed consent. The researcher was also aware of the young person's right to autonomy, which was a core value underpinning the research, and did not want to place unnecessary limits on this. This careful consideration demonstrates the researcher's commitment to integrity, in line with the ethical principles outlined by the BPS (2018).

The researcher regards consent as an ongoing process rather than a one-off agreement, and the participants were asked to provide verbal consent each time the researcher met with them throughout the data collection stage. Furthermore, in line with the participatory design, the

researcher engaged in joint decision making with the participants to agree on the data collection methods. This went beyond ensuring that the participants understood what the research would entail, to inviting them to be active collaborators.

3.11.3 Confidentiality and anonymity.

All data was anonymised by replacing participant's names with a pseudonym, chosen by the participant. In line with the participatory and emancipatory agenda, the researcher felt it appropriate that the young people chose the name that would represent them within the research report. During the camera walking tour participants were asked not to take photographs of themselves or other people. The researcher took extra caution to ensure that photographs that contained any identifying features of the education setting were not used within the dissemination of findings. With regards to the collages, where participants wanted to represent relationships within college, they were asked to use initials or single letters rather than names, to preserve anonymity.

The researcher completed a data management plan which was submitted to and reviewed by a member of the data management team at UEL (see Appendix V). Physical data such as handwritten notes and collages were stored in a lockable storage in the researcher's home along with consent forms. Photographs were saved to Secure Digital (SD) cards and uploaded onto an encrypted laptop with password access. Following completion of the research in April 2020, all data will be destroyed; data stored on the encrypted laptop will be deleted, and physical data will be destroyed via the confidential waste service which is provided within the researcher's place of work.

Within the information sheet and during the initial meeting with the participants, they were informed that the information they provided would remain confidential unless they disclosed any information which suggested that they or others were at risk of harm, in which case the researcher would need to pass the information on to the designated safeguarding lead.

3.11.4 Right to withdraw.

Colleges, corporate parents and the young people were provided with information sheets and consent forms which detailed their right to withdraw from the study. This was also explained to the young people within the initial meeting with the researcher, and they were informed that should they withdraw their consent, they could ask that the information they provided was not used up to the point of data analysis.

3.11.5 Power relations.

The roles of researcher and participant involve an inevitable power differential. This along with the researcher's status as an adult, or an 'older' adult than the participants, may have positioned the researcher as an authority figure. The researcher was acutely aware that these young people were likely to have faced a number of professionals who were positioned in this way through the asylum process. Furthermore, consideration was given to the researcher's status as a British citizen which may represent Western privilege. Summerfield (2000) writes "from the point of view of refugees, the professional has everything-a fixed place in society, a voice, status, money etc.-which has been lost to them. Most encounters are also cross-cultural ones" (p.419). The research aimed to address disparity of power through the participatory design and through promoting autonomy and empowerment. It was of utmost importance to the researcher, that the

young people felt as though their views and experiences were important and valued, not only in relation to the research focus, but in how the research should be conducted.

A key component within this process was ensuring respect of participants at all times. Prior to meeting with the young people, the researcher learnt about the level of English which is used within the entry 2 and 3 ESOL courses, to ensure that the language being used was accessible, and conversely, that the researcher was not simplifying the language too much. Furthermore, the researcher endeavoured to make the participants feel as at ease and as comfortable as possible by assuming a warm approach and open body language throughout.

This, along with providing clear information about the research purpose, careful data storage, ensuring confidentiality and anonymity, and debriefing, adhered to the principle of respect outlined by the BPS (2018).

3.12. Chapter Summary

This chapter outlined the relativist ontology and constructivist/constructionist epistemology adopted within this research. This emancipatory and exploratory research used a participatory design to ensure that UCYP's voices were at the forefront of the research. As such, participatory visual methods were used, and the data was analysed using thematic analysis. The chapter also addressed quality issues and ethical considerations. The following chapter will present the research findings.

Chapter Four: Findings

4.1 Introduction to Chapter

This chapter presents the findings from the data analysis, which aims to address the following research question:

What factors contribute to UCYP's positive experiences within the education setting?

An inductive thematic analysis was conducted across two data collection methods; camera walking tours and collages. Within the camera walking tours, participants were asked to take the researcher on a tour of the college to show the researcher their favourite places in college (see section 3.8 in Chapter Three for more information on the data collection procedure). The researcher was interested in why these places were important to the young people. The data was produced in the form of photographs with accompanying written text, which was recorded by the researcher during the data collection process. Within the collages, the participants were asked to make a collage to show their positive experiences in college. They were informed that they could do this by finding pictures and text from the magazines and newspapers provided, and through drawing and writing (see prompt sheets in Appendix E and L).

Within the data analysis, the researcher analysed the data for within participant, across data collection methods, and then looked for themes for within data collection methods, across participants. For example, with Ana's data, the researcher analysed the data from the camera walking tour, and then the collage, to identify aspects of her experience which appeared important to her and were in line with the research question, represented by thematic maps (see 3.9 in Chapter Three for data analysis approach). This process took place for all participants. Following this stage, the researcher looked at all of the thematic maps representing data from the

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camera walking tour, and those representing data from the collages, and looked for

commonalities across the data collection methods. Thematic maps for within participant, across

data collection methods, and within data collection methods, across participants, were brought

together to create one final thematic map. The data analysis produced three master themes, eight

themes, and eleven subthemes, represented in Figure 4.1 below.
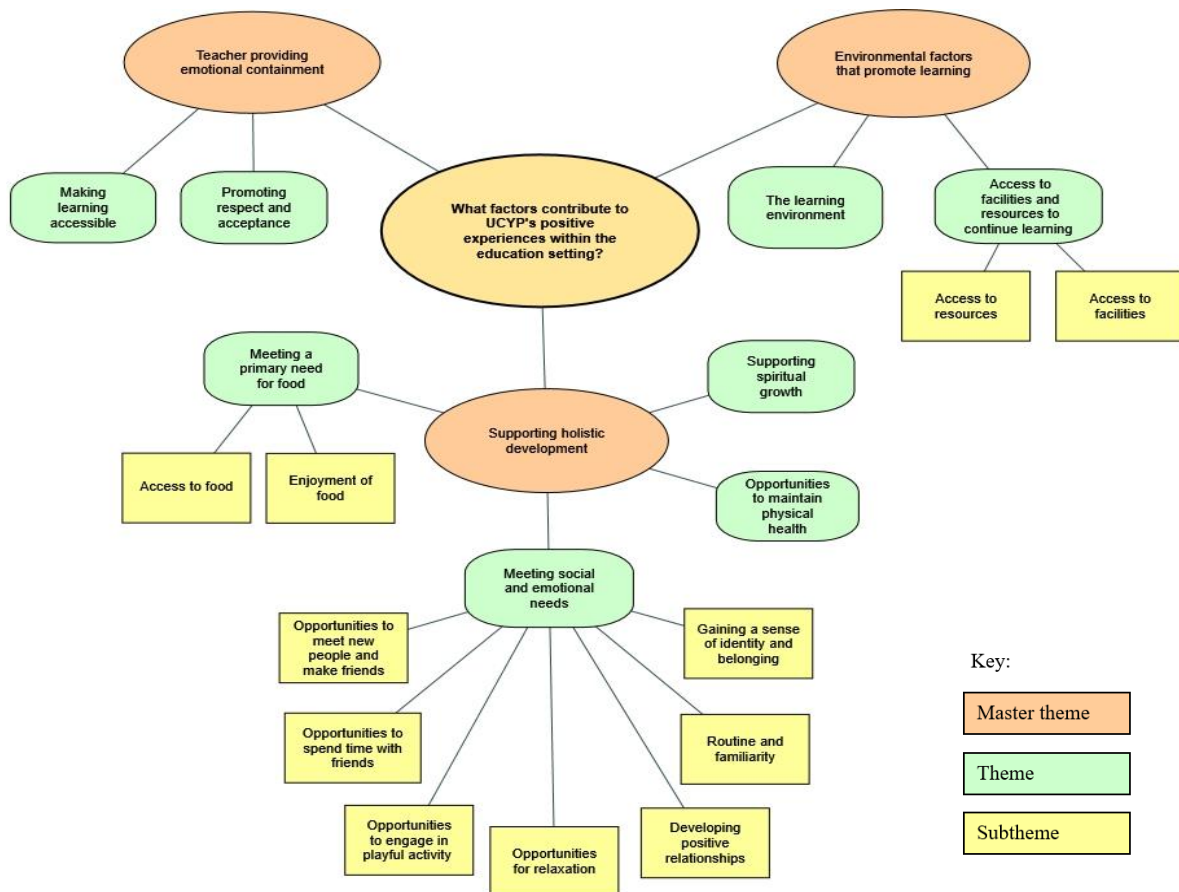
Figure 4.1. Final thematic map (TM 7) representing factors which contribute to UCYP's positive
experiences within the education setting

As demonstrated in Figure 4.1, one master theme; 'supporting holistic development',

encompassed four themes and nine subthemes, these will be discussed first. Following this, will

be a discussion of the second master theme; 'environmental factors that promote learning', which

is underpinned by two themes and two subthemes. The chapter will close with a discussion of the remaining master theme 'teacher providing containment' which encompasses two themes, followed by a summary of findings. Supporting excerpts and images will be provided, and participants will be referred to by the pseudonyms chosen by them. To maintain anonymity, photographs from the camera walking tour will not be included.[9] Instead, where applicable, a description of the photograph will be provided. Photographs and collage pictures have been allocated a referencing code, for example, 'Toni ColPic1' refers to picture 1 within Toni's collage, 'Toni CamPic 2', refers to photograph 2 from the camera walking tour. Where reference is made to supporting verbal extracts from the camera walking tour, line numbers will be provided in the following format; 'Toni CamTour, line 26'. See Appendix W for an illustrative example of a data extract with numbers allocated to photographs and supplementing text.

4.2 Master Theme: Supporting Holistic Development

Across the camera walking tours and collages, all of the participants identified places, activities and opportunities that they valued, which appeared to meet a range of needs, contributing to their holistic development.

4.2.1 Theme: Meeting a primary need for food.

For four of the young people, food was outlined as an important aspect within college. This was demonstrated across the camera walking tours and the collages. Some participants emphasised access to food, whilst others focused on the taste and quality of food.

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[9] Whilst the photographs do not include people and only locations in the college, photographs were omitted incase the locations could be recognised by a reader who is familiar with the setting. The photographs are available for examination purposes on request.

4.2.1.1 Subtheme: Access to food.

During the camera walking tour with Toni, within which he was asked to show the researcher his favourite places in college, he took a photograph of the *"kitchen"* (Toni CamPic1) which was accompanied by the written text 'Toni comes here most lunchtimes and gets lunch which is *"free"* for ESOL students'. Following that, Toni took a photograph of the office within the college where he collects his pass to receive a free lunch (Toni CamPic2), indicating that this was an important facet of his college experience.

During a discussion with Happy on the camera walking tour, he explained that one of the best things about college was *"if I need something, I can get it here [college]…like water or food"* (Happy CamTour, line 43). These responses suggested that Toni and Happy's primary needs for food and water were being met.

Within the collages, which focused on participants' positive experiences within college, an emphasis on food was also demonstrated. Toni included a picture of a bowl of lasagne with the annotation *"food is important in life"* and *"healthy food"* (Toni ColPic2; Figure 4.2).
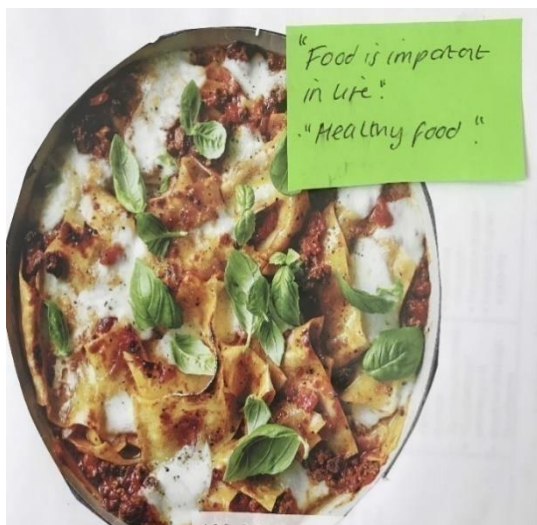
Figure 4.2. Picture taken from Toni's collage representing food and the importance of food

4.2.1.2 Subtheme: Enjoyment of food.

Within Ana's collage, she included a picture of a chicken skewer, with the annotation "*I like the food at the college*" (Ana ColPic1; Figure 4.3).
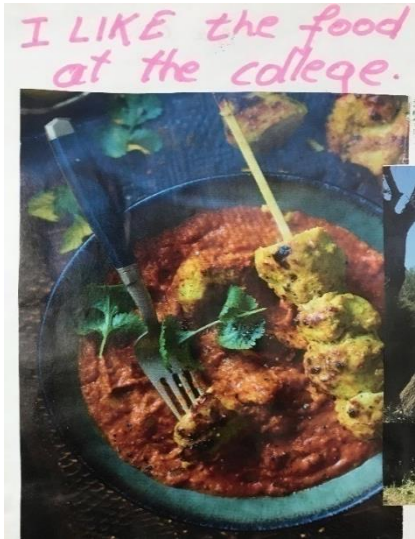
Figure 4.3. Picture taken from Ana's collage to represent the enjoyable food at college

Within Jake's collage, he chose a picture of a bowl of noodles and salmon and wrote *"delicious lunch in college, but expensive"* (Jake ColPic1; Figure 4.4)
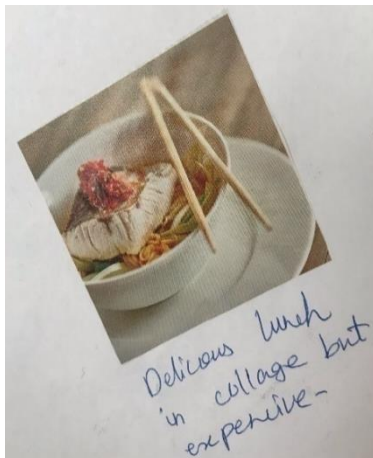
Figure 4.4. Picture taken from Jake's collage to represent the 'delicious' food at college

It was interesting that Jake commented on the price of the food at college, suggesting that this may have been a concern for him, if the ESOL students did not receive free lunch.

The responses demonstrate that for all four participants, food represented an important aspect of their college experience. This, coupled with the fact that food represents a basic human need, suggests that this contributed significantly to their positive experiences within college. This will be explored further in the next chapter, in relation to Maslow's Hierarchy of Needs (Maslow, 1943).

4.2.2 Theme: Opportunities to maintain physical health.

For three of the participants, opportunities within college to maintain their physical health, appeared important.

During the camera walking tours, all three participants took a photograph of the gym. The photographs were accompanied with the following written excerpts:

> 'Wolves Town comes here every Wednesday; this is his day off…He likes to use the gym so that he can *"keep the body fit and strong"*' (Wolves Town CamTour, line 13).
>
> Happy likes the gym because *"it [the gym] is good for health"*' (Happy CamTour, line 16).
>
> 'Toni would like to go to the gym to be *"more healthy"*. He [Toni] thinks the gym will help him to be more…*"strong"* (Toni CamTour, line 28-29)

The value that Wolves Town placed on going to the gym and keeping "fit and strong", was demonstrated further in the fact that he accessed the gym within college on his day off. This was supplemented by Wolves Town's collage, within which he included a picture of a man using an exercise machine and smiling, with the annotation *"health and fitness"* and *"gym truly helps me build my body and keeps me always strong"* (Wolves Town ColPic; Figure 4.5).
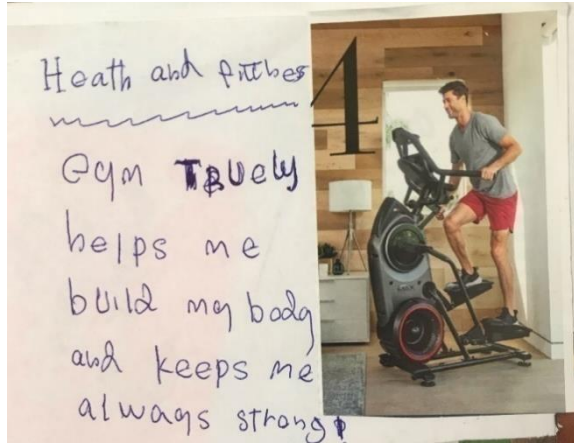
Figure 4.5. Picture taken from Wolves Town's collage representing health and fitness

Similarly, within his collage, Happy included a picture of a lady doing yoga, with the annotation *"if I need, I can go to the gym"* (Happy ColPic6; Figure 4.6).
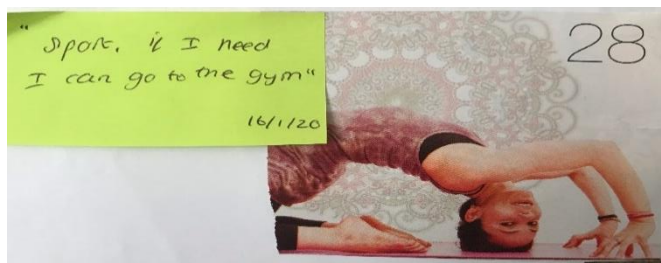
Figure 4.6. Picture taken from Happy's collage to represent access to the gym

Toni's focus on physical health was also demonstrated within his collage, in which he included a picture of a bowl of food with the written annotation *"healthy food"* (Toni ColPic2; see Figure 4.2 in theme 4.2.1.1).

The pictures that Wolves Town and Happy chose to represent health and fitness and the gym were interesting. Wolves Town's picture and annotation suggests that he associated physical health with physical strength. Conversely, Happy's picture of a lady who looks as though she is practicing yoga, may suggest that for him, the gym represented health in a more holistic sense, providing self-regulation, overlapping therefore, with the next theme (4.2.3). Moreover, Toni's

reference to "healthy food" suggests that he appreciated the nutritional value of food in relation to physical health. The young people placed importance on all of these aspects of physical health, which appeared to contribute to their positive experiences within college.

This theme may be associated with gender; the data supporting this theme stemmed from male participants. Particularly where physical strength was emphasised, this may represent the importance males place on feeling and presenting as physically fit and strong. Perhaps in line with traditional notions of fitness being an evolutionary advantage for survival.

4.2.3 Theme: Meeting social and emotional needs.

For all of the young people there was an emphasis on social interaction and for many, emotional regulation too. Often the subthemes in relation to these themes overlapped and appeared to meet both social and emotional needs. For example, for some participants they valued the opportunity to engage in playful activity (outlined further in section 4.2.3.3) which encompassed social interaction (social) and self-regulation (emotional), another example was spending time with friends (social) which appeared to support participants' wellbeing (emotional), therefore, the themes; 'meeting social needs' and 'meeting emotional needs' were collapsed into one theme. For the purpose of this research, 'emotional needs' referred to wellbeing, described as "a state of being comfortable, healthy or happy" (Wellbeing, 2020).

4.2.3.1 Subtheme: Opportunities to meet new people and make friends.

For two participants, they appeared to value the opportunity to meet new people, and to make friends.

Within Happy's collage, which focused on his positive experiences of college, he included a picture of a crowd of people with the annotation *"meeting people from different countries"* (Happy ColPic5; Figure 4.7).

Figure 4.7. A picture taken from Happy's collage which represents meeting new people

Happy's focus on meeting people from different countries suggested that he valued diversity within the college setting, perhaps contributing to his sense of belonging because a dominant culture was diluted or not present (cultural considerations are explored within Chapter Five).

During the camera walking tour with Jake, he took a photograph of a table in the *"canteen"* (Jake CamPic1), this was supplemented with the written text 'when Jake started college this was the first place he met his friend…his best friend'. These responses represent that for both young people, the college setting provided opportunities to meet new people, and for Jake this had enabled him to make a friend, who became a "best friend".

The emphasis on developing friendships in college was demonstrated further in Jake's collage which included a picture of three adults smiling with the annotation *"friends"* (Jake ColPic8; Figure 4.8) and a picture of six people huddled together, smiling and looking at the camera with the annotation *"classmates"* (Jake ColPic6; Figure 4.9).

Figure 4.8. A picture taken from Jake's collage representing friends

Figure 4.9. A picture taken from Jake's collage representing classmates

The opportunities to meet new people and develop friendships is likely to have contributed to the young people's sense of belonging and wellbeing, and therefore, represents an important aspect of their positive experiences within college. Belonging and friendships represent a higher tier of Maslow's Hierarchy of Needs (1943) and will be explored further in the next chapter.

4.2.3.2 Subtheme: Opportunities to spend time with friends.

For all of the young people, having opportunities within college to interact with their friends appeared to be important. This was through a variety of ways, for example, through structured activities (a college trip, the gym), through spending time in established locations (the lunch hall), and through simple spaces (sitting in the corridor).

Structured activities

Within the collage activity, Ana spoke of a college trip she had enjoyed with her friends. This was represented by a picture of a lake in the sunshine surrounded by trees, with the annotation *"trip"* and *"trip to [location] because it was a good experience with friends"* (Ana ColPic2; Figure 4.10)
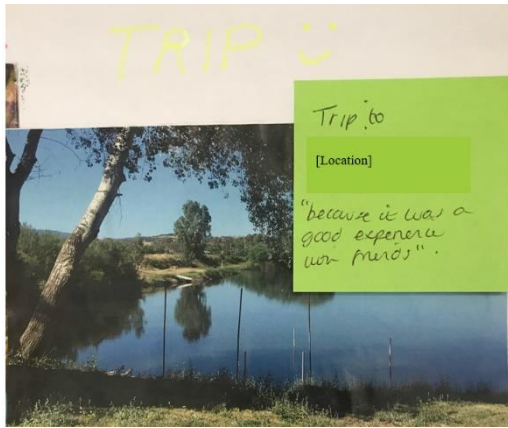
Figure 4.10. Picture taken from Ana's collage representing a college trip

Within the camera walking tour, Happy took a photograph of the gym to represent one of his favourite places in college, this was supplemented with the written text 'Happy goes to the gym with his classmates from the ESOL course' (Happy CamPic3).

Established locations

Within the camera walking tour, four of the young people identified the lunch hall as one of their favourite places within college. They outlined this place as somewhere they spend time with their friends, suggesting that the function of the location, rather than the physical setting was important. This is supported by the following excerpts from the camera walking tour data:

> Photograph of table in the *"canteen"* with written text 'Jakes meets his friends here every morning' (Jake CamPic1).

> Photograph of the *"kitchen"* with written text 'Toni identified this as his favourite place…Toni comes here with friends' (Toni CamPic1).

> Photograph of a table in the *"kitchen"* with written text 'Ana comes here *"all the time"* to *"have some fun"*…and play games such as truth or dare…Ana comes here with friends' (Ana CamPic1).

> Photograph of a table in *"the canteen"* with written text 'Wolves Town and his friends usually sit at this table…and *"have a nice time"* (Wolves Town CamPic8).

Simple spaces

Interestingly, simple spaces within the college had become important spaces or locations for some of the young people, not because of what they offered structurally, but because of the opportunity that the space provided in spending time with friends. They appeared to find value in these simple spaces.

Within the camera walking tour, Wolves Town took a photograph of a corner space in the corridor next to a full-length window, this was combined with the written text 'after class Wolves Town likes to sit here with his friends from his class' (Wolves Town CamPic4).

Similarly, Toni took a photograph of the corridor outside of his classroom, he explained that he sits here with his friends and listens to music (Toni CamPic10).

Toni and Happy both took a photograph of a bench outside; these were supported with the following written excerpts:

> 'Sometimes Toni sits here with friends, they sit and talk about how the day is going' (Toni CamTour, line 8).

> 'Happy likes this place…sometimes he comes with friends' (Happy CamTour, line 40-41).

These various opportunities to spend time with friends within the college setting, appeared to contribute significantly to the young people's levels of contentment and wellbeing, subsequently impacting on their positive experiences.

4.2.3.3 Subtheme: Opportunities to engage in playful activity.

Three of the participants emphasised the opportunity to engage in playful physical activity during the college day.

Within the camera walking tour, both Toni and Wolves Town took photographs of a table tennis table in the outdoor area, this was combined with the following written excerpts:

> 'When Toni is tired, he can come here to *"play and relax"* (Toni CamTour, line 13).

> 'Wolves Town plays *"tennis"* with his friends here' (Wolves Town CamTour, line 3).

Furthermore, Happy and Toni both took photographs of the Sports Hall as locations where they played with their friends, the photographs were supported with the following written excerpts:

> 'Toni likes to play basketball or football here with his friends' (Toni Cam Tour, line 24).

'Last year, Happy went to the Sports Hall with his classmates and played basketball and tennis which he enjoyed, but this year they don't... *"this year is going hard, only study"*(Happy CamTour, line 22, line 25-26).

The excerpt from Toni's camera walking tour, suggests that he valued the opportunity to engage in playful activity as a way to relax. Similarly, Happy appeared to value play as an opportunity to take a break from studying. This suggests that play may have helped the young people to manage their stress. This is demonstrated in Toni's collage which includes three pictures of football players with the annotation *"I like to play football"* and *"I like to watch and play football, when we cheer, we lose a lot of stress"* (Toni ColPic3; Figure 4.11).
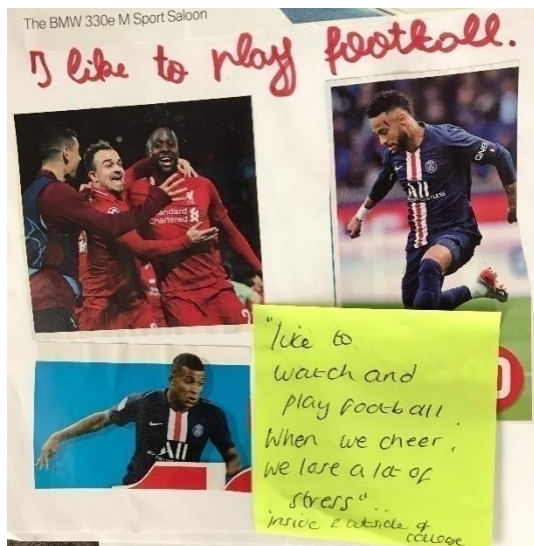
Figure 4.11. Picture from Toni's collage demonstrating that he likes to play football, and this helps him to "lose a lot of stress"

Toni's description demonstrates that being engaged in an activity helped him to "lose stress". Engaging in playful activity may have functioned as a distraction for the young people, from the worries that they may have in relation to their arrival to the host country, and their asylum-seeking or refugee status. Further exploration will take place in the next chapter.

Whilst the young people's descriptions of the activity suggest that playful activity promoted regulation and wellbeing, the activities also represented physical activity. In line with the theme outlined in section 4.2.2, the young people's propensity to engage in physical activity may be because it promoted their physical health too. Gender may play a role here, in considering whether males demonstrate a preference for physical activity as a form of social interaction with their peers.

4.2.3.4 Subtheme: Opportunities for relaxation.

Whilst this subtheme overlaps with the previous one, it differs in that three of the participants emphasised activities and opportunities to relax, away from play.

Within the collage activity, which emphasised UCYP's positive experiences of college, Toni included a picture of a Christmas themed building and the annotation "*trip to [location] because we lost a lot of stress*" and "*activity is important for losing stress*" (Toni ColPic4; Figure 4.12),
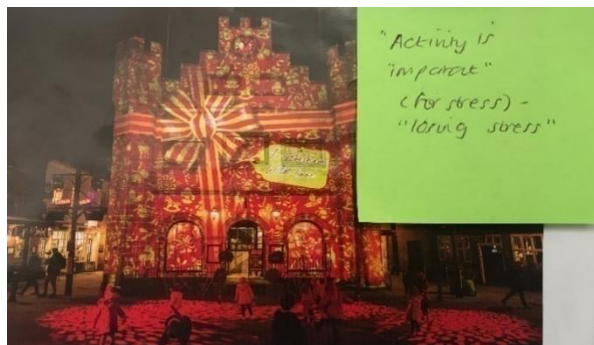
Figure 4.12. Picture taken from Toni's collage to represent "losing stress"

This was demonstrated further within the camera walking tour, during which Toni took a photograph of the gym which was combined with the written text 'he [Toni] thinks the gym will help him to be "*more relaxed…*"' (Toni CamPic7).

These examples demonstrate that for Toni, the college setting provided important opportunities for him to engage in activities that helped him to release stress and to feel more relaxed.

Similarly, across both the camera walking tour and collage, Happy also outlined locations and opportunities for relaxing. During the camera walking tour, Happy took a photograph of a bench outside on the grass with the written text 'Happy likes this place…he [Happy] will sit here and…listen to music' (Happy CamPic6). Within the collage, Happy included a picture with the annotation *"in break time I relax"* (Happy ColPic2; Figure 4.13).
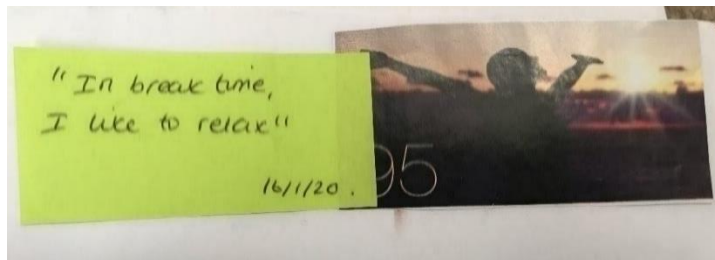
Figure 4.13. Picture taken from Happy's collage to represent opportunities to relax

Within his collage, Jake emphasised the periods within which he could have a break from college, which appeared to be a source of relaxation. This was demonstrated by a picture of people sitting in an outdoor spa with annotation *"holidays…lots of holidays at college"* (Jake ColPic4; Figure 4.14)
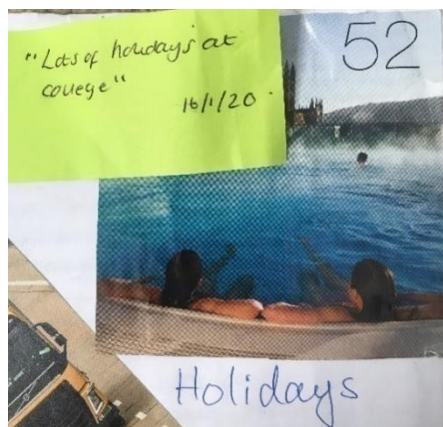
Figure 4.14. Picture taken from Jake's collage representing "holidays"

Furthermore, during the camera walking tour Jake took a photograph of the prayer room, this was supplemented with the written text 'Jake likes it here because he feels relaxed and inside *"it's not too noisy"'* (Jake CamPic2)*. Alongside, relaxation, the prayer room also represented an opportunity to engage in spiritual practice, explored further in section 4.2.4 ('supporting spiritual growth').

In line with the previous subtheme, these opportunities to relax appeared to help the young people to self-regulate, and to contribute to UCYP's wellbeing and their positive experiences within college.

4.2.3.5 Subtheme: Developing positive relationships.

Whilst all of the participants highlighted the importance of social interaction with friends as outlined in section 4.2.3.2, two participants emphasised the importance of developing positive relationships, both in relation to friends and teachers.

Within Ana's collage of her positive experiences within college, she included a picture of a group of young people sitting around a table, smiling and laughing, with the annotation *"good relationship with friends"* and *"good relationship with teachers too"* (Ana ColPic4; Figure 4.15).

Figure 4.15. Picture taken from Ana's collage to represent "good relationships"

Ana's focus on positive relationships with teachers, also extended to the camera walking tour within which she took a photograph of her classroom, which was accompanied with the written text 'Ana pointed to a teacher in the classroom who is her *"best teacher"'* (Ana CamPic3)*.*

Similarly, within Wolves Town's collage, he chose a picture of lady sitting down and smiling at the camera and wrote *"I like almost all members of staff in the college, but I like my tutor A*[10] *very much"* (Wolves Town ColPic6; Figure 4.16).
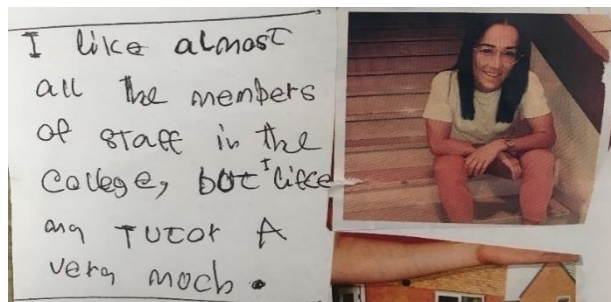
Figure 4.16. Picture taken from Wolves Town's collage to represent positive relationships

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[10] Where participants wanted to represent relationships within the collage, they were asked to use initials.

The participants' decision to represent these relationships within the collage, demonstrated the importance of these relationships for them. Moreover, the supplementing text across both data collection methods emphasised this further, through the participant's use of strong emotive words or phrases such as, Wolves Town's reference to liking the teacher "very much" and Ana's reference to her "best teacher". Both descriptions suggest a sense of connectedness to the teacher, and perhaps an attachment relationship (Bowlby, 1969), explored further in Chapter Five. Furthermore, both of these relationships with the teacher appeared to be attributed to their perceived positive characteristics. This is outlined further in theme 4.4.

4.2.3.6 Subtheme: Routine and familiarity.

Across four of the camera walking tours, the participants' explanations of the photographs they took, indicated that they valued routine and familiarity.

Three of the participants wanted to take photographs of the exact table in the lunch hall at which they sat with their friends. This is demonstrated in the following excerpts:

> Photograph of a table in *"the canteen"* with written text 'described by Wolves Town as *"my second kitchen"*...Wolves Town and his friends usually sit at this table and have lunch' (Wolves Town CamPic8).

> Photograph of a table in *"the canteen"* and written text 'Jake meets his friends here every morning…when Jake started college this was the first place he met his friend (the exact table)' (Jake CamPic1).

> Photograph of a table in the *"kitchen"* with written text 'Ana wanted to take a picture of the specific table where she and her friends sit…Ana comes here *"all the time"*' (Ana CamPic1).

The young people appeared to have established a routine, within which they came to the lunch hall every day (either in the morning or at lunch time) and liked to sit at the same table. The

routine and the table appeared to provided familiarity, and likely a sense of emotional

containment (explored further in chapter five), contributing to their positive experiences.

The participants' propensity to establish a routine was also demonstrated at another point during

the camera walking tour with Jake, in which he took a photograph of the prayer room which was

supplemented with the written text 'Jakes comes here often. If he is in college he will come here

twice a day…*"after praying [I] can have lunch"* (Jake CamPic2)*.* Jake appeared to have

established a daily routine within college, within which he followed a sequence of actions which

he undertook regularly.

4.2.3.7 Subtheme: Gaining a sense of belonging and identity.

During the camera walking tour, two of the participants talked about locations within the college

with the possessive pronoun 'my' which indicated a sense of belonging, both in terms of aspects

of the environment belonging to them (not in the literal sense) and the young person feeling apart

of the setting or community. This use of the word 'my' also suggested that the environment was

congruent with their identity; that to some extent they saw it as an extension of themselves. This

is illustrated in the examples below:

> Photograph of a table in *"the canteen"* with written text 'described by Wolves Town as *"my second kitchen"*' (Wolves Town CamPic8).
>
> Photograph of a computer on a table in the library with written text *"I love to go to my library"* and *"this is my table"* (Wolves Town CamPic9).
>
> Photograph of one part of college building with written text 'Toni wanted to take a picture of *"my college"* where Toni has his lessons' (Toni CamPic5).

During the tour of the college, Wolves Town and Toni's reference to aspects of the college

setting as 'theirs' portrayed a sense of pride, in the sense that they were proud of being a part of

the college community, proud of where they were now, and how far they had come. This is demonstrated in the following excerpt from the camera walking tour, within which Toni reflects on the progress he has made in speaking English, and the implications for a better life:

> 'Toni explained that his English is better now this year, compared to last year, *"I am so happy…I am happy because I understand now if someone asks me something, I can understand and explain. Last year I didn't understand anything. Now my life is [more] better, if I learn English life will be better'* (Toni CamTour, line 20-21).

Toni's improvement in speaking English, is likely to have contributed further to his sense of belonging within the college, and wider social community, and his self-identity in relation to the social context.

Furthermore, Wolves Town's reference to the canteen as "my second kitchen" suggested an attachment to the college community and space. This is demonstrated further in his statement at the end of the camera walking tour, *"I love this college, it is perfect, I will always remember it!"* (Wolves Town CamTour, line 54).

As outlined previously, developing positive relationships and making friends, is also likely to have contributed to the young people's sense of belonging, this will be discussed further in the next chapter.

4.2.4 Theme: Supporting spiritual growth.

One of the participants outlined the prayer room as one of his favourite places within college.

During the camera walking tour, Jake said to the researcher *"I'm going to show you a place to pray"*. Jake took a photograph of the prayer room, and this was combined with the written text 'Jake comes here often. If he is in college, he will come here twice during the day' (Jake

CamPic2). Jake explained that the Information and Communication Technology (ICT) teacher often led the prayer.

Whilst this theme emerged for one participant, within one data item, the prayer room appeared to present as a particularly important location for Jake. Firstly, demonstrated by Jake's desire to take a photograph of the room, which accounted for one of three pictures that he took during the camera walking tour, and secondly, because of the number of times Jake reported that he used the prayer room during the day. In line with the participatory design and the emphasis on promoting UCYP's voices, the researcher felt that this was an important contribution to the research findings, and it was in line with the data around supporting holistic growth.

As outlined in subtheme 4.2.3.4 (opportunities for relaxation), Jake valued the prayer room as a quiet space where he could relax. However, the prayer room also represents a space where individuals can be in touch with their faith and their culture. Faith, spirituality, wellbeing and a connection to his home culture are all likely to have contributed significantly to Jake's positive experiences within college, and perhaps to a process of acculturation, explored further in Chapter Five.

4.2.5 Summary of master theme: Supporting holistic development.

The themes and subthemes outlined above, demonstrate that for these young people, the college provided more than a simply setting where they came to learn, it presented as an environment within which they could fulfil a range of needs (physical, social, emotional, and spiritual), contributing to their holistic development.

These themes encompassed both intrinsic and extrinsic factors which impacted on individual needs, which in turn contributed to UCYP's positive experiences within the college setting. The

following themes represent characteristics of the environment which appear to impact on UCYP's experiences within college.

4.3 Master Theme: Environmental Factors that Promote Learning

For three of the participants, they appeared to value aspects of the environment which enabled them to improve and continue in their learning.

4.3.1 Theme: The learning environment.

Two of the participants emphasised the importance of the learning environment.

During the camera walking tour, Wolves Town took a photograph of "classroom 4" which was supplemented with the written text 'this is Wolves Town's favourite class…Wolves Town likes this class because *"when I come in the class I can concentrate"* (Wolves Town CamPic6)*. He* explained that it is also wider, and more comfortable, and it has a window so the sun shines through'.

Similarly, Jake took a photograph of a classroom, which was accompanied with the written text 'this is Jake's favourite classroom because it is at the end of the corridor, so it is quiet' (Jake CamPic3). Both Jake and Wolves Town appeared to value a classroom environment which was quiet and conducive to learning. This was highlighted further in Jake's collage, within which he included a picture of an open book on a desk with the annotation *"Library…to read a book or learn something quietly"* (Jake ColPic2; Figure 4.17).
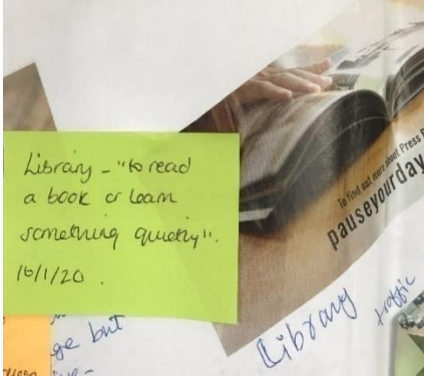
Figure 4.17. Picture taken from Jake's collage representing the library as a quiet place to learn

The value participants placed on learning is demonstrated further within the next theme.

4.3.2 Theme: Access to facilities and resources to continue learning.

Three of the participants appeared to value access to facilities and resources within the college setting which enabled them to continue learning outside of the classroom.

4.3.2.1 Subtheme: Facilities.

Within the camera walking tour, Happy took a photograph of the library which was combined with the written text 'Happy often goes to the library when he stays late, sometimes he does his homework here' and 'the library is his favourite place because *"I can improve my English and knowledge here"*…Happy usually goes to the library…on his day off' (Happy CamPic1). The value that Happy placed on the library was demonstrated further in his collage, within which he included a picture of an adult reading a book to a group of children with the annotation *"my favourite place is [the] library"* (Happy ColPic4; Figure 4.18).
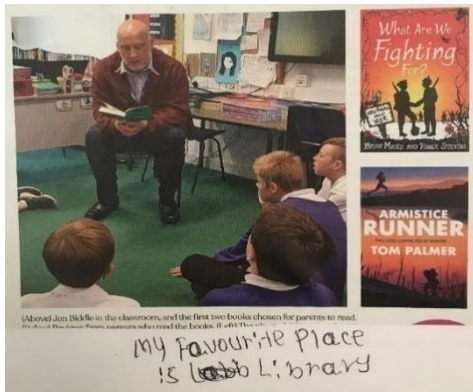
Figure 4.18: Picture taken from Happy's collage representing his favourite place; the library

Similarly, Wolves Town took a photograph of a computer in the library which was accompanied with the written text *"I love to go to my library"* and 'Wolves Town likes to go to the library in his free time, sometimes he does his homework here…Wolves Town comes to the library about three days a week' (Wolves Town CamPic9). Both Wolves Town and Happy chose to use the library in their free time, and further still, Happy accessed the library on his day off, emphasising the value they placed on the library as a provision.

Moreover, as outlined in the previous theme, within his collage, Jake included a picture of open book on the desk with the annotation *"Library…to read a book or learn something quietly"* (Jake ColPic2; see Figure 4.17 in theme 4.3.1).

4.3.2.2 Subtheme: Resources.

Wolves Town and Happy both wanted to take photographs of the books they accessed in the library to help them with their learning. Wolves Town took a photograph of the maths textbook for the entry 3 ESOL course, which was supplemented with the written text *"the book I need which helps me with maths"* (Wolves TownCamPic10). Happy took a photograph of the shelf within the library where he accesses the 'Functional Skills English' book (Happy CamPic2).

Furthermore, within a discussion during the camera walking tour, Happy explained *"for education I can get everything, if I need a book, I have the library"* (Happy CamTour, line 46). The participants appeared to value these opportunities to continue their learning because of the emphasis that they placed on doing well within their learning and obtaining a 'better life'. During the camera walking tour, many of the participants shared with the researcher their prospects for the future. This is demonstrated in the excerpts below:

> 'If Happy passes the exams on his course, he plans to do entry 3 or level 1. He hopes next year to start a level 1 course' (Happy CamTour, line 51-52).
>
> 'Ana is currently doing entry 2 and next year is hoping to do entry 3, after that she can apply for the hairdressing course' (Ana CamTour, line 30-31).
>
> 'When Jake has finished the entry 3 course, he would like to do level 1 vocational studies and, in the future, to study ICT and engineering' (Jake CamTour, line 24-25).

This was also demonstrated in the emphasis that the young people placed on learning English and the opportunities it would bring, outlined in the following excerpts:

> Picture of a man sitting at a desk writing with annotation *"homework"* and *"I like homework because I practice more English"*(Ana ColPic5)
>
> Picture of a car with annotation *"I like to drive"* and *"if we don't learn English, how can I get the theory test"* (Toni ColPic1)
>
> Photograph of 'Toni's classroom' with written text 'English is Toni's favourite lesson because "*it is important*"' (Toni CamPic8)

4.4 Master Theme: Teacher Providing Emotional Containment

During both the camera walking tour and the collage activity, three of the participants outlined particular traits and approaches of teachers, regarded as their favourite teachers, which they appeared to experience as emotionally containing. These aspects are discussed within the following themes; making learning accessible and promoting respect and acceptance. Within the

context of this research, emotional containment referred to the teachers' attunement to the young people's needs, and the holding of their concerns, UCYP's concerns appeared to be alleviated or made more manageable by the approach the teachers adopted (explored further in Chapter Five, section 5.5.1.3).

4.4.1 Theme: Making learning accessible.

Within Ana's camera walking tour, she took a photograph of her classroom, this was accompanied with the written text 'Ana pointed to a teacher in the classroom who is her *"best teacher"* (Ana CamPic3), Ana explained:

> "*all the time she speaks to me slowly, she never gets upset, when I don't understand she says it again, and she never gets tired*"' (Ana CamTour, line 16-17)

This led Ana to tell the researcher about her experiences with another teacher in a school prior to starting at the college; 'She [Ana] explained that when she did not understand something, the teacher got angry and would not help, *"she didn't understand"*' (Ana CamTour, line 18-20). Ana's description of her "best teacher", suggested a teacher who she perceived as patient and supportive. In this way, it appeared that the teacher provided emotional containment by holding Ana's concerns around not understanding and providing her with the time and support that she needed, which enabled her to access the learning.

Within a discussion during the camera walking tour, Wolves Town referred to a teacher as his favourite teacher, explaining:

> "[she] *is my favourite teacher because she teaches very well. She makes sure all the student[s] understand what she says. She is more disciplined, she makes sure no student disrupt[s] or play in class, other teachers are not, you can do what you want*" (Wolves Town CamTour, line 26-28).

As with Ana and Wolves Town, Happy took a photograph of his 'favourite classroom' (Happy CamPic5) and this led to a discussion about his favourite teacher. The following written excerpt was included under the photograph of his favourite classroom:

> 'Happy has a favourite teacher, he is his favourite teacher because *"he tried to help me, if I don't understand anything…he explains…if the teacher is busy, he does not say so, he is not negative"'* (Happy CamTour, line 35-37).

All three of the participants spoke about their favourite teachers in terms of their ability and willingness to help them to understand and access their learning. Furthermore, Happy and Ana's descriptions during the camera walking tour, suggested a teacher who is patient and supportive. These qualities and approaches appeared to function as emotionally containing for the young people because they drew on emotive words and phrases to describe their experiences and connection with their teachers (*"she never gets upset", "he is not negative", "best teacher"*) which appeared to go beyond simply a pragmatic teaching approach.

4.4.2 Theme: Promoting respect and acceptance.

Wolves Town depicted his favourite teacher in his collage too, with the annotation *"…she teaches very well, she is a very interesting person, she is patient, when students shout, she treats us as children, as normal"* (Wolves Town ColPic6; Figure 4.19).
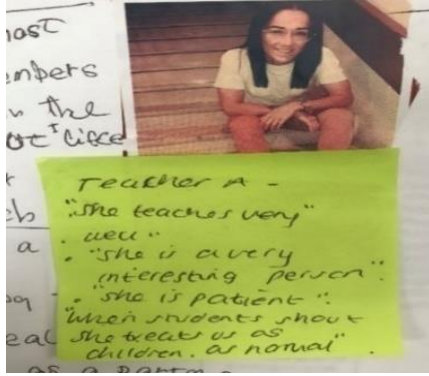
Figure 4.19. Picture taken from Wolves Town's collage to represent his teacher, with a description of her positive characteristics

Like Happy and Ana, Wolves Town described patience as a positive trait of his favourite teacher. His reference to the teacher treating him as "normal", suggested that he perceived the teacher as someone who showed respect and acceptance, which appeared to be important to him. In this way, the teacher appeared to provide a containing environment, within which he felt accepted, respected and valued. This may also highlight an absent discourse, around being treated as 'not normal' which is explored further in Chapter Five in relation to notions of cultural diversity.

All three participants' descriptions of their favourite teachers portrayed qualities such as patience, respect and acceptance, and approaches which supported the young people's understanding and ability to access their learning. As described previously, these are aspects which the young people appeared to value highly, and experience as emotionally containing, impacting on their positive experiences within college. This is particularly pertinent when considering the young people's circumstances and the likelihood that their recent experiences encompassed significant change, unpredictability, and transition, and perhaps hostility and discrimination.

4.5 Summary of Findings

The data analysis identified three master themes, eight themes and eleven subthemes in relation to the research question; 'what factors contribute to UCYP's positive experiences within the education setting?' One master theme explored the extrinsic and intrinsic factors that appeared to impact on UCYP's holistic development, this included activities and locations which provided UCYP with opportunities to address a primary need, social and emotional needs, physical health, and spiritual growth. Reference was made to psychological theory and concepts such as Maslow's hierarchy of needs (1943), attachment relationships (Bowlby, 1969), sense of belonging, emotional containment, and acculturation, which will be explored further in Chapter Five. The second master theme outlined UCYP's emphasis on environmental factors which promoted learning, such as a quiet learning environment, and facilities and resources within college that enabled UCYP to continue their learning outside of the classroom. The final master theme explored the traits and approaches of teachers which the young people appeared to value highly, and experience as emotionally containing. This highlighted aspects such as patience, respect, and acceptance, and the teacher's ability to make the learning accessible, contributing to their positive experiences within college. Reference was made to issues of diversity which will be explored in the next chapter.

4.6 Chapter Summary

This chapter presented the findings from the data analysis, which included data obtained from two data collection methods; camera walking tours and collages. The master themes, themes and subthemes were presented in a thematic map and were discussed respectively, with supporting excerpts and images. Within the next chapter, the findings will be discussed within the context of

the previous research discussed in Chapter Two, and relevant psychological theory. Strengths,

limitations, and implications of the research will also be explored.

Chapter Five: Discussion

5.1 Introduction to Chapter

This chapter begins by addressing the aims of the research and the research question. A summary of findings is presented, followed by a commentary on findings within the context of previous research and psychological theory. Strengths and limitations of the research are addressed, as well as implications for EP practice, and suggestions for future research. The thesis closes with research conclusions.

5.2 Addressing the Aims of the Research and the Research Question

The overarching aim of the research was to explore the educational experiences of unaccompanied children and young people. The research aimed to address the gap in the literature through gaining the views of young people directly. On this premise, the emancipatory aims of the research were to empower UCYP and to provide them with a voice. Furthermore, the research aimed to provide a unique contribution by adopting a participatory approach to support UCYP to access the research and to share their experiences. Importantly, the research aimed to explore the question: 'what factors contribute to UCYP's positive experiences within the education setting?'. The findings in relation to the research question will be addressed in the following section.

5.3 Overview of Findings: What Factors Contribute to UCYP's Positive Experiences within the Education Setting?

Following an inductive thematic analysis, three master themes, eight themes, and eleven subthemes were identified. In line with the first master theme 'supporting holistic development',

for UCYP, college provided more than an 'education' setting where they came to learn, it presented an environment within which a range of needs could be fulfilled, including physical needs, social and emotional needs, and spiritual growth. This was attributed to external factors, such as activities and locations within the college that the young people could access, and internal factors; processes and routines that the young people engaged in, which promoted their sense of belonging and wellbeing.

Represented in a wide-ranging theme, UCYP placed emphasis on aspects of the college environment which enabled them to meet a range of social and emotional needs, including developing relationships with friends and teachers, and opportunities for self-regulation through playful activities and opportunities to relax. The young people established routines which provided familiarity and likely a sense of security and containment.

Meeting a primary need for food was also a factor which appeared to contribute to UCYP's positive experiences within college. The majority of young people emphasised their access to free food and water, and some focused on the taste and quality of food provided by the college, indicating that they were able to regulate their physical needs. In line with meeting physical needs, some young people placed importance on the opportunity to maintain their physical health, this related to notions of health and fitness, and the young people accessed the gym to do this.

In keeping with the master theme 'supporting holistic development' one young person appeared to value the opportunity to engage in spiritual practice, which the prayer room within college enabled him to do. It is reasonable to suggest that faith, spirituality, and a connection to his home culture, are likely to have contributed substantially to his positive experiences within college.

The second master theme 'environmental factors that promote learning' demonstrated the importance that some young people placed on an environment that was conducive to learning, and the resources and facilities within college that enabled them to continue their learning. This appeared to be attributed to the emphasis they placed on learning English and in achieving across their learning on the ESOL course. The young people held high aspirations for themselves and their future, and saw education, and speaking English, as essential for meeting these goals.

Three young people outlined traits and approaches of teachers who they described as their "favourite teachers". This portrayed qualities such as patience, respect and acceptance, and teaching styles which enabled the young people to access their learning. These are aspects which the young people appeared to value highly, and experience as emotionally containing, leading to the final master theme 'teacher providing emotional containment'.

5.4 Commentary on Findings within the Context of Previous Research

The findings from the current research will be discussed within the context of the research outlined in Chapter Two, and additional relevant research. It is important to note that given the paucity of research surrounding UCYP's educational experiences from their perspective, a large proportion of the literature review provided a broader focus on UCYP's resettlement experiences. With regards to the narrower focus on educational experiences, one paper explored factors contributing to the educational resilience of UCYP (Rana et al., (2011), and another explored the role of schools in supporting UCYP through psychosocial transitions (Pastoor, 2015), both from the voice of the child (Chapter Two: Section 2.5). Where applicable, similarities and differences in the research findings will be explored. The findings will be discussed in accordance with the three master themes, and relevant themes.

5.4.1 Master theme: Supporting holistic development.

5.4.1.1 Themes addressed: Meeting social and emotional needs and meeting a primary need for food.

The previous research emphasised the role that social support plays in the lives of UCYP. Mels et al., (2008) found that UCYP valued the education setting and leisure time as sources of social companionship. This is in line with the current research within which UCYP valued opportunities to meet new people and make friends, and to spend time with their friends. This took place across a wide range of locations and activities within college, such as the lunch hall, the gym, and through college trips (Chapter Four, sections 4.2.3.1, 4.2.3.2). This appeared to address both social and emotional needs, because whilst it encompassed social interaction with friends, it also supported self-regulation, and appeared to contribute to a sense of belonging and wellbeing.

Interestingly, the research by Mels et al., (2008) provides a slightly different perspective on the impact of social support on UCYP's wellbeing. They drew on the 'buffering' model (Cohen, 1992)[11] to describe how social support functioned as a distraction for UCYP, which helped them to manage the stress surrounding their circumstances. This suggests that social companionship provided negative reinforcement, because it served to alleviate their difficult feelings. In considering the current research then, it is possible that friendships and social support served both to promote positive feelings and states, and to play an avoidant/distractive role which enabled UCYP to better manage the stress inherent in their situation.

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[11] See section 2.4.1.1 within Chapter Two for an explanation of the 'buffering' model (Cohen, 1992).

A slightly different finding within the current research, was that the young people emphasised more explicitly activities and locations within college that enabled them to relax and to "lose stress" (Toni ColPic4), this included using the gym, engaging in playful activity with peers, sitting in a location within college, such as the bench and listening to music, and accessing the prayer room. Although these findings are likely to be facilitated by the fact that, within one data collection method; the camera walking tour, there was a focus on favourite locations in college, and their importance for the young person. Therefore, providing a greater likelihood that a connection was established between locations and their function in regulating stress.

In returning to social support and relationships, within the current research, UCYP emphasised the importance of developing positive relationships with teachers as well as friends (Chapter Four, section 4.2.3.5). Participants demonstrated a strong sense of connectedness to the teachers they described as their "favourite teachers", perhaps with whom they had developed attachment relationships (Bowlby, 1969), in the absence of their parents or relatives. This is in line with the research by Thommessen et al., (2017), who reported that UCYP appeared to value social support as an opportunity to develop relationships in the absence of family bonds. This is further supported by Pastoor (2015), who found that many UCYP emphasised the need for a parent figure within school; a person who could provide emotional support and guidance.

Oppedal and Idsoe (2015), provide another perspective around the impact of social support on UCYP's resettlement experiences. In addition to their finding that social support had a direct positive impact on UCYP's mental health, they also found that it had an indirect impact because it increased cultural competence, which enabled the young people to better manage discrimination. The authors outline heritage and host culture competence as important

components of acculturation[12]. More specifically, social support from co-ethnic friends enhanced heritage culture, whilst support from native peers strengthened host culture (Oppedal & Idsoe, 2015). In reflecting on the friendships that the young people within the current research appeared to have developed, they generally spoke of friends who were of the same ethnic group, or those they had met on the ESOL course (Ana CamPic1, Happy CamPic3). It is important to consider therefore, whether UCYP have opportunities within the college day to extend their social network, including those from the host culture. Within the research by Mels et al., (2008), UCYP commented on the barriers to meeting native peers within school, because they were enrolled in language classes which included mostly, peers they were living with in the asylum centre. This resonates with the young people in the current research who were attending ESOL classes only, and highlights further, the importance in providing UCYP with opportunities to meet a range a people within the college setting. Another perspective, however, is that UCYP were forming friendships with those who had had similar experiences, or cultural backgrounds with whom they felt a stronger connection to and a sense of belonging.

Another finding within the research by Mels et al., (2008) was that the young people did not consider school as a place they could meet new people. This differs to the current research in that for one young person, he outlined the opportunity to "meet people from different countries" as an aspect of his positive experiences within college (see Chapter Four, section 4.2.3.1; Happy ColPic5). Although it is not clear, whether these people accounted for those he met on the ESOL course, who were from different countries, in what capacity he had the opportunity to meet new people outside of the ESOL course, and how frequently. However, the young person's emphasis

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[12]Acculturation may be defined as "behavioural and psychological changes that occur as a result of contact between two different cultures" (Kovacev & Shute, 2004).

on meeting new people, highlights further, the importance in providing UCYP with opportunities to extend their social networks and to meet people from different countries (discussed further in section 5.7.).

The function of social networks was explored in the research by Wells (2011). She drew on social network analysis to explore how UCYP in London build social ties (or social capital) to accumulate material resources. The research employed a similar methodology to the current research, using a photo-elicitation method, within which unaccompanied asylum-seekers and refugees were asked to take photographs of places that they went to throughout the week. Physical spaces such as school, college, the church, or mosque were important places within which UCYP developed and maintained ties. An interesting finding was that the young people tended to develop ties with institutions, through repeated contact, and this supported their material well-being. This perspective could be applied to the current research which found that the majority of young people valued the college setting as a place where they could access and enjoy free food, meeting a primary need. Within the context of Maslow's Hierarchy of Needs (1943), college may present as a setting which meets UCYP's physiological needs for food and water, and their need for security and safety. This will be explored further in section 5.5.

Moreover, Wells (2011) describes how this repeated contact with the institution may develop into a strong tie, representing an attachment to the institution. Research has demonstrated that school belonging (attachment to school) is correlated with psychological wellbeing (Kia-Keating & Ellis, 2007). Belonging was a theme that was identified within the current research. Two of the young people demonstrated a connection with the physical setting, by referring to aspects of the environment as theirs ("my table", "my college", "my kitchen"; Chapter Four, 4.2.3.7). This is in line with research by Due, Riggs and Augoustinos (2016) who used the photo-elicitation

method to explore the experiences of school belonging, from the perspective of refugee children, (age five to thirteen). They reported that children's attachment to the school was often portrayed through their attachment to spaces within the school setting. These spaces often represented children's investment in particular aspects of school life. In line with the current research, these spaces were generally locations within which the children regularly spent time (the classroom, the library, the school gym). Furthermore, attachment to school was represented through relationships with peers with similar cultural and ethnic backgrounds, and relationships with their teachers, resonating further with the findings within the current research. With regards to the UCYP within the present research therefore, it is likely that their connections to teachers and peers, as discussed previously, contributed further to their attachment to college, and their sense of belonging. This demonstrates further, how the college setting provided an environment within which UCYP's holistic development was supported. Whilst the current research adopted a similar methodology to that undertaken by Due et al. (2016), which allows the researcher to draw parallels and to support the current findings, there were many important distinctions between both studies. Namely, the focus of the current study on the experiences of *unaccompanied* CYP, the use of camera walking tours and collages to elicit their views, and the age of UCYP, highlighting the unique contribution of this research.

Sense of belonging was a key theme throughout the research findings and will be given particular focus within the next section. In returning to Maslow's hierarchy of needs (1943), belonging represents an important psychological need and will be explored further in section 5.5.

5.4.1.1.1: A deeper exploration of belonging in relation to the previous research.

Due et al., (2016), drew on Kia-Keating and Ellis' (2007) conceptual framework of school belonging which outlines four domains: attachment, commitment, involvement, and belief.

Attachment has been addressed above and will be explored further in section 5.5.2. Commitment refers to aspects of school life such as valuing and adhering to school rules and expectations. Whilst this specific aspect was not explored within the current research, the young people demonstrated a commitment to college through their desire to learn and do well within their education (Chapter Four, section 4.3). This is in line with the third domain of involvement, which describes students' level of involvement within their academic work and school related extracurricular activities. Due et al., (2016), found that whilst children demonstrated a high level of engagement within their schoolwork, they did not appear to be involved in extracurricular activities. This differs to the findings from the current research, within which UCYP demonstrated a high level of motivation in relation to their academic work, and in becoming involved in extracurricular activities. However, it is important to note that within the research by Due et al., (2016) extracurricular activities referred to activities outside of school. The young people within the current research accessed these activities on-site, and their age in comparison to these children, meant that they were more likely to have autonomy around their decisions in accessing the activities.

The fourth domain outlined in Kia-Keating and Ellis' (2007) framework is the domain of belief. This refers to feelings of loyalty towards school and its values (Kia-Keating & Ellis, 2007). Due et al., (2016) found that children demonstrated loyalty towards the Intensive English Language Centres (IELS) that they attended, which were located on the site of a mainstream school. This was portrayed through the children taking photographs of aspects of the IELC, which they perceived as a reflection of their identities and experiences as a refugee, which the mainstream environment did not. The notion of identity and its connection to belonging, resonates with a theme within the current research; 'gaining a sense belonging and identity'. During the camera

walking tour, the way in which two young people used the word 'my' to describe aspects of the environment that they were photographing, suggested that the college setting formed part of their identity, and that to some extent it reflected who they were. Furthermore, it is encouraging that these were locations that were accessible to all college students, and not specific to ESOL students as in the research by Due et al., (2016). Whilst some of the mechanisms that are likely to have facilitated this process have been reflected on above, it would be interesting to explore UCYP's perceptions of the values that were promoted on an organisational level within college, and how they impacted on their sense of belonging. Respect and acceptance were two values that appeared to be portrayed by some teachers described by the young people as their favourite teachers. This is explored further in section 5.4.3.

5.4.1.2 Theme: Supporting spiritual growth.

In line with this study, a range of previous research which explored UCYP's resettlement experiences, positive adaptation, and post-traumatic growth within the host country, emphasised religious and spiritual practice (Luster et al., 2010; Majumder, 2016; Qin et al., 2015; Sutton et al., 2006). Within the current research, one young person outlined the prayer room as a place he went to pray, and somewhere he could relax. Previous research has demonstrated that religion and faith provided UCYP with a sense of purpose and direction, particularly in the absence of a parental figure (Majumder, 2016; Sutton et al., 2006). For some young people, religion provided guidance on how to lead one's life (Sutton et al., 2006) whilst for others, they felt a sense of responsibility to God, and saw their journey to the host country as an opportunity to make a better life for themselves, and to provide for people back home (Luster et al., 2010; Qin et al., 2015). In reflecting on the current research, the young person spoke of a member of staff who often led the prayer (Jake CamPic2), he may have presented as an important guiding figure.

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Furthermore, the prayer room and the prayer leader, provided the young person with an opportunity to access a faith community within college.

The emphasis placed on the prayer room, may reflect the cultural customs inherent in the young person's country of origin, where religion, faith and spiritual practice are an integral part of daily life (Sutton et al., 2006). It was apparent that the young person integrated this practice into his daily routine in college, portrayed in his report that he used the prayer room twice during the college day. In addition to providing him with a sense of direction and purpose, the opportunity to engage in spiritual practice, is likely to have provided him with a connection to his home culture, impacting on his sense of belonging, and emotional wellbeing (Due et al., 2016; Majumder, 2016). A connection to religion and home culture was highlighted in another young person's desire to take a photograph of a plaque on the wall in college, which he explained reminded him of a religious scene that is often drawn in his home country of Sudan (Wolves Town CamPic2). This has implications for the education setting reflecting the identities and values of UCYP (Due et al., 2016, outlined in section 5.7.2).

The current research draws a parallel with the research outlined above, (Luster et al., 2010, Majumder, 2016; Qin et al., 2015), in that the participants came from Sudan, Afghanistan and Eritrea (amongst other countries). Given the emphasis that participants in the previous research placed on religion and faith, it is worth reflecting on whether for some of the participants within this research, there was an absent discourse. Whether, for example, the researcher's ethnic background presented as a barrier to UCYP sharing their views around religious, spiritual or cultural practice. Alternatively, for some, they may have engaged in this practice outside of the college setting and may not have regarded college as a place where they could engage in this process.

5.4.2 Master theme: Environmental factors that promote learning.

The importance that UCYP placed on their learning, appeared to be attributed to their future academic and career goals. They appeared to hold the view that learning English and achieving academically, would enable them to secure a "better life" for themselves (Chapter Four, sections 4.2.3.7 and 4.3.2.2). This is in line with the previous literature, which demonstrated the emphasis that UCYP placed on education in connection with their adaptation and resettlement experiences. Within the study by Rana et al., (2011) all the participants identified education as the primary goal of their migration to the host country, education was perceived as a means for obtaining a job and helping those left behind in their home country. Many young people placed value on the opportunities to access an education, because of the lack of opportunities in their home country or in the refugee camps (Thommessen et al., 2015; Qin et al., 2014). Furthermore, some participants noted that they were no longer preoccupied with obtaining food or shelter, and therefore they could focus on their education (Qin et al., 2014). This resonates with the findings from the current research outlined previously, within which UCYP emphasised their access to food and water within the college setting. Given that their primary need for food was met, they could focus their attention on their education and learning. These notions of a "better life", suggest that perhaps UCYP viewed life in the host country as the ideal. Assumptions around Western privilege will be explored in the latter part of this chapter.

5.4.3 Master theme: Teacher providing emotional containment.

This master theme reflected teaching approaches and qualities which the young people appeared to value highly. The first theme demonstrated the teacher's ability to make the learning accessible for the young person. This appeared to be attributed to speaking slowly, being patient

and adopting a positive approach. Within the two papers that broadly explored UCYP's educational experiences within the literature review, teaching styles and approaches within the classroom were not explored explicitly. However, within the study by Rana et al., (2011) relationships with teachers were identified as a protective factor in relation to UCYP's educational resilience, and within that, the participants highlighted the support they received from some teachers who provided ESOL classes after school, and supported them with their homework. Within the research by Pastoor (2015), she emphasised the need to reconceptualise the role of the teacher, as one that supports the educational and psychosocial development of UCYP within school. UCYP's views on the teaching styles and approaches that support them within the classroom, may be an important focus for future research (outlined in section 5.10.1).

The second theme underpinning this master theme, reflected the respect and acceptance that one young person appeared to perceive from his teacher, through the way in which she treated the students as "normal" (Chapter Four, 4.4.2). Respect and acceptance resonate with notions of diversity. In a literature review undertaken by Peterson et al., (2017) on the educational experiences of asylum-seeking and refugee children, including those who are unaccompanied, they emphasised the importance of whole school approaches which promote cultural diversity. They outlined the need for teachers to access professional development opportunities to provide them with the knowledge and understanding of refugee children's experiences. Within the current research, it is likely that the ESOL teacher's experience in teaching this population, promoted her understanding around UCYP's difficulties and experiences. Many teachers within mainstream primary and secondary school classes may not have the same opportunities to work with UCYP, particularly given the statistics that show that 91% of unaccompanied children within the UK were between the ages of 14 and 17 (Refugee Council, 2018) so many were

beyond school age. Therefore, it is reasonable to suggest that these teachers may have less understanding around UCYP's experiences and how they may be supported. This may be reflected in Ana's description of a teacher in her previous school whom she perceived as someone who got angry, would not help and "did not understand" (Chapter Four, 4.4.1).

5.5 An Exploration of Findings within the Context of Psychological Theory

5.5.1 Maslow's Hierarchy of Needs (1943).

According to Maslow (1943) humans are motivated to achieve certain needs, and these needs will motivate their behaviour. Maslow (1943) outlined five categories of need which he depicted in a hierarchical order: the lowest tier represents a human's most basic needs, and the highest tier relates to an individual's ability to reach their full potential. Whilst Maslow (1943) asserts that the needs at the lower tier are the most pressing, and humans will strive to meet these needs first, he points out that these needs are not exclusive, and that any behaviour tends to be an expression of a range of needs simultaneously. Maslow (1971) later added a higher stage; self-transcendence, which describes how an individual's motivations transcend the self, in favour of aspects such as altruism, spirituality, and liberation from egocentricity. The master themes, themes and subthemes identified within this research, resonate with Maslow's Hierarchy of Needs (1971), depicted in Figure 5.1 below. Therefore, they will be discussed in accordance with this six-tier model to offer a deeper psychological interpretation of the findings in relation to UCYP's experiences within college. Where applicable, reference will also be made to other relevant psychological theory.
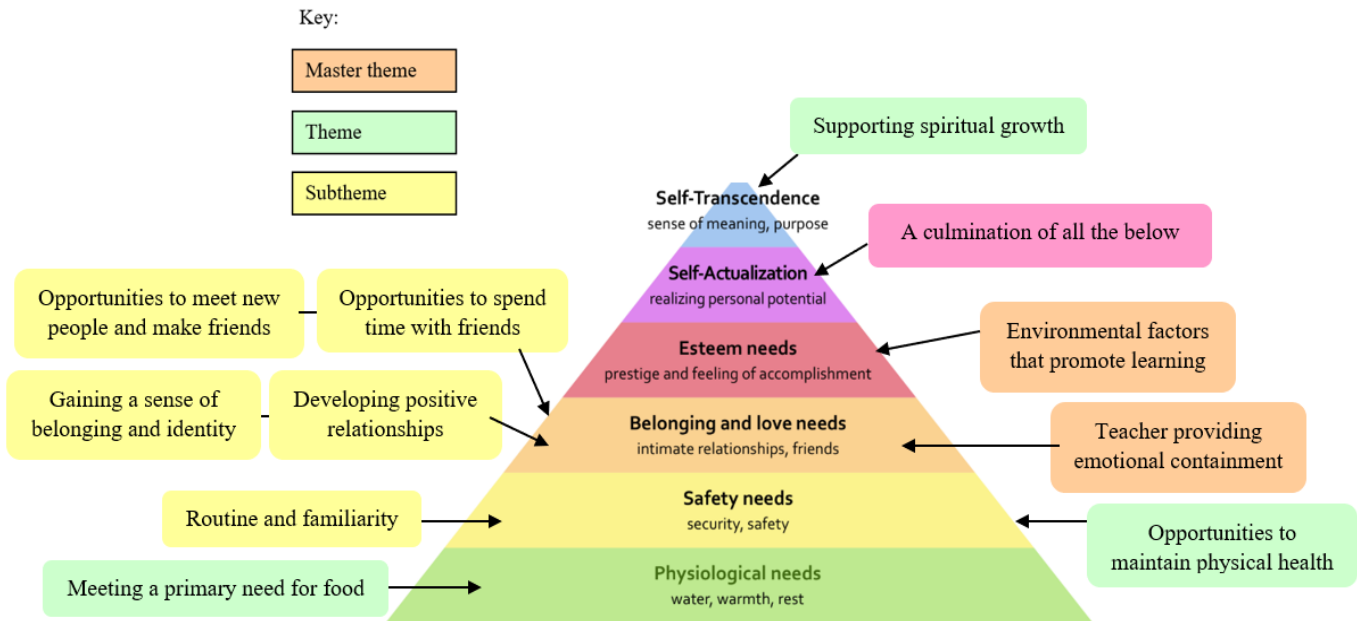
Figure 5.1. Master themes, themes, and subthemes mapped onto Maslow's hierarchy of needs (1971)

5.5.1.1 Physiological needs.

According to Maslow's (1943) hierarchy, physiological needs refer to an individual's basic requirements for survival, such as food, water, shelter, warmth and sleep. This resonates with the theme 'meeting a primary need for food' (Chapter Four, 4.2.1), which reflects that the college provided a setting within which UCYP could fulfil this need. Furthermore, the college also presented as a setting where they could obtain shelter and warmth. It is possible that their pre-migration and migration experiences encompassed circumstances within which these physiological needs were often not met, and therefore on arrival to the host country this may have been a primary objective. Furthermore, it is likely that in fulfilling these basic needs, the young people were able to focus on their education and their learning, explored further in section 5.5.1.4.

5.5.1.2 Safety needs.

Safety needs include emotional security, financial security, employment, freedom from fear, physical health, and wellbeing (Maslow 1943). UCYP may have experienced these fears both within their home country and on arrival to the host country. In this way, Maslow (1943) describes how people seek a sense of control and predictability in their lives. This is reflected in the subtheme 'routine and familiarity' (Chapter Four, section 4.2.3.6), within which the young people appeared to have established routines within college and sought familiarity, demonstrated for example, in their photographs of the table in the lunch hall, at which they sat most days. In establishing their own space within the lunch hall, this may have provided them with a sense of control over their environment, and predictability within the wider context of significant change and transition, providing emotional security. In this way, the college setting presented as a secure base from which to explore and engage in social interactions and learning. Bowlby (1973), described how people demonstrate a desire for connection to the environment as well as people, explored further in section 5.5.2.

The notion of physical health in relation to safety needs resonates with the theme 'opportunities to maintain physical health' (Chapter Four, 4.2.2). This theme was identified across male participants, who emphasised fitness and physical strength. Perhaps for these young people, safety and survival was attributed to a physical representation of strength.

5.5.1.3 Belongingness and love needs.

This tier describes social needs for intimate relationships, friendships, affiliation to a group, trust, and acceptance (Maslow, 1943). Belonging was a key concept throughout the research findings, in line with the young people's connection to physical spaces, and in developing friendships with

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peers and positive relationships with teachers (Chapter Four, sections 4.2.3.7, 4.2.3.1, 4.2.3.5, respectively). Developing relationships with teachers and peers is likely to have been particularly important to the young people in the absence of their parents or relatives. Furthermore, this connection to people and the physical environment may have led them to feel affiliated with the wider college community. Moreover, belonging to a community creates a sense of identity, this was pertinent to the theme 'gaining a sense of belonging and identity'.

The master theme 'teacher providing containment', encompassed themes around making learning accessible and promoting acceptance and respect. The notion of containment was first introduced by Bion (1962), who described how within the mother-infant relationship, the infant projects difficult feelings onto the mother, who processes and absorbs them, and reflects them back in a way which is more manageable for the infant. In this way, the mother contains the baby's experiences by being emotionally attuned to the needs of the baby. This enables the infant to develop cognitively and to manage his emotions (Riesenberg-Malcolm, 2001). Within psychoanalysis and psychotherapy, the concept of the 'container and the contained' has been applied to the relationship between the therapist and the client. In line with Bion's (1962) theory, within the current research, the teacher's patience and positive approach in helping the young people to understand within the classroom, suggests that she was emotionally attuned to their needs, and provided this emotional containment through 'holding' their concerns and creating a sense that she would provide them with the time and support that they needed. The positive relationships the young people had developed with the teacher was likely to be a precursor to this process. This has strong parallels with attachment theory (Bowlby, 1969) which will be explored further within section 5.5.2.

Furthermore, in making the learning accessible, the teacher promoted an inclusive environment. Similarly, the teacher's demonstration of respect and acceptance, promoted cultural diversity. Both inclusion and diversity have strong implications for students' feelings of belonging.

5.5.1.4 Esteem needs.

Maslow (1943) distinguished between two subsidiary sets: the esteem for oneself, which he referred to as "the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom" (p. 381), and the longing for prestige and status (respect or esteem from others). This philosophy is applicable to the theme 'environmental factors that promote learning' within which UCYP demonstrated a focus on education and academic achievement, which appeared to be associated with future aspirations, and creating a 'better' life for themselves.

The notion of 'esteem and respect from others' may be applicable to one young person's desire to be treated as "normal", as described within the theme around promoting respect and acceptance. This may indicate an absent discourse around the young person's perceptions or experiences of being treated as 'not normal', possibly due to a view that the dominant culture is 'normal' and the 'other' is not, elicited by the actions and language of people from the dominant culture. In this way, this may be related to issues around hostility, discrimination, social standing, economic status, and threats to ethnic identity (Lonn & Dantzler, 2017). This highlights further the importance of culturally responsive whole school/college approaches.

5.5.1.5 Self-actualization and self-transcendence needs.

This stage describes the culmination of the needs which have been described so far, which lead the individual to reach their full potential and experience self-fulfillment. In line with the current

research, this encompasses aspects such as the young people's motivation to maintain their physical health, develop relationships, and to achieve within college and in the future. However, the concept of self-actualization should be considered with caution. Self-actualization is a Western concept (Neher, 1991), and describes an individual's desire and efforts to achieve alone. Therefore, it reflects the values of an individualistic society, and may not be applicable to many non-Western cultures which reflect a collectivist society, where accomplishment and quality of life are regarded in terms of the family and not the individual. Furthermore, spirituality may be aligned with this level of the hierarchy, where God is an omnipotent figure, and an individual is no longer solely guided by their own needs, but in their duty to a greater being. This relates to the sixth tier of self-transcendence which (Maslow, 1971) later added, and resonates with the theme 'supporting spiritual growth'.

5.5.2 Attachment theory (1969).

Attachment, separation, and loss are three key components underpinning attachment theory (Bowlby, 1969, 1973, 1980) which can be applied to the experiences of UCYP. As discussed in Chapter One (section 1.5.2), Bowlby (1969) outlined the importance of a secure attachment relationship between a primary caregiver and the infant, this attachment relationship presents a secure base for the child, from which they can explore their environment and develop socially, emotionally, and cognitively. (Bowlby, 1988) described how the child's need to develop attachment bonds with a caregiver is an evolutionary predisposition, which is linked to survival. Within the context of the current research, UCYP may have experienced disrupted or loss of attachment relationships through being separated from parents or family. In line with Bowlby's (1969) theory, UCYP's relationships with friends and teachers may have functioned as attachment relationships in a number of ways, for example, to compensate for the absence of

parents or a primary caregiver, to provide a secure base; a sense of closeness and security from which they could explore their environment with more confidence and reassurance, and to buffer against the stressors and challenges that they faced within their new environment (Juang et al., 2017).

Bowlby (1969) described how an infant's early attachment relationships provide an internal working model for all other relationships that they develop in future life. According to this philosophy, this suggests that for UCYP within this research, in the absence of their primary caregiver, they were able to draw on their mental representation of attachment to forge close relationships with others. However, this encompasses the assumption that UCYP had developed secure relationships with prior attachment figures, which should be considered with caution. Rather the component of this theory that may be better suited, is the notion that humans are social beings and have a propensity to develop connections with other people because this provides a sense of security and belonging, in line with Maslow's hierarchy of needs (1943).

Bowlby also notes that this desire for connection extends to both people and the environment (Ecke, 2007), outlined in the following description; "there is a marked tendency for humans, like animals of other species, to remain in a particular and familiar locale, and in the company of particular and familiar people" (Bowlby, 1973, p. 147). This resonates with the subtheme 'routine and familiarity' (described in section 5.5.1.4 above) which reflects UCYP's propensity to seek familiarity through establishing their own space within the lunch hall, and more generally in the photographs that they took which represented locations where they spent time regularly and appeared to have developed a connection with (referring to locations as "my table", "my library").

However, as described within Maslow's (1943) theory, consideration must be given to cross-cultural norms. The notion of a secure child may reflect Western values attributed to a child who is self-reliant and independent. Within many non-Western communities where the child is viewed as an extension of the parent, nested within the wider family or community, interdependence rather than dependence is prioritised (Brown, Rodgers, & Kapadia, 2008). Therefore, whilst the importance of an early stable relationship remains, the way in which these relationships are exhibited will be influenced by cultural factors. UCYP's need to develop attachment relationships within college, may not reflect a desire to explore their environment independently, but rather it may reflect a desire to feel a part of a group or wider community. This is in line with Maslow's notion of belonging as described above.

5.5.3 Resilience, protective factors and positive psychology.

Given their mutual focus on the positive aspects of human experience, resilience and positive psychology will be discussed together. However, it should be noted that an important distinction between the two, is that resilience is concerned with a person's ability to positively adapt within the context of adversity, whilst positive psychology applies to all individuals, not only those who have been confronted with significant risks (Luthar, Lyman, & Crossman, 2014). Similarly, resilience emphasises protective factors which enable individuals to manage risks, whilst positive psychology focuses on the factors that enable a person to flourish (Hefferon & Boniwell, 2011).

The current research adopted a positive psychology approach to explore the factors that contributed to UCYP's positive experiences within the education setting. In line with the concepts discussed in relation to the previous research and psychological theory, a range of individual and environmental factors appeared to be associated with UCYP's positive experiences. This included, a sense of safety, and belonging, relationships with teachers and

peers, maintenance of cultural identity, spiritual practice, acculturation, and a focus on education. In line with positive psychology, these factors appeared to facilitate wellbeing and happiness, and reflected personal strengths and positive characteristics of the institution (Hefferon & Boniwell, 2011). The young people demonstrated a number of personal strengths, such as their ability to establish close connections with peers and teachers, their propensity to establish routine and familiarity which provided them with a sense of safety and belonging, and their commitment to their education. Positive characteristics of the institution included the opportunities that the setting provided to enable UCYP to fulfil a range of needs, for example, facilities and resources that supported them to continue learning, a prayer room to facilitate spiritual practice, and the positive characteristics of the teachers working within that institution.

With regards to resilience theory, it is reasonable to suggest that many of these aspects also functioned as protective factors which contributed to UCYP's resilience and positive adaptation. This is in line with a range of research which has outlined faith, biculturalism, educational aspirations, social support, attachment and belonging, as important to UCYP's positive adjustment (Majumder, 2016; Sutton et al., 2006; Thomessen et al., 2015; Qin et al., 2015), psychosocial well-being (Deveci, 2012; Mels et al., 2008; Pastoor, 2015), and educational resilience (Rana et al., 2011).

5.6 Strengths and Limitations of Methodology

5.6.1 The positive psychology approach: Its impact on findings.

As described previously, the research adopted a positive psychology approach to explore the factors that contributed to UCYP's positive experiences within the education setting. However, the narrower focus on positive experiences may have skewed the data and given an impression

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that UCYP's experiences were more positive than they were. For example, one young person's emphasis on the respect and acceptance he perceived from the teacher he regarded as his favourite teacher, might be the only positive experience within a range of difficult experiences around hostility or discrimination. This was perhaps indicated in his appreciation of the teacher for treating the students as "normal". In this way, adopting a positive psychology approach, may present a barrier to UCYP sharing their experiences completely. Future research could incorporate Rees' (2017) solution-focused principle of 'keeping one foot in the pain and one in possibility'. This refers to the value in maintaining a balance that accommodates "light and dark, pain and possibility" (p. 227). With that said, the positive psychology approach had value in enabling the researcher to identify aspects of the college setting which promoted UCYP's positive experiences, and therefore, to consider 'what works well' in supporting them with the education setting. Furthermore, the emphasis on positive experiences, promoted an optimistic perspective for UCYP, who had undoubtedly been subject to a range of difficult experiences in recent times.

5.6.2 Integrity of research and staying true to the participatory design.

Within the research, UCYP's participatory involvement took place within the planning and data collection stages. The researcher was committed to the integrity of the research, and where possible, endeavoured to stay true to the participatory design. For example, within the initial meeting with the participants to plan and agree on the data collection methods, one participant had to leave the meeting early. The member of college staff helping to facilitate the process, suggested that he simply join the research at a later stage, during the data collection. The researcher felt strongly that the participant had not been involved in the decision-making process, and did not want to impose on him, the methods of data collection that had been agreed by the

rest of the group. Even though this meant that the participant may choose two different methods of data collection, which would have significant implications for the data analysis (potentially analysing video diaries, alongside visual data from collages and the camera walking tour). However, the researcher returned to the college on a separate occasion, to provide the participant with an opportunity to take part in the research, and to enable him to decide on how he would like to share his views.

During the planning stage, the researcher and participants agreed that all five young people would complete individual collages within a group setting. However, due to the nature of real-world research; the students' differing timetables and absences within college, the date for the collage session was rescheduled three times. With the increasing awareness that it would be difficult to find a time that was convenient for all five participants, and given the time restrictions inherent within the research, it was agreed between the researcher and the member of college staff facilitating the process, that the collages would take place with two smaller groups. This conflicted with the participatory design, firstly, because the data collection could not take place in the way in which the participants had agreed, and secondly, because a decision had to be made promptly with the member of college staff, without the participants' active participation at this stage. This highlights the limitations of implementing a participatory approach, where a pragmatic approach is also required. Furthermore, the member of staff was a gatekeeper to the research as she acted as an intermediary between the researcher and participants. For obvious ethical reasons (the researcher not contacting participants directly via phone or email), this was the appropriate procedure to take, but highlights a further limitation in implementing a participatory approach, where ethical considerations take precedence.

A further reflection is on the extent to which research can be truly participatory when there is a language barrier. The visual participatory methods enabled UCYP's access to the research during the data collection stage, however it would be unreasonable to suggest that language did not impact on the extent to which UCYP could fully participate during the planning stages (explored further in the next section).

5.6.3 Power relations.

5.6.3.1 Reflections on power relations and the participatory approach.

The researcher aimed to promote young people's voices and to address power differentials through the participatory and emancipatory agenda. However, the researcher acknowledges that the very position of researcher and participant, presented a power imbalance. During the camera walking tour and the collage activity, the researcher noted that some of the participants asked questions such as 'can I take a photograph of this?' or 'can I use this picture [from the magazine]?' To some extent, these questions appeared to function as clarifying questions; the participants were checking that they had understood the process. However, they may also highlight deep-rooted assumptions around power and control and demonstrate the difficulties in redistributing the power. Conversely, this involved the assumption that the participatory design was in the best interests of the young people, which may have imposed culturally biased ideas of participation (Kaukko, 2016). In her research, Kaukko (2016), considered the opportunities and challenges of undertaking participatory action research (PAR) with UCYP. The PAR involved 12 unaccompanied asylum-seeking girls, and the aim was to develop activities with the girls to engage in during their time in a Finnish reception centre. Kaukko (2016), found that the girls considered the shift of power from the adults to the young people as "absurd" (p. 84). She

explains that "being in a new society without families, often with a history of neglect and insufficient support from adults, the girls appreciated the right to have reliable adults telling them what to do" (Kaukko, 2016, p. 184).

This is not to assume that the UCYP in the current research shared the same views and experiences, however, it provides an important insight, and leads the researcher to consider further the young people's prior experiences of change, unpredictability and transition. Within these new domains; the college setting and the research project, UCYP may have sought the researcher's guidance because it provided reassurance and was emotionally containing. Hart (1992) points out that whilst participatory research often aims to maximise the participation of the 'less powerful' (described in Chapter Three, section 3.4.2), this is not always appropriate when working with young people, and consideration needs to be given to the level of participation at which they feel comfortable. Whilst the theory of containment (Bion, 1962), has been used within this research to interpret the findings, it could also be employed within the real-world setting, to consider the design and the experiences of participants, and in ensuring they feel emotionally safe and secure. This resonates with the ethical considerations inherent within real-world research.

Conversely, it is also important to consider that the power imbalance between the researcher and the participant, due to the roles that each assumed, was also likely to exist because the researcher instigated the research. The researcher acknowledges that the research focus and questions stemmed from the researcher's interest. In returning to Hart's (1992) ladder of participation, the top rung represents projects which are initiated by the young person and shared with the adult. The starting position of this research raises questions around whether the research addressed the needs and the wishes of the young people, or whether it served the curiosity of the researcher and

the academic objectives (Kaukko, 2016). This has implications for future participatory research outlined in section 5.10.4. With that said, the researcher aimed to reduce this power imbalance by facilitating UCYP's participatory involvement during the planning stages, and through the use of the visual participatory methods within the data collection stage.

5.6.3.2 Reflections on power relations and the emancipatory aims.

The power imbalance may have extended beyond the role of the researcher, to the researcher's background and status as a British citizen. This encompasses assumptions around Western privilege, power, and control, when considered alongside UCYP's position in the UK, and their pre-migration circumstances. Daniel and Woodham (2007), assert that emancipatory research can only be applied selectively, to those groups considered as marginalised or oppressed. Therefore, the very act of distinguishing them as a group that are in need of special attention, perpetuates a narrative around inequality, that the group does not have equal status in society and is dependent on the support of members of the dominant culture. This ethos could be applied to the current research, and the researcher's interest in undertaking participatory research to empower a group whose voices were regarded as being marginalised.

This resonates with Freire's (1968) notion of 'false generosity'. He refers to a system which involves the oppressors and the oppressed. Where people characteristic of the oppressor group, can feel genuine compassion for the suffering of the oppressed, so they strive to reduce their negative experiences through short-term benefits (giving money to charity, participatory research). However, this does not serve to address the root causes of the oppression, which are the systems themselves. Freire (1968) writes "false generosity isn't false because it doesn't help people, it can and often does save lives. Rather, it's 'false' because, by addressing symptoms rather than underlying causes, it functions to maintain oppression" (p. 44). Whilst the arguments

underpinning this philosophy are beyond the scope of this research, they are important in considering the position of the researcher in line with the emancipatory aims.

Within their work, community psychologists aim to deconstruct power and oppression. Liberation is one concept that is employed within their practice, which refers to social, cultural, economic and political freedom, and is associated with an individual's feeling of having agency and control over their life (Palmer et al., 2019). They describe how at the community level, liberation can take place, when the group is able to gain power and control over the knowledge and institutions that are inherent within their community. One way to address this is by educating young people about their rights and encouraging them to engage in social justice advocacy. Freire (1968) writes that the task of the oppressed is to liberate themselves. Section 5.10.4 considers ways in which future research could incorporate and be directed by the interests and wishes of UCYP. Furthermore, knowledge is socially constructed, and ideologies of the dominant group are sustained through patterns of social interaction (Palmer et al., 2019), therefore, it is important through research like this, to continue to discuss dominant narratives within society, to create awareness, and to bring this to the forefront of government policy.

5.6.4 Data collection methods.

5.6.4.1 Collages.

5.6.4.1.1 Considering the strengths and limitations of the group setting.

The collages were completed in a group setting which promoted an informal and relaxed environment, conducive to the participants enjoying the experience and engaging in the creative process. Their engagement in the process is likely to have impacted on the quality of the data.

The group setting however, may have presented limitations too. During the creation of the collages, the researcher asked each participant individually about their collage, to gain an understanding of what the pictures represented. The group setting may have impacted on the type of experiences that the participants were willing to share. Although, it should be noted that this was perhaps more likely, if the participants were asked to explore difficult experiences or sensitive topics. Instead the focus was on their positive experiences within college. Furthermore, the group setting was chosen by the participants within the planning stage. In addition, the group setting enabled the participants to see each other's collage and to listen to the explanations that were provided for each picture, this may have influenced the aspects of their experiences that they included in their own collages, potentially skewing the data.

5.6.4.1.2 Considering the impact of the material available.

Whilst the researcher was careful to provide a wide range of magazines, newspapers and leaflets to ensure a broad range of pictures and text were available, the collages were based on the pictures that the participants had access to, which might have impacted on the experiences that they chose to represent and the themes identified. Within the planning stage, and at the end of the first data collection session (the camera walking tour), it was discussed with the participants that they could bring their own material to create their collages, however, no one did. Perhaps this could have been incorporated into the planning stage more explicitly, within which it was agreed that they would bring their own material for the collage, and a follow up reminder sent via a member of college staff in the lead up to the collage session. Although it should be noted that this would require a greater commitment on the behalf of the participations, and in line with the participatory approach, their views should be sought on this.

Furthermore, participants were given the option to portray their experiences through writing and drawing too. With that said, some participants appeared reluctant to draw, remarking that they were not skilled in this area. In this sense, the pre-existing pictures from magazines removed the anxiety around artistic ability. As described in Chapter Three (section 3.5.1.2), Williams (2002) outlines this as the value of collages, in comparison to other artwork as a form of data collection.

5.6.4.1.3 Cross-cultural considerations.

The participants were asked to create collages using magazines and newspapers which were produced in and represented Western society. This involves an assumption that these pictures could represent their experiences and is at risk of perpetuating Western privilege and an ethnocentric view. Although, it should be noted that the collages portrayed the young people's experiences within a Western society, and so, to some extent this material was relevant. As described above, this could be addressed through extending the planning stage, and incorporating more explicitly participants' role in selecting their own material.

5.6.4.2 Camera walking tours.

5.6.4.2.1 Considering the duration of time UCYP had been attending college.

The duration of the camera walking tour and the number of photographs taken, ranged from 15 minutes and three photographs, to 35 minutes and 10 photographs. At the end of the tour, one participant commented that she still felt new to the college, and that the three places she had shown the researcher during the tour, were places where she spent her time. All, but one of the participants had been attending the college for approximately four months, therefore, the range and type of experiences they shared at this stage in their college journey, may have differed to the experiences they shared, had they been attending the college for a longer duration. This could

be addressed through a longitudinal study, within which data is collected again at a six-month to one-year interval. Nevertheless, the current data provides an important insight into UCYP's experiences during the earlier stages of their transition to college and their resettlement within their community.

5.6.4.2.2 Rationale for the use of written notes to supplement photographs.

During the camera walking tour, the researcher took written notes of the participants explanations around the importance of the location for them, this provided context to the photograph and a richer understanding of their experiences, enhancing the credibility of the data. Furthermore, the absence of the written notes would have introduced another layer of interpretation on the part of the researcher, taking away from the participatory design. After careful consideration, the researcher chose not to audio record the discussion during the camera walking tour, firstly, because this was not specified within the ethics approval, and secondly, because this would provide a second data set which encompassed verbal data. The aim of the research was to use the visual methods (collages and photographs) as the primary data source, and the written notes provided a supplement to that. Furthermore, verbal data emphasises language which the research sought to avoid because English was not the participants first language. However, the researcher acknowledges that the use of written notes, rather than audio recording may impact on the transparency of the audit trail, which has implications for the dependability of the research. Dependability refers to the extent to which, the research procedure and method is well documented and replicable (Hannes, 2011; Lincoln & Guba, 1985).

5.6.4.2.3 Considering the implications of using an interpreter.

An alternative would have been to have an interpreter present during the camera walking tour, it could be argued that this may have provided participants with greater access to the research. However, in the same way that the research did not use interviews (where an interpreter may have been required), the researcher felt that this may impact on the participants' autonomy in sharing their views. Furthermore, it placed an emphasis on language, which the research aimed to avoid through the visual participatory methods. On further reflection, the researcher also wonders about how the presence of an interpreter, another unfamiliar adult, may have impacted on the social dynamics and the participant's level of comfort during the camera walking tour. The researcher had built a level of rapport with the participants through the initial planning meeting and hoped that this had gone some way to creating an atmosphere within which the young person felt comfortable. A next step could be to give the participants a choice as to whether they would like an interpreter present, this could be discussed during the planning stages of the research.

5.6.4.2.4. A positive reflection on the camera walking tour process.

The participants appeared to enjoy the camera walking tour, and for some this appeared to be an empowering process, in line with the emancipatory and participatory aims. This is highlighted in one extract within the researcher's reflexive diary. The researcher describes how for one participant, "his body language and his engagement changed significantly throughout the process. At the beginning of the camera walking tour, he presented as shy and used little eye contact, and as the session progressed, he exhibited open body language, was smiling" and demonstrated great enthusiasm in showing the researcher his favourite places in college. The

camera walking tour may have presented as a creative and therapeutic process for the participants and has implications for the use of photo-production or photo-elicitation methods to explore young people's views within the education setting (explored further in section 5.7.4).

5.6.5 Reflections on the difficulties with recruitment.

Another important aspect to reflect on, were the difficulties in recruiting participants, which took approximately nine months. The barriers that presented appeared to be for a number of reasons. With regards to the first college the researcher approached, they expressed an interest in supporting the research initially, but later withdrew their interest, expressing concerns around the wellbeing of the young people and the issues that may arise. In endeavouring to highlight the integrity of the research, the researcher had previously forwarded the ethics report to the person of contact within the college, to demonstrate the scrutiny that the research had undergone. However, on reflection, this may have served to overwhelm them and to raise concerns that they did not have previously. The researcher learnt from this, and in the ensuing stages, provided the appropriate amount of information to the college, which would enable them to provide *informed* consent. The barriers that presented within the next two colleges approached by the researcher, appeared to be related to systems and bureaucracy. One college reported having difficulties in identifying who could provide permission for the research to take place. The workload of college staff appeared to present as a significant barrier, and they did not have time for the administrative tasks involved in facilitating the research. These issues appeared to be removed from concerns around UCYP's wellbeing. What appeared to facilitate this process, was meeting with college staff, so that the researcher could outline the aims and the value of the research in person. It also provided an opportunity for the researcher and the member of college staff to build rapport, which is likely to have increased their commitment to the research. Repeated research would

need to take account of these issues, in considering the research timeline and allowing enough time for recruitment.

5.7 Implications of the Research Findings for UCYP within the Education Setting

5.7.1 Relationships are key for a sense of belonging and wellbeing.

The young people placed great emphasis on the opportunities within college to meet new people, make friends, spend time with friends, and develop positive relationships with teachers. These relationships were strongly associated with a sense of belonging and emotional containment. This has implications for providing UCYP with a key adult within the education setting who can provide emotional and practical support, particularly in the absence of a parental figure. It will be important to consider who is best placed within the school or college to provide this type of support. The ESOL class within this research involved a comparably smaller number of students than is typical within a mainstream classroom within primary or secondary school. Therefore, teachers within a school classroom may not have the capacity to fulfil this role, and pastoral support staff may be best placed.

Another implication is providing opportunities within the education setting for UCYP to meet new people and extend their social networks, through for example structured activities, such as, buddying systems, school/college trips and other extracurricular activities. It is important to point out that this may be more difficult for UCYP within college who are attending ESOL courses and may have limited opportunities to interact with people outside of this course. This is particularly important given the research which has demonstrated the barriers that UCYP can experience in meeting peers from the host country, and that social support from host country

peers can support the process of acculturation (Mels et al., 2008; Oppedal & Idsoe; 2015). This may also serve to reduce the discrimination and hostility which is often present within asylum-seeking and refugee CYP's experiences within the host country.

5.7.2 The importance of the education setting providing UCYP with opportunities to connect with their native culture, values and identities.

The research highlighted the importance in providing UCYP with opportunities within the education setting to engage in spiritual practice and connect with their home culture. An important first step would be to ask the young people about their religious and spiritual beliefs, and how they would like this to be supported within school or college. This may be facilitated through helping the young people to access religious, faith or ethnic communities within and outside of the education setting.

Cultural diversity should be promoted throughout the education setting through meaningful activities, in line with the spiritual, moral, social, and cultural development curriculum. It may be important also to acknowledge and reflect CYP's experiences as refugees. Within the research by Due et al., (2016), one of the most significant findings was refugee students' emphasis on the aspects of school, such as posters and activities, which reflected their experiences as refugees.

5.7.3 UCYP have high aspirations which should be paralleled with teachers' expectations.

UCYP demonstrated a strong commitment to education and held high aspirations in relation to their academic and career goals. In their research, Rana et al., (2011), reported that some teachers held low expectations of UCYP and did not want to challenge them because of what they had suffered previously. It is important therefore, that education staff are aware that young people's aspirations are not limited to their safety and having their basic needs met. Their high aspirations

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should parallel teachers' expectations, and where possible these young people should be provided with the opportunities to close the gaps in their learning and to reach their potential, through for example, extra tuition, support around homework, and peer tutoring.

5.7.4 Visual participatory approaches can provide important methods for exploring UCYP's views.

School staff can use methods such as photo-production and photo-elicitation to gather UCYP's views in school, on a range of topics, namely, how to support their transition, and to find out what has helped them to feel settled within school. For example, through supporting UCYP to take photographs of locations, teachers, classrooms, resources, that have contributed to their positive experiences within school. The same can be applied to the collage technique, which could be used as a method to explore UCYP's views around particular aspects of school life. These methods place less emphasis on language and may also function as creative and therapeutic activities. This might extend to contexts and relationships outside of the education setting, such as within the role of social workers, who support UCYP and foster parents.

5.8 Implications for the EP Role

EPs can draw on psychological theory around attachment (Bowlby, 1969) and belonging (Maslow, 1943), to promote education professionals' understanding of the needs of UCYP and to highlight the importance in UCYP developing supportive trusting relationships with adults. EPs can draw on resilience theory to work with education staff to consider environmental protective factors which can support UCYP to feel settled within school (friendships, supportive teachers, access to extracurricular activities). Similarly, positive psychology can be drawn on to facilitate discussions around personal strengths, what is working well for the young person, and how they

can be supported. EPs can assist schools in establishing group interventions which focus on social skills, and peer relations.

On an organisational level, EPs are potentially well placed to provide training on promoting cultural diversity. However, they first need to ensure that they are well equipped to engage in this type of work. With that said, cultural diversity should not be regarded as a 'bolt-on', it should permeate all Educational Psychology practice. An important first step for EPs is to acknowledge their own position, perhaps as someone who is from the dominant culture, which encompasses aspects such as power and Western privilege. Reflective models such as the Johari Window (Luft & Ingham, 1955), can be drawn upon to bring about a greater self-awareness around biases and assumptions, and how worldviews may differ to other people's worldviews. EPs are required to work within the guidelines set out by the HCPC (2016) and the BPS (2018) which include being aware of the impact of culture, equality and diversity on practice, and challenging discrimination. Furthermore, EPs should seek further professional development opportunities to increase their competence around cultural diversity through for example training and keeping up to date on current literature in relation to race and culture and its impact on service users' experiences.

Whilst this research adopted a positive psychology approach, it was set within the context of the refugee crisis and acknowledges the adversity and risk that many UCYP may have been exposed to within their pre-migration, migration, and post-migration experiences. EPs have a role in promoting trauma-informed approaches through creating a shared understanding amongst education staff of the impact of trauma and adversity on asylum-seeking and refugee students, and an environment within which UCYP feel safe, supported, and valued (Perešin, 2019).

With regards to the specific methods employed within this research, EPs can use photo-production/elicitation methods and the collage technique as creative and flexible ways to explore

CYP's views as part of the assessment process. This is in line with the SEND Code of Practice (Department for Education & Department of Health, 2014), which places emphasis on obtaining the views of the child. Furthermore, these methods could be incorporated into therapeutic interventions with all CYP. Moreover, EPs can work with schools to undertake participatory action research (PAR) to explore a particular need which has been identified across the school or to address priorities within the school development plan.

5.9 Dissemination of Findings

In line with the participatory design, the researcher plans to meet with the young people again, to discuss with them how they would like to share the findings, through for example, a workshop with college staff, or a poster. The researcher will invite the young people to be a part of this process but acknowledges that they may not want to participate at this stage. Following completion of the data collection stage, the participants were provided with a certificate of appreciation to thank them for sharing their ideas and experiences (see Appendix X).

The researcher plans to share the findings with EP colleagues through the continuing professional development (CDP) days that take place within the EP service. An executive summary of the findings will be shared across the EP team and with schools and colleges where applicable.

The researcher also plans to share an executive summary with the local virtual school. This could be helpful both in informing their understanding of how UCYP can be supported, and in sharing the information with foster carers. Collages might be a tool that foster parents can use as a creative process to build rapport with a young person, as a way of getting to know them and finding out about their likes and interests. The information may also be used by foster carers and

virtual school staff to consider how they may help UCYP to connect with faith, or ethnic communities, to support UCYP's acculturation and belonging within their new community.

The research findings will also be shared with peers within the university setting, at the UEL research conference which takes place in July and includes all three cohorts undertaking the doctorate course in Educational Psychology. Furthermore, the researcher recently joined the 'participatory approaches to research special interest group' (PARSIG) via UEL university, where the learning from undertaking participatory research, and using visual participatory methods can be shared. The researcher has a particular interest in using participatory approaches with CYP within EP practice.

Following the write up of this thesis, the researcher will consider the submission of findings for publication in one of the Educational Psychology journals.

5.10 Suggestions for Further Research

5.10.1 Exploring the views of UCYP within the mainstream school setting.

Whilst the findings of this research have important implications for practice across the school and college settings, this research could be extended to explore the views of UCYP within a mainstream primary or secondary school. Age, the mainstream curriculum versus the ESOL course, and the size of the classes, are all factors which potentially distinguish the experiences of UCYP within this research, to those attending a mainstream school. Although it should be noted that the current research was not selective with regards to participant age. Given the focus on the views of *unaccompanied* CYP, those who travelled on their own, were more likely to be of college age. In endeavouring to explore the views of UCYP within schools, this may be facilitated through commissioning work with the virtual school, who could support the

researcher in identifying unaccompanied young people in schools across the LA. This contact with the virtual school, is certainly where this research began (outlined in Chapter Three, section 3.6).

Whilst the findings represent a broader focus around UCYP's experiences across the education setting, UCYP's focus on teaching styles and approaches, and the impact on their sense of belonging and wellbeing, indicates that this may be an important area for further exploration. It is reasonable to suggest that mainstream teachers may have less experience of teaching UCYP, in comparison to ESOL teachers, and given the everchanging demographic of the school and classroom environment, this may provide an important contribution to the research around pedagogy for refugee children. The researcher's discovery of the dearth of available research in relation to the educational experiences of UCYP, may indicate that there is little research around UCYP's views in relation to teaching strategies and approaches that support their learning within the classroom. Although this would require a new literature search within which search terms are adapted.

5.10.2 Exploring whole school approaches that promote cultural diversity and belonging.

The researched emphasised notions of respect and acceptance that appeared to promote cultural diversity, coupled with key relationships which supported UCYP's sense of belonging. Whilst this appeared to be attributed to individual qualities, traits, and interactions, it is not clear whether organisational or whole-school factors (explicit or implicit) played a role. This is an important area to explore, both in relation to teacher's views on how cultural diversity and belonging is fostered within school, and UCYP's experiences of that. Video Enhanced Reflective Practice (VERP) could be a useful tool for reflecting on communication, attunement, and

interactions across the education setting, to consider what works and to enable education staff to become more consciously competent.

5.10.3 A longitudinal study.

The credibility of the findings could be enhanced through a longitudinal study within which the same methods are used to explore UCYP's experiences again at six-month and one-year intervals. This would provide information around UCYP's experiences across an academic year, producing richer data and a more comprehensive understanding of their experiences within the education setting and how best to support them.

5.10.4 Enhancing the participatory approach with UCYP.

Outside of the specific interests of the researcher, in order for the research to be truly meaningful for the young person, their wishes and hopes for the research should be established at the beginning of the research process. Whilst it might be idealistic and imprudent to expect that UCYP would initiate the research, this process could be facilitated by presenting a number of topics which might be important for UCYP to explore. From there, a topic and research question could be agreed. Consideration would need to be given to the young people's level of English, and whether an interpreter would be required. Again, this reiterates the conflict within participatory design when language is a barrier. Given all of the stages that need to be considered within participatory research, an extended timeline is required.

5.11 Research Conclusion

This research was set within the context of the refugee crisis, which highlighted the record high number of asylum-seeking children and young people travelling to the UK to escape religious persecution, violence, conflict, and human rights violations (UNHCR, 2019). This highlighted an important area for research, in relation to exploring the needs of asylum-seeking and refugee individuals and how they could be supported within their new communities. More specifically, previous research demonstrated the important role that schools could play in supporting refugee children and young people's resettlement experiences (Pastoor, 2015; Peterson et al., 2017).

A systematic literature review indicated that a large proportion of the research exploring the educational experiences of asylum-seeking and refugee CYP lacked the voice of CYP themselves. Furthermore, only two articles (from Norway and America) explored *unaccompanied* CYP's educational experiences from their perspective. Given the absence of a parent or relative in the lives of UCYP, and the research which demonstrated the prevalence of mental health difficulties amongst this group (Bean et al., 2007; Pastoor, 2015), this was considered a gap in the research which required further attention.

To address this gap, qualitative emancipatory and exploratory research was undertaken. The research employed visual participatory methods to support UCYP's access to the research and aimed to explore factors that contribute to UCYP's positive experiences within the education setting. The research found that for UCYP the education setting presented an environment within which they could meet a number of fundamental needs. It provided a secure base where they could meet their basic needs for food and shelter, and gain a sense of security, control and predictability. It presented as a setting where they could develop close connections with teachers

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and peers which was important for their sense of belonging and wellbeing. UCYP demonstrated a strong connection and commitment to the college setting, and this was demonstrated in the value they placed on accessing the facilities within college during their free time and on their day off. UCYP held high aspirations for themselves and their future, and placed importance on their education and speaking English, to enable them to reach their academic and career goals. Emphasis was also placed on the opportunity to engage in spiritual practice, which provided one young person with a connection to his home culture, and an opportunity to access a faith/cultural community within college.

The research provided a unique contribution through the novel methods that were employed (camera walking tours and collages) to enable UCYP to actively share their experiences, demonstrating the value of these methods in gaining the views of UCYP and in gaining valuable knowledge. A further novel component was the psychological interpretation of findings within the context of Maslow's hierarchy of needs (1943), attachment (Bowlby, 1969) and positive psychology, providing a unique contribution to our understanding of UCYP's educational experiences. Moreover, the findings contributed to the paucity of research surrounding the educational experiences of UCYP from their perspective.

The researcher reflected on the strengths and limitations in undertaking a participatory design and in conducting emancipatory research. Pragmatic and emancipatory aims (access, empowerment, the voice of the child) provided the rationale for the participatory design, and whilst participatory visual methods were valuable in supporting UCYP's access during the data collection stage, the researcher acknowledged the difficulties in undertaking a participatory design when language presents as a barrier. The researcher has reflected on ways in which the participatory approach could be enhanced with UCYP and conversely, how the participatory

approach might impose culturally biased ideas of participation (Kaukko, 2016) and may not be in line with the interests and wishes of UCYP.

Similarly, the researcher's reflection on power and Western privilege led to a new perspective around the extent to which emancipatory research can ever truly be emancipatory. In line with Daniel and Woodham's (2007) philosophy, in distinguishing a group who is in 'need' or may benefit from the support of the researcher who is from the dominant culture, this may serve to further subjugate participants and perpetuate oppression. In reflecting in this way, the researcher's critical thinking skills have developed, skills which will be valuable within the researcher's career as an Educational Psychologist.

This research has implications for EP practice. Given their positions within schools and colleges, EPs are well placed to support the needs and positive experiences of UCYP on an individual, group and organisational level. Relationships and cultural diversity were key themes that arose, which can be promoted through consultation and training with school staff. Furthermore, Educational Psychology as a profession values the voice of CYP, and the visual participatory methods provided useful ways in which CYP's views can be explored.

Critical thinking, participatory approaches, and promoting the views of CYP, are key skills and values that the researcher intends to take forward within the role of an EP.

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APPENDICES

APPENDIX A: SYSTEMATIC LITERATURE SEARCH TRAIL FOR ARTICLES RELATING TO EDUCATIONAL EXPERIENCES

Database	Academic Search Complete	PsycINFO
Search terms	DE "EDUCATION of refugees" AND unaccompanied DE "UNACCOMPANIED refugee children" AND "school"	DE "Refugees" AND unaccompanied AND "school experiences"
	British Education Index, Child Development and Adolescent Studies, Education Abstracts, Education Research Complete, ERIC, PsychARTICLES were all searched using search phrases above but provided no results.	
Limiters	Peer-reviewed articles English language	
Results	16	
Exclusion criteria	• Experiences of social care (e.g. foster home) • Focus on educational services within a reception centre • Unaccompanied immigrant children • Refugee children (who have travelled with their families) • Policy around the educational provision of UCYP • Perspectives of professionals working with UCYP	
Articles selected	2 Article titles: • Pastoor, L. de W. (2015). The mediational role of schools in supporting psychosocial transitions among unaccompanied young refugees upon resettlement in Norway. • Rana, M., Qin, D. B., Bates, L., Luster, T., & Saltarelli, A. (2011). Factors related to educational resilience among sudanese unaccompanied minors.	

'DE' is a field code which allows users to search for exact subject headings within the Subject Terms section on each database

APPENDIX B: LITERATURE INCLUSION AND EXCLUSION CRITERIA

Table 1

Inclusion and exclusion criteria for systematic literature review on educational experiences

Inclusion	Exclusion
Research focusing on experiences in an education setting	Research focusing on education in reception centre
Terms: unaccompanied asylum-seeking children, unaccompanied refugee children, unaccompanied children, unaccompanied minors, separated children, separated refugee children	Unaccompanied immigrant children Refugee children who have arrived with their parents
Peer-reviewed articles	Book reviews and guest editorials, unpublished theses, non-peer-reviewed journals
The voice of the child	Perspectives of professionals working with the young person
English language	Policy around the educational provision of UCYP.

Table 2

Inclusion and exclusion criteria for broader systematic literature review on resettlement experiences

Inclusion	Exclusion
Positive resettlement experiences within the community Protective factors that support resettlement	Pre-migration/migration experiences Experiences of the asylum system, care environments (e.g. foster care), mental health services A focus on experiences of trauma and mental health difficulties
Terms: unaccompanied asylum-seeking children, unaccompanied refugee children, unaccompanied children, unaccompanied minors, separated children, separated refugee children	Unaccompanied immigrant children Refugee children who have arrived with their parents
The voice of the child	Perspectives of professionals working with the young person
English language	Book reviews and guest editorials, unpublished theses, non-peer-reviewed journals

APPENDIX C: SYSTEMATIC LITERATURE SEARCH TRAIL FOR ARTICLES RELATING TO RESETTLEMENT EXPERIENCES

Database	Child Development and Adolescent Studies
Search term	(ZU "REFUGEE children" AND unaccompanied)
Limiters	Peer-reviewed English language
Results	17
Articles selected	3 Article titles: • Wells, K. (2011). The strength of weak ties: the social networks of young separated asylum seekers and refugees in London • Sutton, V., Robbins, I., Senior, S., & Gordon, S. (2006). A qualitative study exploring refugee minors' personal accounts of post-traumatic growth and positive change processes in adapting to life in the UK • Mels, C., Derluyn, E., & Broekaert, E. (2008). Social support in unaccompanied asylum-seeking boys: a case study
Database	ERIC
Search term*	DE "Refugees" AND unaccompanied AND children
Limiters	Peer-reviewed English language
Results	23
Articles selected	1 Article title: • Luster, T., Qin, D., Bates, L., Rana, M., & Lee., J. A. (2010). Successful Adaptation among Sudanese Unaccompanied Minors: Perspectives of Youth and Foster Parents
Database	PsychINFO
Search term	DE "Refugees" AND unaccompanied AND children
Limiters	Peer-reviewed English language
Results	133
Articles selected	5 Article titles: • Thommessen, S. A. O., Corcoran, P., & Todd, B. K. (2015). Experiences of arriving to Sweden as an unaccompanied asylum-seeking minor Fr om Afghanistan: An interpretative phenomenological analysis • Thommessen, S. A. O., Corcoran, P., & Todd, B. K. (2017). Voices rarely heard: Personal construct assessments of Sub-Saharan unaccompanied asylum-seeking and refugee youth in England • Oppedal, B., & Idsoe, T. (2015). The role of social support in the acculturation and mental health of unaccompanied minor asylum seekers

	• Majumder, P. (2016). 'Inoculated in pain': Examining resilience in refugee children in an attempt to elicit possible underlying psychological and ecological drivers of migration • Qin, D. B., Saltarelli, A., Rana, M., Bates, L., Lee, J. A., & Johnson, D. J. (2015). "My culture helps me make good decisions": Cultural adaptation of Sudanese refugee emerging adults
Database	PsychARTICLES
Search term	DE "Refugees" AND unaccompanied AND children
Limiters	Peer-reviewed
Results	5
Articles selected	*Thommessen, S. A. O., Corcoran, P., & Todd, B. K. (2015). Experiences of arriving to Sweden as an unaccompanied asylum-seeking minor From Afghanistan: An interpretative phenomenological analysis – Found in previous search.
Other databases searched	British Education Index and Education Abstract were searched using the same search term (DE "refugee children" AND unaccompanied), however they provided no relevant articles which met the inclusion and exclusion criteria (Appendix B)

'DE' and 'ZU' are field codes which allow users to search for exact subject headings within the Subject Terms section on each database

*Article already found in previous search.

APPENDIX D: SYSTEMATIC LITERATURE REVIEW TABLE

Tables 1 and 2 provide details of the 11 articles included in the systematic literature review. Table 1 includes 9 articles concerning the broader resettlement experiences of UCYP, and the articles are presented under the main themes set out in the literature review. Table 2 presents 2 articles surrounding the educational experiences of UCYP.

Table 1

Literature relating to the resettlement experiences of UCYP in the host country

Theme	Title and author	Theoretical and conceptual orientation	Research purpose/aims	Design and methodology	Findings	Critical appraisal
Social community	Mels, C., Derluyn, I., & Broekaert, E. (2008). Social support in unaccompanied asylum-seeking boys: a case study.	They draw on the 'buffering' and 'main effects' model to explain the relationship between social support and well-being (Cohen, 1992). 'Buffering' model asserts that social support protects individuals from the detrimental effects of stressful events. The 'main effect' model asserts that social support provides positive experiences, stability and a	To explore the perspectives of UASC in Belgium, on different types of social support and those who provide the support ('actors').	Case study design involving 12 UASC (boys) with ages ranging from 15 to 18 years with mean of 326 days since their arrival in Belgium. Mixed methods: Quantitative measure – instrument containing three concentric circles depicting life systems of UASC, to measure self-report evaluation of quality of 'perceived' social support and quantity (no. of	The asylum centre provided the largest quantity and highest quality of social support. Asylum centre staff were regarded as the most supportive. School and leisure time were valued as sources of social companionship, however within both domains this was characterised by a disproportionate number of peers from the same or similar ethnic groups. UASC commented on the barriers to meeting	The research focus is relevant given the significant disruption and loss of social support from UASC's important life systems such as family. The research offers recommendations which have clear links to the research findings. Employs a useful social support instrument to determine the quality and quantity of social support impacting on the reliability of findings. Thematic analysis undertaken, however not clear what themes were drawn from the data as

			people providing support).	Belgian peers within school.	the findings we presented under sections pertaining to the four life systems which were pre-determined.
	sense of self-worth impacting positively on an individual's wellbeing.

Social support | | Life systems = Family, school, friends (leisure time) and asylum centre.

Qualitative – semi-structured interviews.

Thematic analysis conducted for qualitative data. | Unsurprisingly the family system provided little source of support. | The nature of the case study design with a relatively small number of participants impacts on the extent to which the findings can be generalized outside of this context. The case study design is also susceptible to researcher bias. The researchers have not outlined if or how they attempted to address this.

The participants were all males; therefore, findings may be gender-specific. Other research (Wells, 2011) has demonstrated that girls accessed social support in different ways. |
| | Oppedal, B., & Idsoe, T. (2015). The role of social support in the acculturation and mental health of | 'Main effects' hypothesis (Cohen, 1992)

Acculturation | To explore the extent to which UASC perceive family networks from home countries and peer | Quantitative methodology using a cross-sectional design involving 948 participants with a | UCYP who had contact with their family abroad, reported a higher level of social support and lower | Cronbah's Alpha for the social support measures were 0.83, 0.80 and 0.82 and for the culture competence measures was 0.85 and 0.80 |

	unaccompanied minor asylum seekers.	Psychological adjustment Mental health Social support Bronfenbrenner (1994) eco-systemic theory	networks from the host country as supportive. To address the lack of understanding around psychosocial resources that may promote UASC's psychological adjustment during resettlement.	mean age of 18.61 years and a mean length of 3.45 years of stay in Norway. 82.4% of participants were male, of those 51% originated from Afghanistan, 12% from Somalia, 7% from Iraq and 6% from Sri Lanka, the remaining 24% of participants from 30 different countries. Questionnaires involving Likert Scales were used to measure: - Social support (family, co-ethnic friends, Norwegian friends). - Cultural competence (Host and Heritage Culture Competence Scale for Adolescents). Other measures were:	levels of depression, in comparison to those participants not in contact with their family. Social support from family abroad and co-ethnic friends strengthened heritage culture competence and social support from Norwegian friends strengthened host culture competence. Social support has a direct impact on positive mental health and an indirect impact through increasing cultural competence which enable the young people to manage discrimination. UCYP engaged in adaptation processes such as re-developing supportive networks and cultural competence.	indicating that the measures have good reliability. Regarding the cross-sectional design, data were gathered at one single point in time, making it difficult to establish causal relationships.

				- Depression, - Impact of war-related traumatic events (IWRTE) - Perceived discrimination - Length of stay 53 participants were subsequently excluded due to missing values, leaving N = 895. Cronbach's Alpha was used to test reliability of the Likert Scales used to measure social support and culture competence.		
	Thommessen, S. A. O. T., Corcoran, P., & Todd, B. K. (2017). Voices rarely heard: Personal construct assessments of Sub-Saharan unaccompanied asylum-seeking and refugee youth in England.	Personal Construct Theory	The aims of the study were to: - Provide qualitative findings about unaccompanied minors' experiences of their social situation in the host country – the UK. - Contribute to the current understanding	Qualitative research design Participants were recruited from an organisation that offers therapy to asylum-seeking and refugee individuals. They included five males and one female, aged	Findings from phase 1: five out of six participants highlighted the importance of trust and people who provided emotional support. Phase 3: The number of constructs produced in phase 3 was	Clear explanation and justification of the data collection method used. The PCT methodology provided a more direct approach to exploring meaning-making and therefore, required less interpretation from the researcher in comparison to undertaking interviews.

| | | | around how best to support unaccompanied young people in England and other European countries.

- To further understanding on positive development and integration as well as risk factors and challenges. | between 18 and 28 years old.

Data was gathered through three phases:
Phase 1: PCT assessment with individual participants around important people (elements).

Phase 2: Group sessions with all participants in which they were encouraged to discuss and share resources, strengths, coping strategies with one another.

Phase 3: Final PCT assessment following same procedure as phase 1.

Individual and group sessions were audio-recorded and transcribed and data was analysed | almost double that in phase 1. Participants constructs after group sessions focused on gaining courage and support from others and how that made them feel less alone and understood.

The researchers suggest that group sessions may have led to increased reflections on past and current social connectedness and support.

Findings from thematic analysis: Three superordinate themes were developed
1) Social support as a means for hope.
2) Living a double life, social vulnerability and fear of rejection. | Two additional researchers were recruited for the data analysis, increasing trustworthiness/credibility of the findings (Hannes, 2011).

Themes were developed and discussed between three researchers, demonstrating triangulation and increasing credibility of the data (Hannes, 2011).

Within the first phase, using PCT approach, the participant were asked to talk about personal people in their life, because previous research had outlined the important of personal relationships, however this therefore was research led. There may have been other constructs that were more important to the young person's adjustment, therefore impact on the degree of confirmability of the findings (Hannes, 2011). |

| | | | | using thematic analysis. | 3) Looking ahead – hopes versus despair.

Discussion of findings: Social support and social connectedness were emphasised, this is in line with previous research. | Participants were recruited from an organisation which offers therapy to asylum-seeking and refugee individuals findings therefore may not be representative of unaccompanied refugee young people who have not accessed this support and those in different contexts, therefore impacting on the transferability of the data (Hannes, 2011).

Due to some participants' difficulties with holding three elements in mind, some were asked to compare two elements, the PCT procedure therefore was not standardised. However, the adjustment to suit individual needs is also a strength of the study and supports the credibility of the data. |
| | Wells, K. (2011). The strength of weak ties: the social networks of | Social network analysis | To explore the social networks of UCYP in London, in relation to | Qualitative study involving eight participants (two | Physical spaces such as internet cafes, churches, mosques, theatre groups, | Social networks are a useful concept to explore the experiences of UCYP, given the research which |

	young separated asylum seekers and refugees in London	Social capital theory	material and affective dimensions	girls and four boys) A photo-elicitation method was adopted within which participants were provided with mobile phones with a camera facility and asked to take photographs of the places they visited during a typical week. Data was collected over a 12-month period, with participants being recruited at different stages throughout this period. Semi-structured interviews took place, within which participants were asked to elaborate on the photographs they had taken.	school, language classes and the Refugee Council were important locations for developing networks. These social networks provided opportunities to access material support, regarded by the author as 'weak ties'. The research outlines the importance in 'formal' ties or 'weak' ties in connecting UCYP to material and cultural resources. There were differences between how boys and girls access and use their social networks. For girls, the social network provided a space to talk (a therapeutic space) and they sought dyadic friendships, whereas boys tended	outlines the importance of networks in promoting well-being and resilience amongst separated refugees. Triangulation of data collection methods supporting credibility of findings. Photo elicitation method provided the UCYP with a greater opportunity to guide the focus of the study, then would be the case within interviews which have an interview schedule. The data collection method provided rich data around UCYP's experiences, however, the findings cannot be extended to all UCYP. Persistent observation, prolonged engagement supports credibility of findings

| | | | | Participants were interviewed between four to six times over a two to three-month period.

Data was also gathered from interviews with staff at the Refugee Council, and a refugee support organisation in East London, and weekly observations at a social event at the Refugee Council and at another refugee support organisation. | to use the networks to engage in group activities. In line with previous research on boys and girls networks.

Boys more likely to access online social networks then girls. | |
|---|---|---|---|---|---|---|
| Adaptation/ Positive change | Qin, D. B., Saltarelli, A., Rana, M., Bates, L., Lee, J. A., & Johnson, D. J. (2015). "My culture helps me make good decisions": Cultural adaptation of | Acculturation

Adaptation and assimilation

Biculturalism

Phenomenology | To understand the lived experience of UCYP from Sudan living in the United States from a cultural perspective.

To examine the adaptation patterns of UCYP who have resettled in the United States during adolescence following | Qualitative design which semi-structured interviews were conducted with 19 UCYP from Sudan ranging in age from 18 to 26 years old (M = 22 years), 17 male and two female. | The following four themes were outlined by participants as factors that helped them to adapt:

1) Staying connected to home and preserving their culture. | The findings relate only to those young people who agreed to take part in the interviews, they cannot be transferred to all Sudanese UCYP living in the U.S. However, this is not the aim of qualitative research and the phenomenological approach which seeks to |

Sudanese refugee emerging adults.		prolonged periods of physical and psychological trauma, in the absence of their parents. Part of a larger research project on Sudanese 'Lost Boys' which focuses on risk, resilience and adaptation to host culture.	Adopted a phenomenological inquiry approach aimed at describing and understanding human experience. Data analysed using thematic analysis.	2) Making good choices and not becoming too Americanized. 3) Accomodating to the U.S culture. 4) Engaging in a process outlined by the researchers as cultural appropriation. Under theme one: - 'Immigrant optimism'; comparing their circumstances in the host country with those within their country of origin, enables them to remain positive. - Maintaining faith.	provide rich, thick descriptions of participants unique experiences. Clear and robust data analysis procedure (audit trails). Themes that could not be supported via direct quotes and thick descriptions were excluded, impacting on the credibility of the data (Hannes, 2011). Clear consideration around the researcher bias, and importance of reflexivity. Clear links between research findings and implications of research. Participants views and standards were used to distinguish between 'well-adapted' and 'less well-adapted' young people.
Luster, T., Qin, D., Bates, L., Rana, M., & Lee, J. A. (2010). Successful adaptation among	Adaptation Resilience Phenomenology	Research question: What factors contribute to individual differences in adaptation among Sudanese	*Participants and data collection procedure are as above.	Perspective on success: -Education and working – to help others back home.	Those who agreed to participate, were likely to have made more positive adaptations (many young people who were invited to participate had lost

| | Sudanese unaccompanied minors: Perspectives of youth and foster parents. | | unaccompanied minors following resettlement?

To explore the factors contributing to individual differences in positive adjustment amongst UCYP, from the perspectives of young people and foster parents.

As described above, this is part of a larger research project on Sudanese 'Lost Boys' which focuses on risk, resilience and adaptation to host culture. | The interviews were divided into three parts all with a slightly different focus, which form the findings of each separate article.

A three-step coding procedure was used to analyse the data: open, axial and selective coding (Strauss and Corbin, 1990). | -Adopting parts of the American culture and avoiding distractions (alcohol). -Becoming transnational citizens.

Perspectives on individual differences in adaptation: -Being focused on education. -Religion. -Making good choices (avoiding distractions). -Persistence. -Being optimistic.

Relationships: -Foster parents played an important role in providing instrumental and emotional support. -Peers from host countries supported adjustment through providing advice and introducing them to wider network of friends. | contact with their foster parents or were experiencing mental health difficulties), and therefore does not represent the experiences of entire population of Sudanese young people living in the U.S. Clear and robust data analysis procedure.

Participants responses around success were used to define success and to distinguish between 'successful' and 'unsuccessful' young people, impacting on the credibility of the data (Hannes, 2011).

The story of the 'Lost Boys' from Sudan received attention from the media, and the young people were well received by the community, their experiences may differ therefore, from UCYP who have not received this media coverage.

Findings not linked to implications for research. |

					Resources and opportunities: Beside foster parents, the agency providing the refugee foster care programme was regarded as the most significant source of support. -Mental health services were also important for two young people. Culture: Those adopting the 'best' parts from Sudanese and American culture regarded as most successful.	
	Sutton, V., Robbins, I., Senior, V., & Gordon, S. (2006). A qualitative study exploring refugee minors' personal accounts of post-traumatic growth and positive change process in adapting to life in the UK.	Interpretative phenomenological analysis (IPA) Positive change	To explore the process of growth and positive change of UCYP in the UK, following trauma.	A qualitative design within which semi-structured interviews were undertaken with eight UCYP. Data was analysed using IPA.	Themes were grouped under four superordinate themes: 1) The impact of trauma 1.1. A search for meaning 1.2. Dislocation and loss 2) Variables influencing the	Clear data analysis procedure. Trainee psychologists recruited to support verification of identified themes supporting the dependability of the data (Hannes, 2011). The first author acknowledges the impact that her own beliefs and experiences may have on

					process of change	the interpretative process and is clear about the process of reflexivity adopted.
					2.1. Social support	
					2.2. Activity	
					2.3. Religion	
						Phenomenological approach acknowledges the unique experiences of UCYP.
					3) Positive outcomes	
					3.1. Positive changes in self-perception	
					3.2. Desire to live a purposeful life	
					4) Dissonance	
					4.1. Co-existence of ongoing distress and positive changes	
					4.2. Mismatch between internal feeling state and external presentation	
	Majumder, P. (2016). 'Inoculated pain': examining resilience in refugee children in an attempt to elicit possible	Resilience	Research question: What are the perceived resilience factors that can lead to better psychological coping and mental health outcomes in	Qualitative design within which 15 UCYP and 15 carers participated in semi-structured interviews. The sample was drawn from referrals to a	Five themes were identified: 1) Family background as resilience factor (although appears to have	Data was analysed by two independent researchers supporting the dependability of the data (Hannes, 2011).

| | | underlying psychological and ecological drivers of migration | unaccompanied refugee minors?

To explore the mechanisms underlying UCYP's resilience towards adversity. | mental health service within a local authority in England.

Participants originated from Afghanistan, Iran, Somalia, and Eritrea.

Interviews were audio-recorded and transcribed. Data was analysed by two independent researchers using thematic analysis.

Data collection continued until thematic saturation was reached (O'Reilly & Parker, 2013). | emerged from interviews with carers – interested in young people's views)
2) Faith helping to build resilience
3) Experience of adversity as resilience factor
4) Hope as resilience factor
5) Growing up as resilience | Findings set within the context of previous research.

Implications of findings for supporting UCYP were outlined.

Themes linked to research question. The author links findings to a possible theory around human migration.

Thematic saturation ensured that no potential theme was missed, however, the focus on looking for themes across participants and carers overlooks UCYP's individual experiences. Given that participants originated from different countries and are likely to have diverse experiences, important insights may have been missed. |
| Thommessen, S. A. O., Corcoran, P., & Todd, B. K. (2015). Experiences of arriving to Sweden as an Unaccompanied | Interpretative phenomenological analysis (IPA) | Research question: How do unaccompanied refugee minors experience arriving to the Swedish host-society and what do they find particularly helpful and | Semi-structured interviews were conducted with six young refugees between the ages of 18 and 19, who had arrived in Sweden between | The researchers identified the following themes:
1) 'From Danger to Safety': four out of six participants reported that | Emancipatory research; providing these young people with an opportunity to tell their stories and have their voice heard. |

	Asylum-Seeking Minor from Afghanistan: An Interpretative Phenomenological Analysis:		challenging after their arrival. The aims of the study were to: a) Explore the ways in which male unaccompanied young refugees from Afghanistan experienced arriving to the Swedish host-society. b) How they perceived the available support upon arrival and which support systems they experienced as most helpful within the initial months in the host country. c) To provide this group of unaccompanied youth with a voice.	the ages of 15 and 16 years, to explore the perceived risks and protective factors in the initial months and years in the host-country. Data analysed using IPA	they had been met with kindness and friendliness on their arrival and this had helped them to feel safe. 2) 'Living in Limbo': All six respondents highlighted their wait for the outcome of their asylum application as a source of significant anxiety and stress during the initial months of their arrival. 3) 'Guidance and Social Support': Five of Six participants emphasised the importance of social support such as friendships with other young people who had been subject to similar experiences and	Systematic data analysis increasing dependability of the data (whether the process of research is logical, traceable, particularly around methods chosen and decisions made by researchers; Hannes, K., 2011) IPA provides an effective approach to understanding the lived experiences of participants which was in line with the aims of the research. Transcripts were translated twice: from Dari to Danish and then from Danish to English; there is a risk that some vital components of the transcript were missed or overlooked impacting on the accuracy of the data. Furthermore, it relied on the researchers' language competency. However, this was necessary in order to allow the participants to provide their views/discuss their experiences in their first

					Findings	Critical appraisal
					support from staff, outlining a protective factor. 4) Striving to Fit In and Move Forward': Three of the six participants emphasized their eagerness to fit it to their new society, and adapt to and adopt the norms. They demonstrated an awareness of the opportunities that they may be presented with, such as education and work.	language arguably contributing to the accuracy and the credibility of the data (Hannes, 2011). The findings provide interpretations of the participants responses, and therefore may differ from the interpretations of another researcher. It does not appear, or at least is not stated whether the researchers engaged in the process of reflexivity to address any biases that they may have brought to the data analysis.

Table 2

Literature relating to the educational experiences of UCYP in the host country

Theme	Title and author	Theoretical and conceptual orientation	Research purpose/aims	Design and methodology	Findings	Critical appraisal
Educational experiences	Rana, M., Qin, D. B., Bates, L., Luster, T. & Saltarelli, A.,	Draws on an educational resilience framework	To explore the factors contributing to the educational resilience of Sudanese UCYP	Qualitative research design within which 19 Sudanese refugees who had	All 19 participants reported that they came to the host country with	Addresses a gap in the literature; claims to be the first study to explore the educational resilience of

	(2011). Factors related to educational resilience among Sudanese unaccompanied minors.		who had experienced extreme trauma and adversities before being placed with foster families in the United States. Research questions: What were the goals of Sudanese unaccompanied minors when they came to the states? What educational risk factors did they face in the United States? What protective factors contributed to the educational resilience in this group? Part of a larger research project on Sudanese 'Lost Boys' which focuses on risk, resilience and adaptation to host culture.	been placed in a foster care programme for unaccompanied minors, participated in semi-structured, retrospective interviews (mean age = 15 at time of resettlement). All were adults at the time of interview (18 to 26 years). 20 parents from 15 families, were also interviewed. Data was analysed using thematic analysis and employing a three-step coding procedure.	"education" as their primary goal. Relationships with foster parents, teachers/school staff and peers were highly important for the unaccompanied young people in overcoming the challenges pertaining to educational attainment. Participation in sporting activities supported the development of friendship with their peers and overall their school adjustment. Educational progress was also influenced by personal characteristics such as motivation to succeed, focus on goals, optimism, hard work, educational ability,	unaccompanied refugee minors. Participants came from a range of foster families to provide a sample of UCYP who were exposed to diverse circumstances and experiences. Clear and robust audit trail. The researchers used member checks to support dependability of the data. The findings are in line with another study on educational resilience (Wang, Haertel, & Walberg, 1994) which found that parents, teachers, positive interactions between parents and teachers, and community resources support resilience in inner city children. However, not related specifically to unaccompanied children. The retrospective design relied on the participants' memories and their ability

| | | | | | resourcefulness, biculturalism and persistence.

Their prior educational experiences in their host country provided them with a 'dual frame of reference'; they appreciated the opportunities for social mobility, a good job and supporting their family back home, that education in the US could bring. | to recall their experiences. This has implications for the credibility of the data (Hannes, 2011).

Highly selective sample which included only those young people who were regarded as doing well and those living with foster parents.This has implications for the transferability of the data (Hannes, 2011).

The retrospective design presented as a barrier to gathering information from school teachers which will have supported triangulation of data.

The researchers provide clear implications of research findings. |
| | de Wal Pastoor, L. (2015). The mediational role of schools in supporting psychosocial transitions among unaccompanied young refugees upon resettlement in Norway. | Sociocultural and ecological approach entailing a holistic developmental perspective. | To explore the role of schools in supporting UCYP through significant psychosocial transitions during resettlement such as socialisation, integration and rehabilitation. | Qualitative, ethnographically oriented, case study design within five schools.

Drew on semi-structured interviews with 40 UCYP between the ages of 16 and 23 | Teachers and classmates can play an important role in supporting UCYPs integration into the new society.

Many UCYP outlined the need for a parent figure; someone who could | Data was collected through a number of sources (refugee students, school staff, fieldnotes) and through two data collection methods (interviews, participant observation) allowing triangulation of data and therefore credibility of the data. |

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				years (32 male, 8 female) and 25 professionals employed within the school (teachers, school counsellors and heads of department).	provide emotional support and guidance.	Procedural recruitment was used to develop reciprocal trust between researchers and participants.
					Many young people expressed an appreciation for the opportunity to attend school. They also appreciated the social aspect of this.	Clear theoretical framework.
				Participants originated from Afghanistan (24), Somalia (6), Eritrea (2), Ethiopia (2), Iraq (2), Iran (1), Chechnya (1), Nigeria, (1), Zimbabwe (1)	Some were experiencing mental health difficulties, but teachers had difficulty in noticing, understanding or supporting these difficulties. There were no effective systems in place to monitor mental health and psychosocial difficulties.	An explicit interpretive framework was used to analyse the data which fit with the critical, theoretically oriented study however, findings will be shaped by the researcher's focus, and therefore important insights may have been overlooked.
				Draws on data from the FUS project (2010-2015). Therefore, secondary data analysis.		Secondary data analysis. Research therefore, may not be aligned to the researcher's specific research question, and the researcher has no control over what is contained in the data set.
					The researcher suggests the need to redefine the role of the teacher, which goes beyond 'teaching' and	The sample of municipal education authorities was not randomly selected, therefore the school experiences of the refugee

| | | | | | includes counsellor and mentor; being a key adult. | students in this study may not be representative of the school experiences of the overall population of unaccompanied young refugees in Norway.

Because of the focus on school experiences, all the unaccompanied refugees in the sample were attending school. Those not attending, or who had dropped out of school may have been experiencing even greater challenge. |
|---|---|---|---|---|---|---|

APPENDIX E: PROMPT SHEET FOR CAMERA WALKING TOUR

1. Can you give me a tour of the college and show me your favourite places in college?

2. Why is this your favourite place? What do you do here?

3. Who are you with in this favourite place? How have these relationships helped you?

4. How do you feel when you are in this place in college?

5. What has helped you to feel happy in college? (Where are you? What are you doing? Who is with you? How have these relationships helped you?)

6. Who has helped you in college? How have they helped you?

7. Do you have a favourite classroom/lesson? What happens in this classroom? Why is it your favourite lesson?

8. Where do you like to go in college when you are not in lesson? What do you do here? Who is with you? How have these relationships helped you?

APPENDIX F: INFORMATION SHEET FOR THE EDUCATION SETTING

INFORMATION SHEET FOR EDUCATION SETTING

Research Title:

An emancipatory study exploring the educational experiences of unaccompanied children and young people

What is the research and why is it important?

- Research has shown that school and educational settings can present as vital sites for the integration of asylum-seeking and refugee children into their new communities.
- Whilst there is some research around refugee children's experiences of school, few studies have asked the views of the young people themselves.
- Furthermore, little research has focused specifically on the educational experiences of **unaccompanied** refugee and asylum-seeking young people. It is well documented that the prevalence of mental health difficulties among unaccompanied young people is much greater than for those of children who are accompanied by parents or relatives.
- Therefore, I would like to provide unaccompanied children and young people with the opportunity to share their views and have their voice heard, and to find out from them 'what works well' in supporting them within the educational setting.
- I hope that the valuable information that they share, can be used to help us to think about how best to support them within this setting

The Researcher:

I am Parisa Farrugia, I am Trainee on the Doctoral course in Educational and Child Psychology at the University of East London. I am also working at :   as a Trainee Educational and Child Psychologist.

I am very interested in exploring the views of unaccompanied young people in relation to their educational experiences.

Who are the participants?

I am interested in speaking to:

- Asylum-seeking and refugee children and young people between the ages of 14 and 25, who have travelled to the UK unaccompanied.
- Unaccompanied young people who are attending school or a further education setting.

What will the research involve?

1. If you agree to participate in this research, you will be asked to identify young people who meet the participant criteria and to send information sheets and consent forms to the adults with parental responsibility.
2. The young people will be invited to meet with me to provide them with the opportunity to ask any questions and to plan with them how they would like to express their views (through a camera walking tour, video diaries, collages or other).
3. Informed consent will be sought from the participants prior to the meeting starting. If an interpreter is deemed appropriate for the meeting, I will endeavour to arrange this.
4. I will arrange a time to visit the young people to gather their views.
5. Data will be analysed and I will seek the young people's participation in this process.
6. I will meet with the young people to discuss how they would like the findings to be disseminated.

Confidentiality

- Data will be anonymised and participants will be given a pseudonym to protect their identity.
- All data including video recordings and photographs will be securely stored and will be destroyed after the research has been completed, this will be in approximately April 2020.
- The information provided will remain confidential, unless the young person discloses any information which suggests that he/she or others are at risk of harm, in which case I will need to pass the information on to the appropriate adult

Supervision and ethical approval
Ethical approval has been granted by the University Research Ethics Committee at the University of East London.

What should I do now?
If you have any questions, please feel free to contact me on   or email u1724878@uel.ac.uk. If you are happy for the school/college to participate, please return the attached consent form to me via email or post.

Disclaimer
You are not obliged to take part in this study and are free to withdraw at any time. Should you choose to withdraw from the programme you are able to do so without being placed at a disadvantage and without obligation to give a reason.

Thank you for your time.

Parisa Farrugia

APPENDIX G: CONSENT FORM FOR EDUCATION SETTING

CONSENT FORM FOR EDUCATION SETTING

Research Title:

An emancipatory study exploring the educational experiences of unaccompanied children and young people

If you would like to take part, please read the following terms and sign below:

- I have read and understood the attached information sheet about the research being

  undertaken by Parisa Farrugia.

- I have had the opportunity to ask any questions.

- I understand that I am free to withdraw the school from the research at any time without being

  placed at a disadvantage and without obligation to give a reason.

- I understand that the data will remain confidential and I agree that data will be destroyed after

  the research has been completed, this will be in approximately April 2020.

- I understand that the information gathered will be written up into a report and that findings

  may be shared through other sources such as a presentation to inform practice.

- I give my consent for the school to participate in the study.

Name:_____

Signature:_____

Date:_____

APPENDIX H: INFORMATION SHEET FOR YOUNG PERSON

An emancipatory study of the educational experiences of unaccompanied children and young people.

Who am I?

I am Parisa. I am a Trainee Educational and Child Psychologist and I study at the University of East London. I often work with young people to find out what helps them in school.

Why am I doing this research?

I would like to meet with young people who have travelled to the UK without their family due to difficulties in their country. I would like to learn about your experiences of school or college and what you have found helpful.

I hope that with your help we can think about how other young people like you may be helped in the future.

What will you be asked to do?

- I would like to meet with you and other young people so that you can ask questions.
- We will have a chat about the different ways you could tell me about your views of school for example, through video diaries, making collages or taking photos (please see picture sheet below).
- Next, I will visit you again at your school or college so that you can share your views.
- At a later date, I would like to meet with you to talk about the findings and to check that I have understood what you have shared with me.
- It would be great if we could share this information with school staff.
- You may decide that you would just like to share your views on school or college with me, and you would not like to take part in the rest of the activities and that is okay too.

An emancipatory study of the educational experiences of unaccompanied children and young people.
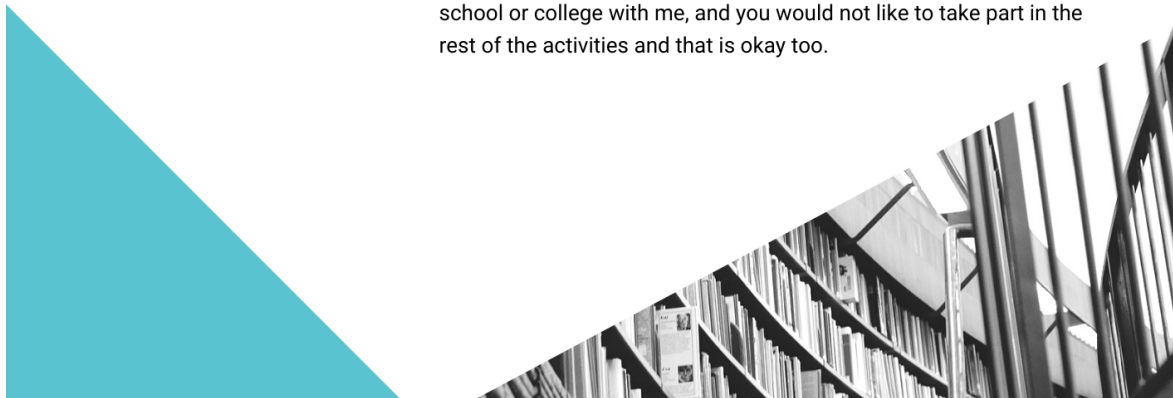
What will happen with the information you tell me?

- I will write a report about what we have learnt from your experiences, I will not use your real name, so people will not know that it is you that provided the information.
- The information you provide is confidential, this means that it is private between you and me, but if you tell me something which makes me think that you or any other person is in danger, I will need to tell somebody else.

Do you have to take part?

No. It is your choice, and even if you say 'yes' you can drop out at any time without having to give a reason. You can also ask me not to use the information you have provided, but this will need to be before the point of data analysis. In this case the data will be destroyed. If you are interested in taking part, I will ask you to sign a consent form at the beginning of our first meeting.

If you have any questions, please email me at u1724878@uel.ac.uk.

Thank you for your time!

Parisa Farrugia

An emancipatory study of the educational experiences of unaccompanied children and young people.

UEL
University of East London

Meet with me and ask any questions you may have...
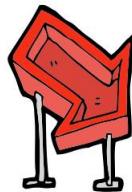
Share your views and experiences through your preferred choices...

CLICK
POLAROID CAMERA

I would like to meet with you so that we can talk about the findings...

It would be great if we could share the information with teachers and other school staff!

REPORT

I will write a report about what we have learnt.
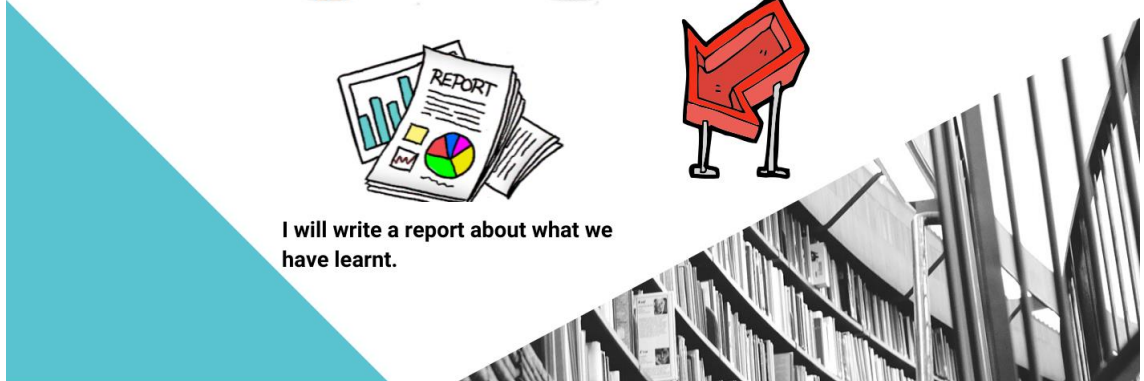
APPENDIX I: INFORMATION SHEET FOR CORPORARE PARENTS

INFORMATION SHEET FOR CORPORATE PARENTS

UEL
University of
East London

Research Title:

An emancipatory study exploring the educational experiences of unaccompanied children and young people

What is the research and why is it important?

- Research has shown that school and educational settings can present as vital sites for the integration of asylum-seeking and refugee children into their new communities.
- Whilst there is some research around refugee children's experiences of school, few studies have asked the views of the young people themselves.
- Furthermore, little research has focused specifically on the educational experiences of **unaccompanied** refugee and asylum-seeking young people. It is well documented that the prevalence of mental health difficulties among unaccompanied young people is much greater than for those of children who are accompanied by parents or relatives.
- Therefore, I would like to provide unaccompanied children and young people with the opportunity to share their views and have their voice heard, and to find out from them 'what works well' in supporting them within the educational setting.
- I hope that the valuable information that they share, can be used to help us to think about how best to support them within this setting

The Researcher:

I am Parisa Farrugia, I am Trainee on the Doctoral course in Educational and Child Psychology at the University of East London. I am also working at   as a Trainee Educational and Child Psychologist.

I am very interested in exploring the views of unaccompanied young people in relation to their educational experiences.

Who are the participants?

I am interested in speaking to:

- Asylum-seeking and refugee children and young people between the ages of 14 and 25, who have travelled to the UK unaccompanied.
- Unaccompanied young people who are attending school or a further education setting.

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What will the research involve?

1.The young people will be invited to meet with me to provide them with the opportunity to ask any questions and to plan with them how they would like to express their views (through a camera walking tour, video diaries, collages or other)..
2. Informed consent will be sought from the participants prior to the meeting starting. If an interpreter is deemed appropriate for the meeting, I will endeavour to arrange this.
3. I will arrange a time to visit the young person to gather their views across a few sessions.
4. Data will be analysed and I will seek the young person's participation in this process.
5. I will meet with the young person to discuss how they would like the findings to be disseminated.

Confidentiality

- Data will be anonymised and participants will be given a pseudonym to protect their identity.
- All data including video recordings and photographs will be securely stored and will be destroyed after the research has been completed, this will be in approximately April 2020.
- The information provided will remain confidential, unless the young person discloses any information which suggests that he/she or others are at risk of harm, in which case I will need to pass the information on to the appropriate adult

Supervision and ethical approval

Ethical approval has been granted by the University Research Ethics Committee at the University of East London.

What should I do now?

If you have any questions, please feel free to email me at u1724878@uel.ac.uk. If you are happy for the young person to participate, please return the attached consent form to me via email or post.

Disclaimer

The young person will be free to withdraw themselves from the research at any time, without obligation to provide a reason. They can also withdraw the information they have provided up until the point of data analysis, in which case the information will be destroyed.

Thank you for your time.

Parisa Farrugia

APPENDIX J: CONSENT FORM FOR CORPORATE PARENTS

CONSENT FORM FOR CORPORATE PARENTS

Research Title:

An emancipatory study exploring the educational experiences of unaccompanied children and young people

If you would like to take part, please read the following terms and sign below:

- I have read and understood the attached information sheet about the research being undertaken by Parisa Farrugia.

- I have had the opportunity to ask any questions.

- I understand that the young person is free to withdraw at any time, and he/she can withdraw the information they provide up until the point of data analysis, in which case the information will be destroyed.

- I understand that the data will remain confidential and I agree that data will be destroyed after the research has been completed, this will be in approximately April 2020.

- I understand that the information gathered will be written up into a report and that findings may be shared through other sources such as a presentation to inform practice.

- I give my consent for the young person to participate in the study.

Name:_____

Signature:_____

Date:_____

APPENDIX K: CONSENT FORM FOR YOUNG PERSON

YOUNG PERSON CONSENT FORM

UEL
University of East London

Research title:

An emancipatory study exploring the educational experiences of unaccompanied children and young people.

If you would like to take part in this study, please read the sentences below and circle which ones apply to you.

1. I have read and understood the information sheet about the research being carried out by Parisa Farrugia.

Yes   No

2. I have had the opportunity to ask questions by email or by talking to Parisa in person.

Yes   No

3. I understand that Parisa would like my help in thinking about how the information I share can be used to support other young people in schools/colleges.

Yes   No

4. I understand that I am free to drop out of the research at any time, and that I can ask Parisa not to use the information I provide up until the point of data analysis, in this case the information will be destroyed.

Yes   No

5. I understand that Parisa will use the information to write a report and my real name will not be used, so people will not know that it is me that provided that information.

Yes   No

6. I understand that if I tell Parisa something that makes her think that me or any other person is in danger, Parisa will need to tell somebody else.

Yes   No

7. I understand that Parisa would like my help to think about how we can share our findings with the staff in my college, and I can decide what I would like to share.

Yes   No

8. I agree to take part in this research

Yes   No
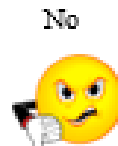
Name _____

Signature _____

Date _____

APPENDIX L: PROMPT SHEET FOR COLLAGE

I would like you to make a collage to show your positive experiences in college. You can do this by finding pictures from the magazines and newspapers, and through drawing and writing. These are some things that you could think about including:

- What has **helped you to feel happy** in college?

- Which **relationships** with **college staff/teachers** have been helpful and why?

- Which **relationships** with **classmates** have been helpful and why?

- Where are your **favourite places in college**? Why are these your favourite places?

- Do you have a **favourite classroom/lesson**? What happens in this classroom? Why is it your favourite lesson?

- What is **good about college**?

If you would like to include information about teachers, friends or other people that are important within college, please use initials/letters and not names.

Thank you and enjoy!

APPENDIX M: TABLE OF CODES GENERATED DURING DATA ANALYSIS

Table 1

The codes for the camera walking tour represent aspects related to the importance of the location for the young person. The codes for the collage represent their positive experiences within college.

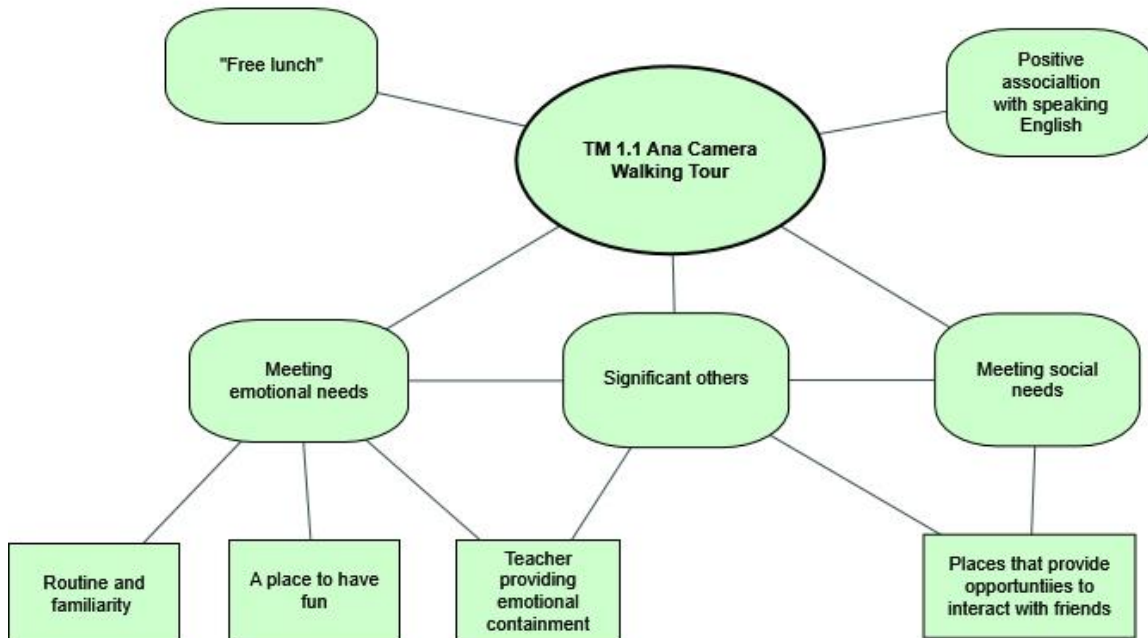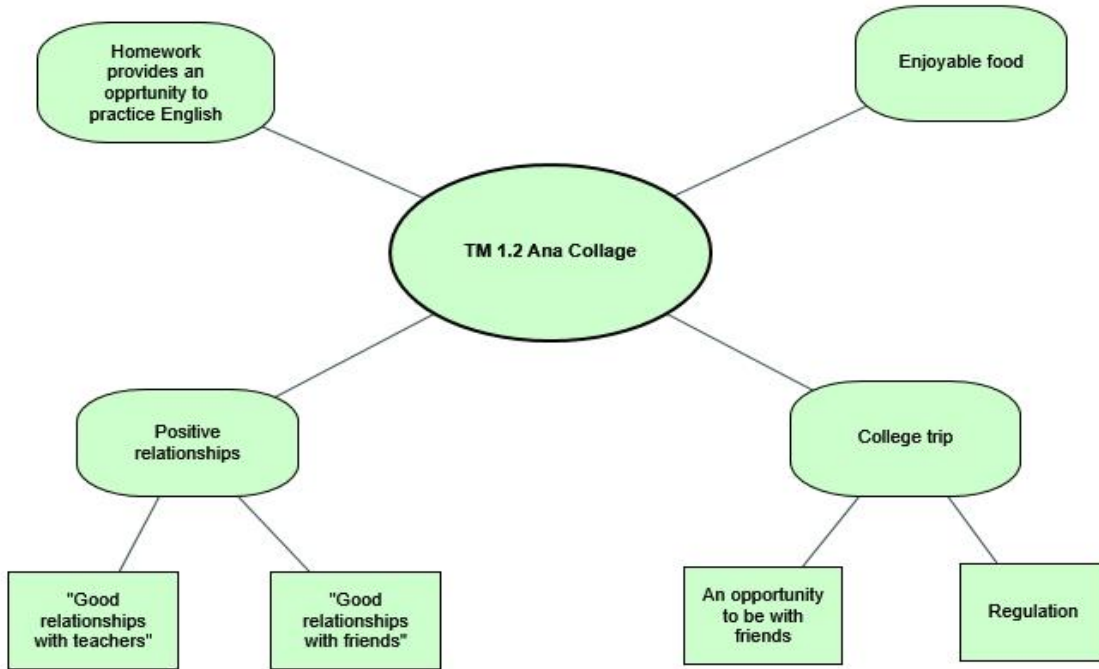| Data collection method	Participants				
	Ana	**Toni**	**Jake**	**Wolves Town**	**Happy**
Camera walking tour	• Lunch hall as a "favourite place" • "Free lunch" • Physical needs met • Social interaction • A place to be with friends • Routine • Familiarity • A place to have fun • A place to eat • "Best teacher" • Patient teacher • Supportive teacher • Teacher providing containment • Future aspirations • Familiar versus unfamiliar places • Favourite lesson • Love of speaking English • Diversity	• Lunch hall as a "favourite place" • Meeting physical needs • Routine • Familiarity • A place to be with friends • Social interaction • A place to eat • "Free lunch" • Friendships developed on ESOL course • Spaces for playing and relaxing • Speaking English can lead to a "better life" • Sense of belonging • "Play" with friends • Physical health • Physical strength • Relaxation	• Routine • A place to meet people • A place to spend time with friends • Physical needs met • "A place to pray" • Teacher leading prayer • Significant other • A place to relax • Favourite lesson • Favourite classroom • Quiet environment • Future aspirations • Places that have "helped me to feel comfortable" • Positive adjustment • Emotional wellbeing Regulation	• Connection to home • An activity to play with friends • Physical health • Accessing the gym on day off • Simples spaces • A place to be with friends • A space to do homework • Social interaction • Connection to nature • Favourite classroom • Favourite lesson • Importance of physical environment • Connection to outside • Quiet environment	• A place to access during free time • A place to do homework • A place to continue learning • Accessing the library on day off • Access to resources • Familiarity • Physical health • Physical strength • A place to spend time with friends • Social interaction • Access for ESOL students • Connection with nature • Opportunity for play • A place to play with friends • Favourite classroom

	• Foreign languages • "Best friend" • Positive relationships	• The importance of learning to speak English • Favourite lesson		• "Comfortable" environment • Sunshine through the window • Favourite teacher • "Teaches very well" • "Disciplined" • Teacher in control • Travel to college • Facility to secure bike • Comparison to other colleges • "My second kitchen" • Secure base • Routine • Familiarity • A sense of belonging • Congruence with identity • Self-identity • Territorial • A place to have fun • Strong connection to library • A place to access during free time • Opportunity for continued learning • Access to resources • Positive connection with college	• Favourite lesson • Learning English is a priority • Proximity to teacher's office • Access to teacher support • Favourite teacher • Patient teacher • Supportive teacher • Positive teacher • A place to relax • A place to do homework • A place to spend time with friends • The best thing about college • Experiencing success • Access to food and water • Physical needs met • Access to resources Future aspirations

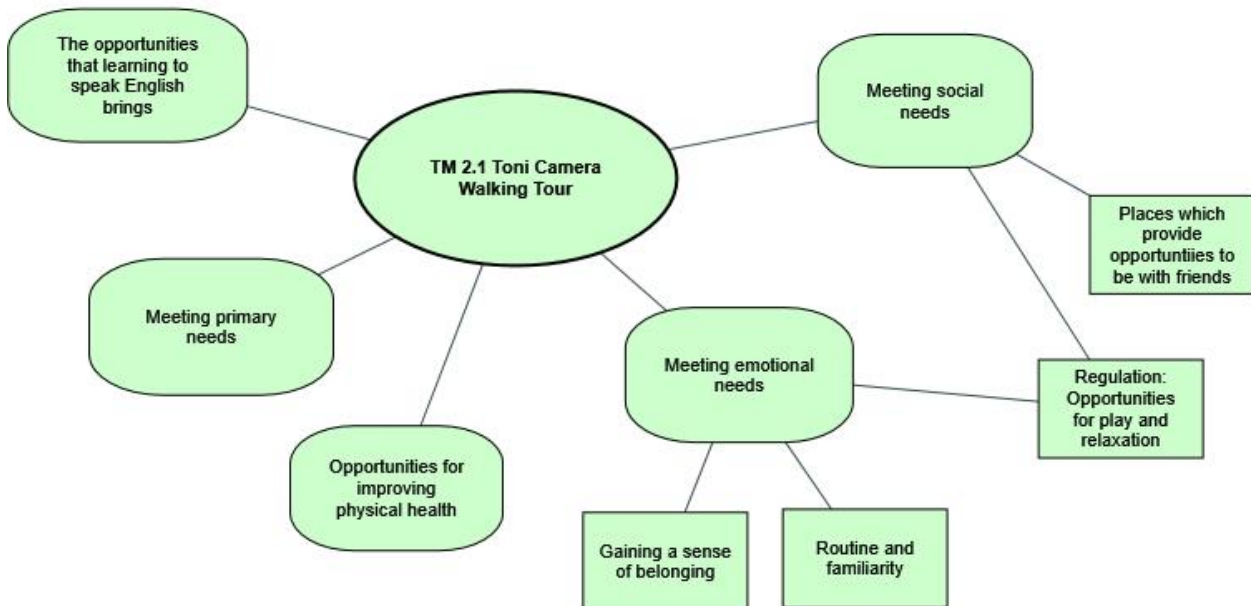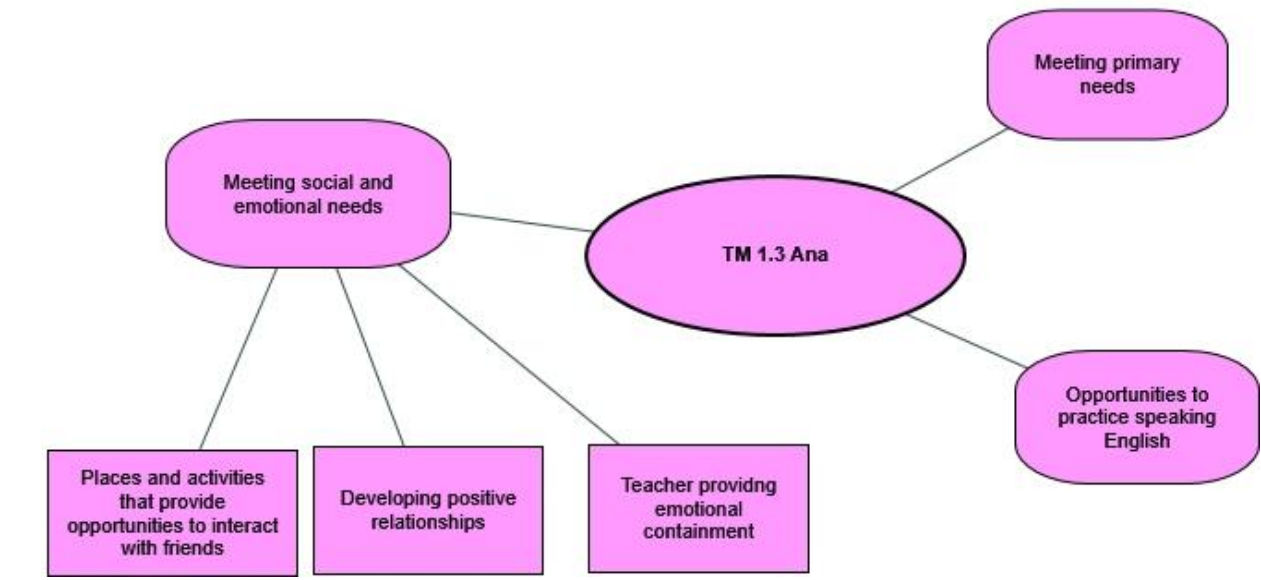|					
				• Fond memories of college	
Collage	• "I like the food" • Food provided by college • Primary needs met • Good food • College trip • An opportunity to be with friends • A "good experience with friends" • Social interaction • Leisure time • A time to relax • Extracurricular activities • "Good relationships with teachers" • "good relationships with friends" • Positive relationships • "Homework" • An opportunity to practice English • Importance of studying • Importance of practicing	• "Food is important in life" • "Healthy food" • Physical health • Primary needs met • "Activity is important" • College trip • Opportunities to "lose stress" • Relaxation • Wellbeing • Regulation • Extracurricular activities • Physical activity • An opportunity to watch football • An opportunity to play football • "I like to play football" • Future aspirations • The opportunities that speaking English can bring	• Library • A quiet place • Reading • Access to books • "Holidays" • Opportunities to relax • A break from college • Friends • Lunch • Lunch hall as "favourite place" • A place to eat • Food • Healthy • Travel to college • Access to internet	• "Health and fitness" • Physical strength • Access to gym • Positive emotions associated with exercise • Wellbeing • A place to eat lunch • A place to socialize • A place to relax • Regulation • "Take a break" • Favourite teacher • Characteristics of favourite teacher • Patient teacher • Interesting teacher • Treating students "as normal" • Treating students "as children" • Positive relationships • Aspirations • Physical activity	• Eating • Lunch hall • A place to eat • A place to be with friends • An opportunity to relax • Travelling • Social interaction • Meeting new people • Diversity • Physical health • Regulation • Wellbeing • Favourite place • Library as a favourite place

	• Importance of learning English • Having pictures taken • An activity to do with friends • Hobby • Aspirations				

APPENDIX N: THEMATIC MAPS CREATED DURING STAGE ONE AND TWO OF DATA ANALYSIS

The green maps represent thematic maps (TMs) for each participant, within data collection method. The pink TMs represent themes within participant, across data collection methods.

Meeting social and emotional needs

TM 1.3 Ana

Meeting primary needs

Opportunities to practice speaking English

Places and activities that provide opportunities to interact with friends

Developing positive relationships

Teacher providng emotional containment

The opportunities that learning to speak English brings

TM 2.1 Toni Camera Walking Tour

Meeting social needs

Places which provide opportuntiies to be with friends

Meeting primary needs

Meeting emotional needs

Regulation: Opportunities for play and relaxation

Opportunities for improving physical health

Gaining a sense of belonging

Routine and familiarity

TM 2.2 Toni Collage

- "Food is important"
- The opportunities that speaking English brings
- Activities to "lose stress"
- Oportunities to engage in hobbies and interests

TM 2.3 Toni

- Supporting holistic development
  - Meeting social and emotional needs
    - Opportunities for play and relaxation
    - Places which provide opportunities to be with friends
  - Meeting primary needs
  - Opportunities to maintain physical health
- The opportunities that speaking English brings

TM 3.1 Jake Camera Walking Tour

- Classroom environment
- Opportunities for holistic development
  - Meeting social needs
    - A place to meet new people
    - A place to spend time with friends
  - Emotional wellbeing: "a place to relax"
  - Spiritual growth: "a place to pray"
  - Primary needs met

TM 3.2 Jake Collage

- Access to internet
- "Holidays": A break from college
- Library as a quiet place to learn
- Being with friends
- "canteen, my favourite place"
- Eating lunch

Figure: Concept map for TM 3.3 Jake. Central node "TM 3.3 Jake" connects to "Quiet learning environment" and "Supporting holistic health". "Supporting holistic health" connects to "Meeting primary needs", "Meeting social and emotional needs", and "Supporting spiritual growth". "Meeting social and emotional needs" connects to "A place to meet new people and spend time with friends", "Opportunities to relax", and "Routine".

Figure: Concept map for TM 4.1 Wolves Town Camera Walking Tour. Central node "TM 4.1 Wolves Town Camera Walking Tour" connects to "Opportunities for maintaining physical health", "Access to facilities and resources to continue learning", "The learning environment", "Opportunities that simple spaces bring", "Meeting social needs", and "Meeting emotional needs". "The learning environment" connects to "Teaching style" and "Classroom setting". "Meeting social needs" connects to "Places to interact with friends", "Opportunities to play with friends", and "Gaining a sense identity and belonging". "Meeting emotional needs" connects to "Routine and familiarity" and "Connection to nature".

TM 4.2 Wolves Town collage

- Developing positive relationships
- Positive characterstics of teacher
- Self-regulation and wellbeing
  - Opportunities to maintain physical health
  - A place to eat
  - Opportunities to "take a break"

TM 4.3 Wolves Town

- Supporting holistic development
  - Opportunities for maintaining physical health
  - Meeting social and emotional needs
    - Spaces and places to be with friends
    - Gaining a sense of identity and belonging
    - Developing positive relationships
- Access to facilities and resources to continue learning
- The learning environment
  - Characteristics of teacher
  - Classroom setting

TM 5.1 Happy Camera Walking Tour

- Meeting primary needs
- Meeting social needs: Places to interact with friends
- Opportunities for maintaining physical health
- Access to facilities and resources to continue learning
- Opportunities for regulation: playing and relaxing
- Characteristics of teacher
- Access to teacher support
- Value placed on learning and speaking English

TM 5.2 Happy Collage

- Libray as a favourite place
- Self-regulation and wellbeing
- Opportunities to meet new people
- A college trip: "travelling"
- A place to eat
- An opportunity to maintain physical health
- An opportunity to relax

TM 5.3 Happy

- Value placed on learning and speaking English
- Access to facilities and resources to continue learning
- Characteristics of teacher
- Access to teacher support
- Supporting holistic health
  - Meeting primary needs
  - Meeting social and emotional needs
    - Opportunities for play and relaxation
    - A place to spend time with friends
    - Opportunities to meet new people
  - Opportunities for maintaining physical health

APPENDIX O: TABLE(S) OF THEMES FOR WITHIN PARTICIPANT, ACROSS DATA COLLECTION METHOD (STAGE TWO OF DATA ANALYSIS)

Key:

■ = Code from camera walking tour

■ = Code from collage

■ = Code presented in camera walking tour and collage

Table 1

Ana: Table of themes for within participant across data collection method represented by TM 1.3

Master theme	Theme	Subtheme	Codes	Supporting excerpt/images
Supporting holistic development	Meeting social and emotional needs	Places and activities that provide opportunities to interact with friends	Lunch hall as a "favourite place" Social interaction A place to be with friends A place to have fun College "trip" An opportunity to be with friends A "good experience with friends" Leisure time A time to relax Extracurricular activities An activity to do with friends	• Photograph of a table in the *"kitchen"* with written text 'Ana comes here *"all the time"* to *"have some fun"...*and play games such as truth or dare…Ana comes here with friends' (camera walking tour) • Picture of a lake in the sunshine surrounded by trees with annotation *"trip"* and *"trip to [location] because it was a good experience with friends"* (collage) • Picture of a young female woman looking at the camera with annotation *"picture"* and a smiley face symbol and *"like to take pictures in college…friends take a picture of me"* (collage)
		Developing positive relationships	"Best teacher" "Best friend" "Good relationships with teachers" "Good relationships with friends" Positive relationships	• Photograph of a classroom with written text 'Ana pointed to a teacher in the classroom who is her *"best teacher"'* (camera walking tour) • *"Toni is my best friend"* (excerpt from discussion during camera walking tour) • Picture of a diverse group of young people, males and females, sitting around a table, laughing and smiling with annotation *"good relationship with*

			friends" and *"good relationship with teachers too"* (collage)
	Teacher providing emotional containment	Patient teacher Supportive teacher Teacher providing emotional containment	• Photograph of a classroom with written text 'Ana pointed to a teacher in the classroom who is her *"best teacher"*…Ana explained *"all the time she speaks to me slowly, she never gets upset, when I don't understand she says it again, and she never gets tired"'* • 'The teacher was *"so rude"*. She [Ana] explained that when she did not understand something, the teacher got angry and would not help. *"She didn't understand"'* (excerpt from discussion during camera walking tour when Ana was comparing her "best teacher" to a teacher she had in school prior to attending college)
	Meeting primary needs	A place to eat "Free lunch" "I like the food" Food provided by college Physical needs met Enjoyable food	• Photograph of a table in the *"kitchen"* with written text 'Ana eats *"free lunch"* here (camera walking tour) • Picture of a skewer of chicken with tomato sauce and the annotation *"I like the food at the college"* (collage)
	Opportunities to practice speaking English	Love of speaking English An opportunity to practice English Importance of learning English "Homework"	• Photograph of a classroom with written text 'Ana learns English, Maths and IT in this class. English is Ana's favourite lesson because *"I love to speak English"'* (camera walking tour) • *"Toni is my best friend; we talk only English when we are in class"* (excerpt from discussion during camera walking tour) • Picture of a man sitting at a desk writing with annotation *"homework"* and *"I like homework because I practice more English"* (collage)

Table 2

Toni: Table of themes for within participant across data collection method represented by TM 2.3

Master theme	Theme	Subtheme	Codes	Supporting excerpts/images
Supporting holistic development	Meeting social and emotional needs	Opportunities for play and relaxation	Spaces for playing and relaxing "Play" with friends Relaxation "Activity is important" Opportunities to "lose stress" College trip Extracurricular activities Wellbeing Regulation "I like to play football" An opportunity to play football	• Photograph of a table tennis table with written text 'When Toni is tired, he can come here to *"play and relax"'* (camera walking tour) • Photograph of the Sports Hall with written text 'Toni likes to play basketball or football here with his friends' (camera walking tour) • Photograph of the gym and written text 'he [Toni] thinks the gym will help him to be *"more relaxed…"'* (camera walking tour) • Photograph of the corridor outside of Toni's classroom with written text 'he [Toni] waits here with his friends and listens to music' (camera walking tour) • Picture of a Christmas themed building and annotation *"trip to [location] because we lost a lot of stress"* and *"activity is important for losing stress"* (collage) • Picture of football players with annotation *"I like to play football"* and *"I like to watch and play football, when we cheer we lose a lot of stress"* (collage; this referred to both within and outside of college)

		Places which provide opportunities to be with friends	Lunch hall as a favourite place A place to be with friends Social interaction	• Photograph of the *"kitchen"* with written text 'Toni identified this as his favourite place…Toni comes here with friends' (camera walking tour) • Photograph of bench outside on grass and written text 'sometimes Toni sits here with friends, they sit and talk about how the day is going' (camera walking tour) • Photograph of the Sports Hall with written text 'Toni likes to play basketball or football here with his friends' (camera walking tour) • Photograph of the gym with written text 'he [Toni] would like to come to the gym with someone from his class, and not alone, because he needs someone to *"push"* and say *"come on, if you're alone, it's quiet"* (camera walking tour) • Photograph of the corridor outside of Toni's classroom with written text 'he [Toni] sits here with his friends and listens to music (camera walking tour)
	Meeting primary needs		Lunch hall as a favourite place A place to eat "Free lunch" Physical needs met "Food is important" "Healthy food" Primary needs met	• Photograph of the *"kitchen"* with written text 'Toni comes here with friends and *"we have some food"'* and 'Toni comes here most lunchtimes, and gets lunch which is *"free"* for ESOL students (camera walking tour) • Photograph of an office within the college with written text 'Toni comes here to collect a pass which he can use to get free lunch from the *"kitchen"'* (camera walking tour) • Picture of a bowl of lasagna with annotation *"food is important"* and *"healthy food"* (collage)
	Opportunities to maintain physical health		Physical health "Food is important" "Healthy food"	• Photograph of the gym with written text 'he [Toni] would like to go to the gym to be *"more healthy"*. He [Toni] thinks the gym

				will help him to be more…*"strong"* (camera walking tour) • Picture of a bowl of lasagna with annotation *"food is important"* and *"healthy food"* (collage)
	The opportunities that speaking English brings		Speaking English can lead to a "better life" The importance of speaking English Favourite lesson Future aspirations The opportunities that speaking English can bring	• 'Toni explained that his English is better now this year, than last year, *"I am so happy…I am happy because I understand now if someone asks me something, I can understand and explain. Last year I didn't understand anything. Now my life is [more] better, if I learn English life will be better"'* (excerpt from discussion during camera walking tour) • Photograph of 'Toni's classroom' with written text 'English is Toni's favourite lesson because "*it is important*"' (camera walking tour) • Picture of a car with annotation *"I like to drive"* and *"if we don't learn English, how can I get the theory test"* (collage)

Table 3

Jake: Table of themes for within participant across data collection method represented by TM 3.3

Master themes	Themes	Subtheme	Codes	Supporting excerpts/images
Supporting holistic development	Meeting primary needs		A place to eat Lunch "Canteen" as a "favourite place" Food Physical needs met	• A picture of a bowl of noodles and salmon, with chopsticks placed on top with annotation *"delicious lunch in college…"* (collage) • A picture of a bowl of salad with annotation *"salads"* (collage)

				• A picture of chicken with pomegranate and annotation *"lunch, my favourite (is) chicken"* (collage) • Picture of outdoor table and chairs with annotation *"canteen (my) favourite place"* (collage) • Photograph of the table in the *"canteen"* and written text 'Jake meets his friends here every morning. They have coffee here or breakfast' (camera walking tour)
	Meeting social and emotional needs	A place to meet new people and spend time with friends	<mark>A place to meet new people</mark> <mark>A place to spend time with friends</mark> <mark style="background:cyan">"Classmates"</mark> <mark style="background:cyan">"Friends"</mark>	• Photograph of table in the *"canteen"* with written text 'when Jake started college this was the first place he met his friend…his best friend' (camera walking tour) • Photograph of table in the *"canteen"* with written text 'Jakes meets his friends here every morning' (camera walking tour) • Picture of three adults, two male and one female smiling with annotation *"friends"* (collage) • Picture of six people, huddled together, looking at the camera smiling with annotation *"classmates"* (collage)
		Opportunities to relax	<mark style="background:cyan">"Holidays"</mark> <mark style="background:cyan">A break from college</mark> <mark style="background:cyan">Opportunities to relax</mark> <mark>"A place to pray"</mark> <mark>A place to relax</mark>	• Picture of people sitting in an outdoor spa with annotation *"holidays…lots of holidays at college"* (collage) • A photograph of the prayer room with written text *"I'm going to show you a place to pray"* (camera walking tour) • A photograph of the prayer room with written text 'Jake likes it here because he feels relaxed and inside *"it is not too noisy"*' (camera walking tour)
		Routine	<mark>Routine</mark>	• Photograph of a table in *"the canteen"* and written text 'Jake meets his friends here every morning…when Jake started college this was the

Master theme	Theme	Subtheme	Codes	Supporting excerpts/images
				first place he met his friend (the exact table)' (camera walking tour) • Photograph of the prayer room with written text 'Jake comes here often. If he is in college he will come here twice during the day…"after praying [I] can have lunch" (camera walking tour) • Photograph of the classroom with written text 'When Jake is not in the classroom, he is *"always"* in the *"kitchen"* (camera walking tour)
	Supporting spiritual growth		"A place to pray" Teacher leading prayer	• A photograph of the prayer room with written text *"I'm going to show you a place to pray"* (camera walking tour) • A photograph of the prayer room with written text '…the ICT teacher often leads the prayer' (camera walking tour)
	Quiet learning environment		Favourite classroom A quiet place	• A photograph of a classroom with written text 'this is Jake's favourite classroom because it is at the end of the corridor so it is quiet' (camera walking tour) • Picture of a book open on a desk with annotation *"Library…to read a book or learn something quietly"* (collage)

Table 4

Wolves Town: Table of themes for within participant across data collection method represented by TM 4.3

Master theme	Theme	Subtheme	Codes	Supporting excerpts/images
Supporting holistic development	Meeting social and emotional needs	Spaces and places to be with friends	An activity to play with friends Simple spaces	• Photograph of a table tennis table with written text 'Wolves Town plays *"tennis"* with his friends here' (camera walking tour)

		A place to be with friends Social interaction A place to have fun	• Photograph of a corner space in the corridor with written text 'after class Wolves Town likes to sit here with friends from his class' (camera walking tour) • Photograph of the corridor outside of the classroom with written text 'Wolves Town often sits here at break time or after class…with his friends' (camera walking tour) • Photograph of a table in *"the canteen"* with written text 'Wolves Town and his friends usually sit at this table and have lunch and *"have a nice time"* (camera walking tour)
	Gaining a sense of identity and belonging	"My second kitchen" Secure base A sense of belonging Congruence with identity Self-identity Strong connection to library	• Photograph of a table in *"the canteen"* with written text 'described by Wolves Town as *"my second kitchen"'* (camera walking tour) • Photograph of a computer on a table in the library with written text *"I love to go to my library"* and *"this is my table"* (camera walking tour)
	Developing positive relationships	Favourite teacher Positive relationships	• Picture of a lady sitting down and smiling at the camera with annotation *"I like almost all the members of staff in the college, but I like my tutor A very much"* (collage)
Opportunities for maintaining physical health		Physical health Accessing the gym on day off "Health and fitness" Physical strength Positive emotions associated with exercise Physical activity	• Photograph of the gym with written text 'Wolves Town comes here every Wednesday. This is his day off…he [Wolves Town] likes to use the gym so that he can *"keep the body fit and strong"'* (camera walking tour) • Picture of man using exercise machine, smiling, with annotation *"health and fitness"* and *"gym truly helps me build my body and keeps me always strong"* (collage) • Picture of a young male with boxing gloves with annotation *"boxing"* and *"I love it"*

				(Wolves Town likes to use the punchbag in the gym - collage) • Picture of a man of a bike with annotation *"I am crazy about cycling! I cycle about 5 miles every day between home and college"* (collage)
	The learning environment	Characteristics of teacher	"Teaches very well" "Disciplined" Teacher in control Favourite teacher Characteristics of favourite teacher Patient teacher Interesting teacher Treating students "as normal" Treating students "as children"	• 'Wolves Town named one teacher as his favourite teacher; "…*is my favourite teacher because she teaches very well*. She makes sure all the student(s) understand what she says. She is more *"disciplined",* she *"makes sure no student disrupt(s) or play in class, other teachers are not, you can do what you want"* (excerpt from discussion during camera walking tour) • Picture of a lady sitting down and smiling at the camera with annotation *"I like almost all the members of staff in the college, but I like my tutor A very much"* and *"she teaches very well, she is a very interesting person, she is patient, when students shout she treats us as children, as normal"* (collage)
		Classroom environment	Favourite classroom Importance of physical environment Connection to outside Quiet environment "Comfortable environment" Sunshine through the window	• Photograph of *"classroom 4"* with written text 'This is Wolves Town's favourite class. Wolves Town likes this class because "*when I come in the class I can concentrate".* It is wider, and more comfortable, and it has a window so the sun shines through' (camera walking tour)
	Access to facilities and resources to continue learning		Strong connection to library A place to access during free time	• Photograph of a computer on a table in the library with written text *"I love to go to my library"* and 'Wolves Town likes to go to the library in his free time, sometimes he does his homework here…Wolves Town comes to the

			Opportunity for continued learning Access to resources	library about 3 days a week…when he is in college' (camera walking tour) • Photograph of a maths textbook with written text 'this is the maths textbook that Wolves Town uses to help him with his studying, this is specifically for students on the entry 3 ESOL course…*"the book I need which helps me with maths"*' (camera walking tour)

Table 5

Happy: Table of themes for within participant across data collection method represented by TM 5.3

Master theme	Theme	Subtheme	Codes	Supporting excerpts/images
Supporting holistic development	Meeting social and emotional needs	Opportunities for play and relaxation	A place to relax An opportunity to relax	• Photograph of bench outside on grass with written text 'he [Happy] will sit here and…listen to music' (camera walking tour) • Picture of a shadowed person in the sunset with arms raised and face looking to the sky with annotation "*in break time I like to relax*" (collage)
			Opportunity for play A place to play with friends	• Photograph of Sports Hall with written text 'Happy went to the Sports Hall with his classmates and played basketball and tennis, which he enjoyed, but this year they don't' (camera walking tour) • 'Last year Happy and his classmates went over to the park to play sport, which he liked...*"this year is going hard, only study"*' (excerpt from discussion during camera walking tour
		A place to spend time with friends	A place to spend time with friends	• Photograph of 'bench outside' with written text 'Happy likes this place…sometimes he comes with friends' (camera walking tour)

			• Photograph of gym with written text 'Happy goes to the gym with his classmates from the ESOL course' (camera walking tour)
	Opportunities to meet new people	Meeting new people	• Picture of a crowd of people with annotation *"meeting people from different countries"* (Collage) • Picture of two shadowed figures paddling in the sea at sunset with annotation *"I like (the) travelling"* and 'went to [location] last year with the whole college and enjoyed it' (collage)
Opportunities for maintaining physical health		Access [to the gym] for ESOL students Physical health	• Photograph of gym equipment with written text 'it [the gym] is good for health' (camera walking tour) • Picture of lady doing yoga with the annotation *"if I need, I can go to the gym"* (collage)
Meeting primary needs		Access to food and water Physical needs met Lunch hall A place to eat	• *"If I need something, I can get it here [college]…like water or food"* (excerpt from discussion during camera walking tour) • A picture of a bowl of couscous and vegetables with annotation *"representing the lunch hall"* (collage)
Access to teacher support		Favourite classroom Proximity to teacher's office Access to teacher support	• Photograph of a classroom with written text 'Happy's favourite classroom…he likes it because it is next to the teacher's *office "so if I need something, I can come talk to them"'* (camera walking tour)
Characteristics of teacher		Favourite teacher Patient teacher Supportive teacher Positive teacher	• 'Happy has a favourite teacher, he is his favourite teacher because *"he tried to help me, if I don't understand anything…he explains…if the teacher is busy, he does not say so, he is not negative"'* (camera walking tour)

	Accesses to facilities and resources to continue learning		A place to access during free time Access to resources A place to do homework A place to continue learning Accessing the library on day off Library as a favourite place	• Photograph of the library with written text 'Happy often goes to the library when he stays late, sometimes he does his homework here' and 'the library is his favourite place because *"I can improve my English and knowledge here"*…Happy usually goes to the library…on his day off' (camera walking tour) • A photograph of the library with written text 'He [Happy] often uses the Functional Skills English book. He [Happy] explained that some of the words in the book are difficult, so he uses a *"grammar book or dictionary"* from the library to translate' (camera walking tour) • Picture of an adult reading a book to a group of children with annotation *"my favourite place is (the) library"* (collage)
	Value placed on learning and speaking English		English as a favourite lesson Learning English is a priority Speaking English is important	• Photograph of the library with written text 'the library is his [Happy] favourite place because *"I can improve my English and knowledge here"*' (camera walking tour) • Photograph of the classroom with written text 'English is his [Happy] favourite lesson because *"first I need to improve my language, then I can understand Maths"*' (camera walking tour)

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APPENDIX P: THEMATIC MAPS CREATED DURING STAGE THREE OF DATA ANALYSIS

TMs represent themes for within data collection method across participants
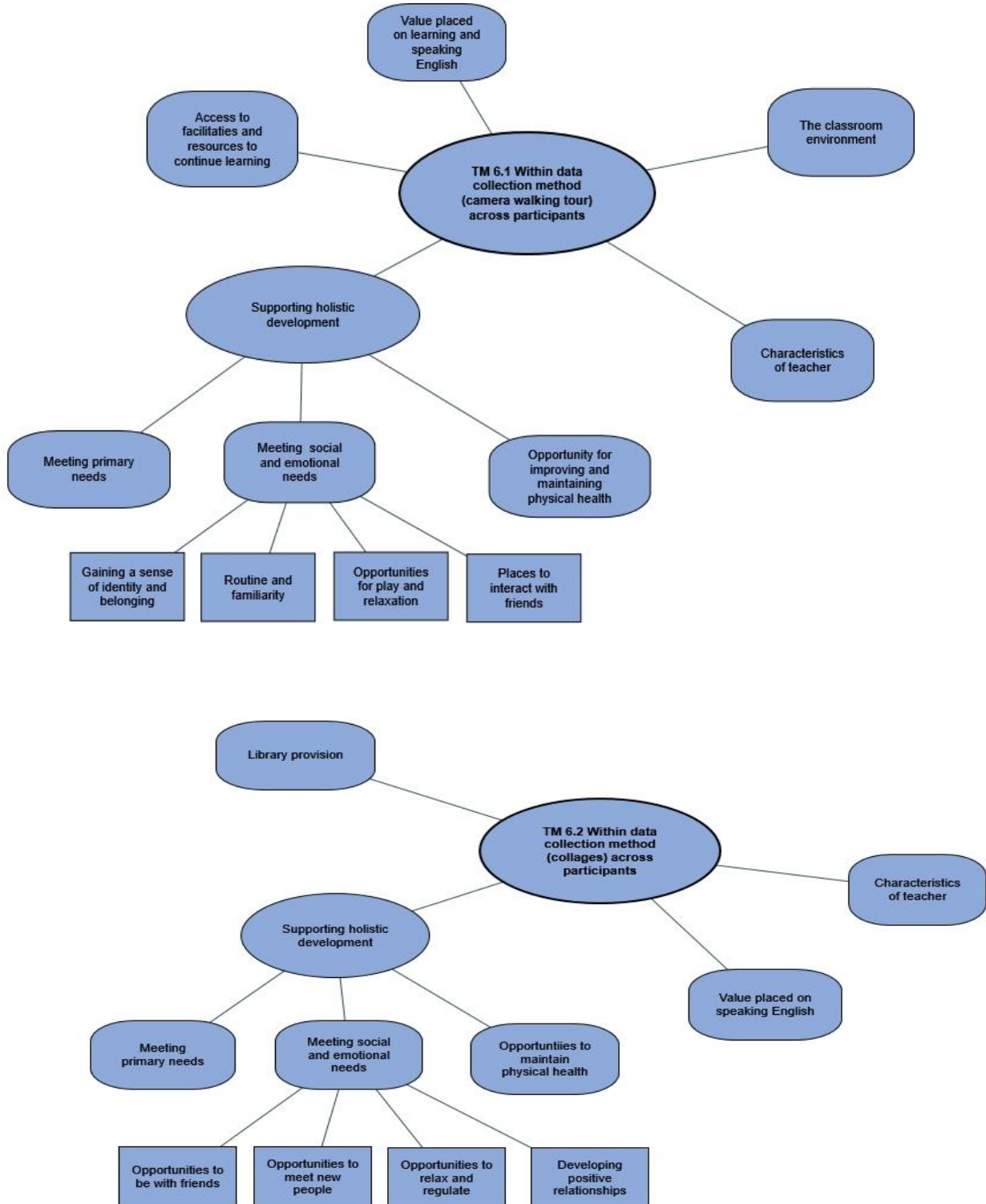
APPENDIX Q: TABLE(S) OF THEMES FOR WITHIN DATA COLLECTION METHOD ACROSS PARTICIPANTS (STAGE THREE OF DATA ANALYSIS)

Table 1

Table of themes for within data collection method (camera walking tour) across participants represented by TM 6.1

Master theme	Theme	Sub-theme	Codes	Supporting excerpts/images
Supporting holistic development	Meeting social and emotional needs	Sense of belonging	"My second kitchen" Secure base A sense of belonging Congruence with identity Self-identity	• Photograph of a table in *"the canteen"* with written text 'described by Wolves Town as *"my second kitchen"*' (camera walking tour) • Photograph of a computer on a table in the library with written text *"I love to go to my library"* and *"this is my table"* (Wolves Town: Camera walking tour)
			Sense of belonging	• Photograph of one part of college building with written text 'Toni wanted to take a picture of *"my college"*…where Toni has his lessons' (camera walking tour)
		Routine and familiarity	Routine Familiarity	• Photograph of the *"kitchen"* with written text 'Toni comes here most lunchtimes' (camera walking tour) • Photograph of one part of college building with written text 'Toni wanted to take a picture of *"my building"*…he [Toni] explained that he has most of his lessons on the second floor' (camera walking tour)
			Routine Familiarity	• Photograph of a table in *"the canteen"* with written text 'described by Wolves Town as *"my second kitchen"*…Wolves Town and his friends usually sit at this table and have lunch (cameral walking tour) • Photograph of a computer on a table in the library with written text "this is my table"; the photo shows the specific table that Wolves Town

				sits at when he comes to the library' (camera walking tour)
			Routine Familiarity Familiar places versus unfamiliar places	• Photograph of a table in the "kitchen" with written text 'Ana wanted to take a picture of the specific table where she and her friends sit…Ana comes here "all the time" (camera walking tour)
			Routine	• Photograph of a table in *"the canteen"* and written text 'Jake meets his friends here every morning…when Jake started college this was the first place he met his friend (the exact table)' (camera walking tour) • Photograph of the prayer room with written text 'Jake comes here often. If he is in college he will come here twice during the day…"after praying [I] can have lunch" (camera walking tour) Photograph of the classroom with written text 'When Jake is not in the classroom, he is *"always"* in the *"kitchen"*
		Opportunities for play and relaxation	A place to have fun	• Photograph of a table in the *"kitchen"* with written text 'Ana comes here *"all the time"* to *"have some fun"…*and play games such as truth or dare' (camera walking tour)
			A place to relax	• A photograph of the prayer room with written text 'Jake likes it here because he feels relaxed and inside *"it is not too noisy"'* (camera walking tour)
			Spaces for playing and relaxing "Play" with friends	• Photograph of a table tennis table with written text 'When Toni is tired, he can come here to *"play and relax"'* (camera walking tour) • Photograph of the Sports Hall with written text 'Toni likes to play basketball or football here with his friends' (camera walking tour) • Photograph of the gym and written text 'he [Toni] thinks the gym will help him to be *"more relaxed…"'* (camera walking tour)

				• Photograph of the corridor outside of Toni's classroom with written text 'he [Toni] waits here with his friends and listens to music' (camera walking tour)
			A place to relax Opportunity for play A place to play with friends	• Photograph of bench outside on grass with written text 'he [Happy] will sit here and…listen to music' (camera walking tour) • Photograph of Sports Hall with written text 'Happy went to the Sports Hall with his classmates and played basketball and tennis, which he enjoyed, but this year they don't' (camera walking tour) • 'Last year Happy and his classmates went over to the park to play sport, which he liked...*"this year is going hard, only study"*' (excerpt from discussion during camera walking tour
			An activity to play with friends	• Photograph of a table tennis table with written text 'Wolves Town plays *"tennis"* with his friends here' (camera walking tour)
		Places to interact with friends	A place to spend time with friends	• Photograph of 'bench outside' with written text 'Happy likes this place…sometimes he comes with friends' (camera walking tour) • Photograph of gym with written text 'Happy goes to the gym with his classmates from the ESOL course' (camera walking tour
			A place to spend time with friends	• Photograph of table in the *"canteen"* with written text 'Jakes meets his friends here every morning' (camera walking tour)
			A place to be with friends Social interaction	• Photograph of a corner space in the corridor with written text 'after class Wolves Town likes to sit here with friends from his class' (camera walking tour) • Photograph of the corridor outside of the classroom with written text 'Wolves Town often

				sits here at break time or after class…with his friends' (camera walking tour) • Photograph of a table in *"the canteen"* with written text 'Wolves Town and his friends usually sit at this table and have lunch and *"have a nice time"* (camera walking tour)
			A place to be with friends Social interaction	• Photograph of a table in the *"kitchen"* with written text 'Ana comes here with friends' (camera walking your)
			Lunch hall as a favourite place A place to be with friends Social interaction	• Photograph of the *"kitchen"* with written text 'Toni identified this as his favourite place…Toni comes here with friends' (camera walking tour) • Photograph of bench outside on grass and written text 'sometimes Toni sits here with friends, they sit and talk about how the day is going' (camera walking tour) • Photograph of the Sports Hall with written text 'Toni likes to play basketball or football here with his friends' (camera walking tour) • Photograph of the gym with written text 'he [Toni] would like to come to the gym with someone from his class, and not alone, because he needs someone to *"push"* and say *"come on, if you're alone, it's quiet"* (camera walking tour) • Photograph of the corridor outside of Toni's classroom with written text 'he [Toni] sits here with his friends and listens to music (camera walking tour)
	Opportunity for improving and maintaining physical health		Accessing the gym on day off Physical health Physical strength	• Photograph of the gym with written text 'Wolves Town comes here every Wednesday. This is his day off…he [Wolves Town] likes to use the gym so that he can *"keep the body fit and strong"'* (camera walking tour)
			Physical health Physical strength	• Photograph of the gym with written text 'he [Toni] would like to go to the gym to be *"more*

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				healthy". He [Toni] thinks the gym will help him to be more… *"strong"*(camera walking tour)
			Access [to the gym] for ESOL students Physical health	• Photograph of gym equipment with written text 'it [the gym] is good for health' (Happy: camera walking tour)
	Meeting primary needs		A place to eat "Free lunch" Physical needs met	• Photograph of a table in the *"kitchen"* with written text 'Ana eats *"free lunch"* here (camera walking tour)
			Access to food and water Physical needs met	• *"If I need something, I can get it here [college]…like water or food"* (excerpt from discussion with Happy during camera walking tour)
			Physical needs met	• Photograph of the table in the *"canteen"* and written text 'Jake meets his friends here every morning. They have coffee here or breakfast' (camera walking tour)
			Lunch hall as a favourite place A place to eat "Free lunch" Physical needs met	• Photograph of the *"kitchen"* with written text 'Toni comes here with friends and *"we have some food"*…Toni comes here most lunchtimes, and gets lunch which is *"free"* for ESOL students (camera walking tour) • Photograph of an office within the college with written text 'Toni comes here to collect a pass which he can use to get free lunch from the *"kitchen"'* (camera walking tour)
	The classroom environment		Favourite classroom Importance of physical environment Connection to outside Quiet environment "Comfortable environment"	Photograph of *"classroom 4"* with written text 'This is Wolves Town's favourite class. Wolves Town likes this class because *"when I come in the class I can concentrate"*. It is wider, and more comfortable, and it has a window so the sun shines through' (camera walking tour)

			Sunshine through the window	
			Favourite classroom Quiet environment	• A photograph of a classroom with written text 'this is Jake's favourite classroom because it is at the end of the corridor so it is quiet' (camera walking tour)
	Characteristics of teacher		"Teaches very well" "Disciplined" Teacher in control Favourite teacher	• 'Wolves Town named one teacher as his favourite teacher; "…*is my favourite teacher because she teaches very well*. She makes sure all the student(s) understand what she says. She is more *"disciplined",* she *"makes sure no student disrupt(s) or play in class, other teachers are not, you can do what you want"* (excerpt from discussion during camera walking tour)
			Patient teacher Supportive teacher Teacher providing emotional containment	• Photograph of a classroom with written text 'Ana pointed to a teacher in the classroom who is her *"best teacher"*…Ana explained "*all the time she speaks to me slowly, she never gets upset, when I don't understand she says it again, and she never gets tired*"' • 'The teacher was *"so rude"*. She [Ana] explained that when she did not understand something, the teacher got angry and would not help. *"She didn't understand"*' (excerpt from discussion during camera walking tour when Ana was comparing her "best teacher" to a teacher she had in school prior to attending college)
			Favourite teacher Patient teacher Supportive teacher Positive teacher	• 'Happy has a favourite teacher, he is his favourite teacher because *"he tried to help me, if I don't understand anything…he explains…if the teacher is busy, he does not say so, he is not negative"*' (camera walking tour)
			English as a favourite lesson	• Photograph of the library with written text 'the library is his [Happy] favourite place because *"I*

			Learning English is a priority Speaking English is important	can improve my English and knowledge here"'(camera walking tour) • Photograph of the classroom with written text 'English is his [Happy] favourite lesson because *"first I need to improve my language, then I can understand Maths"'* (camera walking tour)
Value placed on learning and speaking English			Love of speaking English	• Photograph of a classroom with written text 'Ana learns English, Maths and IT in this class. English is Ana's favourite lesson because *"I love to speak English"'* (camera walking tour)
			Speaking English can lead to a "better life" The importance of speaking English Favourite lesson	• 'Toni explained that his English is better now this year, than last year, *"I am so happy…I am happy because I understand now if someone asks me something, I can understand and explain. Last year I didn't understand anything. Now my life is [more] better, if I learn English life will be better"'* (excerpt from discussion during camera walking tour) • Photograph of 'Toni's classroom' with written text 'English is Toni's favourite lesson because *"it is important"'* (camera walking tour)
Access to facilities and resources to continue learning			Strong connection to library A place to access during free time Opportunity for continued learning Access to resources	• Photograph of a computer on a table in the library with written text *"I love to go to my library"* and 'Wolves Town likes to go to the library in his free time, sometimes he does his homework here…Wolves Town comes to the library about 3 days a week…when he is in college' (camera walking tour) • Photograph of a maths textbook with written text 'this is the maths textbook that Wolves Town uses to help him with his studying, this is specifically for students on the entry 3 ESOL course…*"the book I need which helps me with maths"'* (camera walking tour)

			A place to access during free time Access to resources A place to do homework A place to continue learning Accessing the library on day off Library as a favourite place	• Photograph of the library with written text 'Happy often goes to the library when he stays late, sometimes he does his homework here' and 'the library is his favourite place because *"I can improve my English and knowledge here"*…Happy usually goes to the library…on his day off' (camera walking tour) • *"For education I can get everything, if I need a book I have the library"* (excerpt from discussion with Happy during the camera walking tour) • A photograph of the library with written text 'He [Happy] often uses the Functional Skills English book. He [Happy] explained that some of the words in the book are difficult, so he uses a *"grammar book or dictionary"* from the library to translate' (camera walking tour)

Table 2

Table of themes for within data collection method (collages) across participants represented by TM 6.2

| Master theme	Theme	Sub-theme	Codes	Supporting excerpts/images
Supporting holistic development	Meeting social and emotional needs	Opportunities to be with friends	College "trip" An opportunity to be with friends A "good experience with friends" Social interaction	• Picture of a lake in the sunshine surrounded by trees with annotation *"trip"* and *"trip to [location] because it was a good experience with friends"* (Ana: Collage)
			"Classmates" "Friends"	• Picture of three adults, two male and one female smiling with annotation *"friends"* (Jake: Collage) • Picture of six people, huddled together, looking at the camera smiling with annotation *"classmates"* (Jake: Collage)

		Opportunities to meet new people	Meeting new people	• Picture of a crowd of people with annotation *"meeting people from different countries"* (Happy: Collage) • Picture of two shadowed figures paddling in the sea at sunset with annotation *"I like (the) travelling"* and 'went to [location] last year with the whole college and enjoyed it' (Happy: Collage)
			Leisure time A time to relax Extracurricular activities	• Picture of a lake in the sunshine surrounded by trees with annotation *"trip"* (Ana: Collage)
			"Holidays" A break from college Opportunities to relax	• Picture of people sitting in an outdoor spa with annotation *"holidays…lots of holidays at college"* (Jake: Collage)
		Opportunities to relax and regulate	"Activity is important" Opportunities to "lose stress" College trip Extracurricular activities Wellbeing Regulation	• Picture of a Christmas themed building and annotation *"trip to [location] because we lost a lot of stress"* and *"activity is important for losing stress"* (Toni: Collage) • Picture of football players with annotation *"I like to play football"* and *"I like to watch and play football, when we cheer we lose a lot of stress"* (Toni: Collage)
			An opportunity to relax	• Picture of a shadowed person in the sunset with arms raised and face looking to the sky with annotation "*in break time I like to relax*" (Happy: Collage)
			A place to relax "Take our break" Regulation	• Picture of people sitting at tables in a restaurant smiling with annotation *"the canteen is a place where we take our break"* (Wolves Town: Collage)
		Developing positive relationships	Favourite teacher Positive relationships	• Picture of a lady sitting down and smiling at the camera with annotation *"I like almost all the members of staff in the college, but I like my tutor A very much"* (Wolves Town: Collage)

			"Good relationships with teachers" "Good relationships with friends" Positive relationships	• Picture of a diverse group of young people, males and females, sitting around a table, laughing and smiling with annotation *"good relationship with friends"* and *"good relationship with teachers too"* (Ana: Collage)
	Meeting primary needs		A place to eat Lunch "Canteen" as a "favourite place" Food	• A picture of a bowl of noodles and salmon, with chopsticks placed on top with annotation *"delicious lunch in college…"* (Jake: Collage) • A picture of a bowl of salad with annotation *"salads"* (Jake: Collage) • A picture of chicken with pomegranate and annotation *"lunch, my favourite (is) chicken"* (Jake: Collage) • Picture of outdoor table and chairs with annotation *"canteen (my) favourite place"* (Jake: Collage)
			Physical needs met "Food is important" "Healthy food" Primary needs met	• Picture of a bowl of lasagna with annotation *"food is important"* and *"healthy food"* (Toni: Collage)
			Lunch hall A place to eat	• A picture of a bowl of couscous and vegetables with annotation *"representing the lunch hall"* (Happy: Collage)
			A place to eat lunch	• Picture of people sitting at tables in a restaurant smiling with annotation *"a place where we…have lunch"* (Wolves Town: Collage)
			"I like the food" Food provided by college Physical needs met Enjoyable food	• Picture of a skewer of chicken with tomato sauce and the annotation *"I like the food at the college"* (Ana: Collage)
	Opportunities to maintain physical health		"Health and fitness" Physical strength Positive emotions associated with exercise Physical activity Physical health	• Picture of man using exercise machine, smiling, with annotation *"health and fitness"* and *"gym truly helps me build my body and keeps me always strong"* (Wolves Town: Collage) • Picture of a young male with boxing gloves with annotation *"boxing"* and *"I love it"* (Wolves

				Town likes to use the punchbag in the gym - collage) • Picture of a man of a bike with annotation *"I am crazy about cycling! I cycle about 5 miles every day between home and college"* (Wolves Town: Collage)
			Physical health	• Picture of lady doing yoga with the annotation *"if I need, I can go to the gym"* (Happy: Collage)
	Characteristics of teacher		"Teaches very well" "Disciplined" Characteristics of favourite teacher Patient teacher Interesting teacher Treating students "as normal" Treating students "as children"	• Picture of a lady sitting down and smiling at the camera with annotation *"I like almost all the members of staff in the college, but I like my tutor A very much"* and *"she teaches very well, she is a very interesting person, she is patient, when students shout she treats us as children, as normal"* (Wolves Town: Collage)
	Library provision		Library A quiet place Access to books Reading	• Picture of a book open on a desk with annotation *"Library…to read a book or learn something quietly"* (Jake: Collage)
			Library as a favourite place	• Picture of an adult reading a book to a group of children with annotation *"my favourite place is (the) library"* (Happy: Collage)
	Value placed on speaking English		An opportunity to practice English Importance of learning English "Homework"	• Picture of a man sitting at a desk writing with annotation *"homework"* and *"I like homework because I practice more English"* (Ana: Collage)
			Future aspirations The opportunities that speaking English can bring	• Picture of a car with annotation *"I like to drive"* and *"if we don't learn English, how can I get the theory test"* (Toni: Collage)

APPENDIX R: THEMATIC MAPS CREATED DURING STAGE FOUR AND FIVE OF DATA ANALYSIS

TM 6.3a) represents themes taken from all thematic maps for within participant across data collection method. TM 6.3b) represents themes taken from all thematic maps for within data collection method across participants
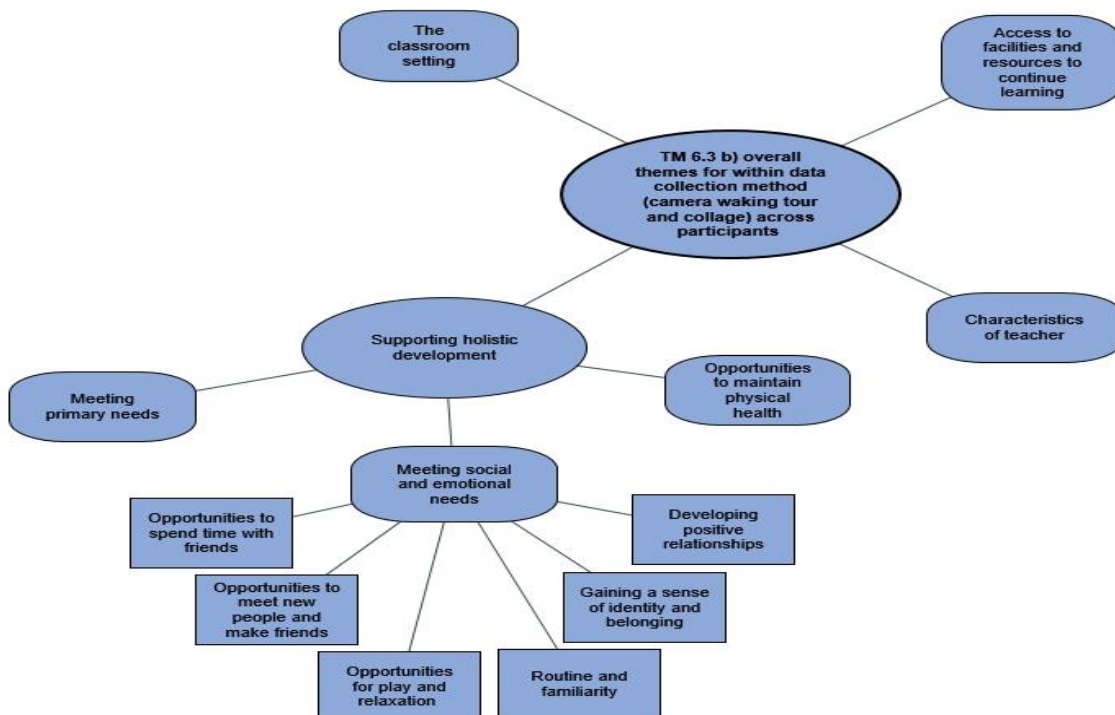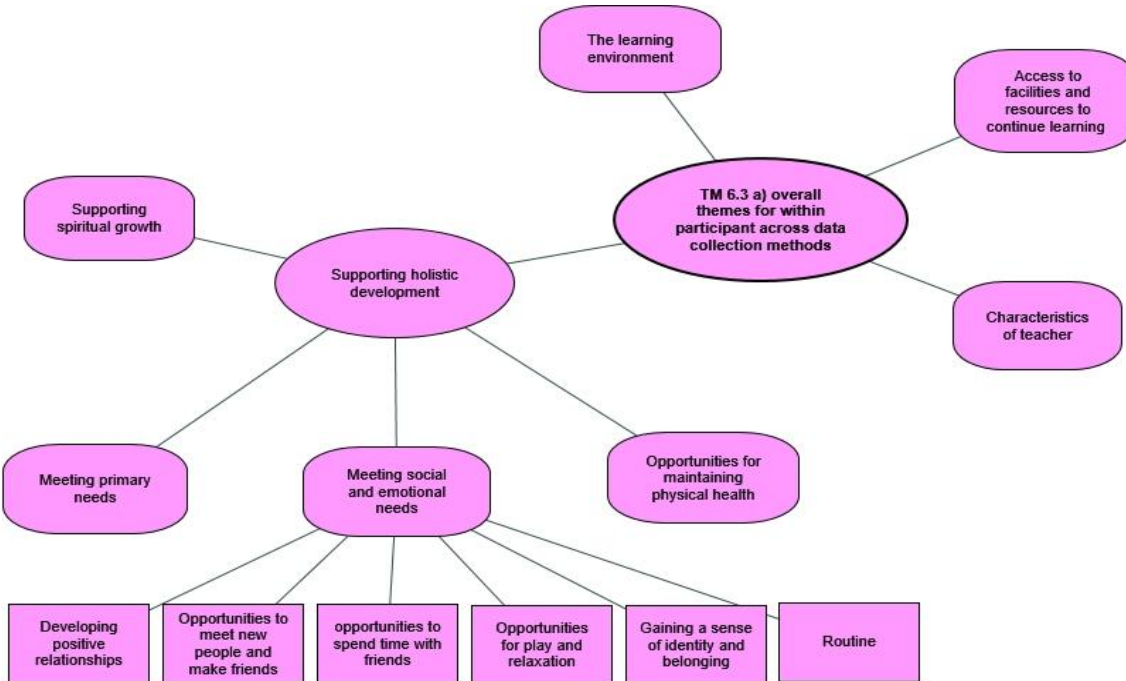
APPENDIX S: TABLE OF THEMES FOR FINAL THEMATIC MAP (STAGE SIX OF DATA ANALYSIS)

Key:

[magenta] = Code from camera walking tour

[cyan] = Code from collage

[green] = Code presented in camera walking tour and collage

Table 1

Table of themes for final thematic map: TM 7

Master theme	Theme	Subtheme	Codes	Supporting excerpts/images
Supporting holistic development	Meeting social and emotional needs	Developing positive relationships	"Best teacher" "Best friend" "Good relationships with teachers" "Good relationships with friends" Positive relationships	• Photograph of a classroom with written text 'Ana pointed to a teacher in the classroom who is her *"best teacher"'* (camera walking tour) • *"Toni is my best friend"* (excerpt from discussion with Ana during camera walking tour) • Picture of a diverse group of young people, males and females, sitting around a table, laughing and smiling with annotation *"good relationship with friends"* and *"good relationship with teachers too"* (Ana: Collage)
			Favourite teacher Positive relationships	• Picture of a lady sitting down and smiling at the camera with annotation *"I like almost all the members of staff in the college, but I like my tutor A very much"* (Wolves Town: Collage)
		Opportunities to meet new people and make friends	Meeting new people	• Picture of a crowd of people with annotation *"meeting people from different countries"* (Happy: Collage) • Picture of two shadowed figures paddling in the sea at sunset with annotation *"I like (the) travelling"* and 'went to [location] last year with the whole college and enjoyed it' (Happy: Collage)
			A place to meet new people	• Photograph of table in the *"canteen"* with written text 'when Jake started college this was the first

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			"Classmates" "Friends"	place he met his friend…his best friend' (Jake: Camera walking tour) • Picture of three adults, two male and one female smiling with annotation *"friends"* (Jake: Collage) • Picture of six people, huddled together, looking at the camera smiling with annotation *"classmates"* (Jake: Collage)
		Opportunities to spend time with friends	A place to spend time with friends "Classmates" "Friends"	• Photograph of table in the *"canteen"* with written text 'Jakes meets his friends here every morning' (camera walking tour) • Picture of three adults, two male and one female smiling with annotation *"friends"* (Jake: Collage) • Picture of six people, huddled together, looking at the camera smiling with annotation *"classmates"* (Jake: Collage)
			A place to spend time with friends	• Photograph of 'bench outside' with written text 'Happy likes this place…sometimes he comes with friends' (camera walking tour) • Photograph of gym with written text 'Happy goes to the gym with his classmates from the ESOL course' (camera walking tour)
			An activity to play with friends Simple spaces A place to be with friends Social interaction A place to have fun	• Photograph of a table tennis table with written text 'Wolves Town plays *"tennis"* with his friends here' (camera walking tour) • Photograph of a corner space in the corridor with written text 'after class Wolves Town likes to sit here with friends from his class' (camera walking tour) • Photograph of the corridor outside of the classroom with written text 'Wolves Town often sits here at break time or after class…with his friends' (camera walking tour) • Photograph of a table in *"the canteen"* with written text 'Wolves Town and his friends usually sit at this table and have lunch and *"have a nice time"* (camera walking tour)

			Lunch hall as a favourite place A place to be with friends Social interaction	• Photograph of the *"kitchen"* with written text 'Toni identified this as his favourite place…Toni comes here with friends' (camera walking tour) • Photograph of bench outside on grass and written text 'sometimes Toni sits here with friends, they sit and talk about how the day is going' (camera walking tour) • Photograph of the Sports Hall with written text 'Toni likes to play basketball or football here with his friends' (camera walking tour) • Photograph of the gym with written text 'he [Toni] would like to come to the gym with someone from his class, and not alone, because he needs someone to *"push"* and say *"come on, if you're alone, it's quiet"* (camera walking tour) • Photograph of the corridor outside of Toni's classroom with written text 'he [Toni] sits here with his friends and listens to music (camera walking tour)
			Lunch hall as a *"favourite place"* Social interaction A place to be with friends A place to have fun College "trip" An opportunity to be with friends A "good experience with friends" An activity to do with friends	• Photograph of a table in the *"kitchen"* with written text 'Ana comes here *"all the time"* to *"have some fun"…*and play games such as truth or dare…Ana comes here with friends' (camera walking tour) • Picture of a lake in the sunshine surrounded by trees with annotation *"trip"* and *"trip to [location] because it was a good experience with friends"* (Ana: Collage) • Picture of a young female woman looking at the camera with annotation *"picture"* and a smiley face symbol and *"like to take pictures in college…friends take a picture of me"* (Ana: Collage)
		Opportunities to engage in playful activity	Spaces for playing and relaxing "Play" with friends	• Photograph of a table tennis table with written text 'When Toni is tired, he can come here to *"play and relax"'* (camera walking tour)

			"I like to play football" An opportunity to play football Extracurricular activities Wellbeing Regulation Physical activity	• Photograph of the Sports Hall with written text 'Toni likes to play basketball or football here with his friends' (camera walking tour) • Picture of football players with annotation *"I like to play football"* and *"I like to watch and play football, when we cheer we lose a lot of stress"* (Toni: collage; this referred to both within and outside of college)
			Opportunity for play A place to play with friends	• Photograph of Sports Hall with written text 'Happy went to the Sports Hall with his classmates and played basketball and tennis, which he enjoyed, but this year they don't' (camera walking tour) • 'Last year Happy and his classmates went over to the park to play sport, which he liked...*"this year is going hard, only study"*' (excerpt from discussion during camera walking tour
			An activity to play with friends Social interaction	• Photograph of a table tennis table with written text 'Wolves Town plays *"tennis"* with his friends here' (camera walking tour)
		Opportunities for relaxation	"Holidays" A break from college Opportunities to relax A place to relax	• Picture of people sitting in an outdoor spa with annotation *"holidays…lots of holidays at college"* (Jake: collage) • A photograph of the prayer room with written text 'Jake likes it here because he feels relaxed and inside *"it is not too noisy"*' (camera walking tour)
			Relaxation "Activity is important" Opportunities to "lose stress" College trip Extracurricular activities Wellbeing	• Photograph of the gym and written text 'he [Toni] thinks the gym will help him to be "*more relaxed*…"' (camera walking tour) • Photograph of the corridor outside of Toni's classroom with written text 'he [Toni] waits here with his friends and listens to music' (camera walking tour) • Picture of a Christmas themed building and annotation *"trip to [location] because we lost a lot*

			Regulation	*of stress"* and *"activity is important for losing stress"* (Toni: collage)
			A place to relax An opportunity to relax	• Photograph of bench outside on grass with written text 'Happy likes this place…he [Happy] will sit here and…listen to music' (camera walking tour) • Picture of a shadowed person in the sunset with arms raised and face looking to the sky with annotation *"in break time I like to relax"* (collage)
		Gaining a sense of belonging and identity	"My second kitchen" Secure base A sense of belonging Congruence with identity Self-identity Strong connection to library	• Photograph of a table in *"the canteen"* with written text 'described by Wolves Town as *"my second kitchen"'* (camera walking tour) • Photograph of a computer on a table in the library with written text *"I love to go to my library"* and *"this is my table"* (Wolves Town: camera walking tour)
			Sense of belonging	• Photograph of one part of college building with written text 'Toni wanted to take a picture of *"my college"*…where Toni has his lessons' (camera walking tour)
		Routine and familiarity	Routine	• Photograph of a table in *"the canteen"* and written text 'Jake meets his friends here every morning…when Jake started college this was the first place he met his friend (the exact table)' (camera walking tour) • Photograph of the prayer room with written text 'Jake comes here often. If he is in college he will come here twice during the day…*"after praying [I] can have lunch"* (camera walking tour) • Photograph of the classroom with written text 'When Jake is not in the classroom, he is *"always"* in the *"kitchen"* (camera walking tour)
			Routine Familiarity	• Photograph of a table in *"the canteen"* with written text 'described by Wolves Town as *"my second kitchen"*…Wolves Town and his friends usually sit at this table and have lunch (cameral walking tour)

				• Photograph of a computer on a table in the library with written text "this is my table"; the photo shows the specific table that Wolves Town sits at when he comes to the library' (camera walking tour)
			Routine Familiarity Familiar places versus unfamiliar places	• Photograph of a table in the *"kitchen"* with written text 'Ana wanted to take a picture of the specific table where she and her friends sit…Ana comes here *"all the time"'* (camera walking tour)
			Routine Familiarity	• Photograph of the *"kitchen"* with written text 'Toni comes here most lunchtimes' (camera walking tour) • Photograph of one part of college building with written text 'Toni wanted to take a picture of *"my building"*…he [Toni] explained that he has most of his lessons on the second floor' (camera walking tour)
	Meeting a primary need for food	Access to food	Access to food and water Physical needs met Lunch hall A place to eat	• *"If I need something, I can get it here [college]…like water or food"* (excerpt from discussion with Happy during camera walking tour) • A picture of a bowl of couscous and vegetables with annotation *"representing the lunch hall"* (Happy: Collage)
			Lunch hall as a favourite place A place to eat "Free lunch" Physical needs met "Food is important" "Healthy food" Primary needs met	• Photograph of the *"kitchen"* with written text 'Toni comes here with friends and *"we have some food"'* and 'Toni comes here most lunchtimes, and gets lunch which is *"free"* for ESOL students (camera walking tour) • Photograph of an office within the college with written text 'Toni comes here to collect a pass which he can use to get free lunch from the *"kitchen"'* (camera walking tour) • Picture of a bowl of lasagna with annotation *"food is important"* and *"healthy food"* (Toni: Collage)
			A place to eat "Free lunch" Physical needs met	• Photograph of a table in the *"kitchen"* with written text 'Ana eats *"free lunch"* here' (camera walking tour)

			Physical needs met	• Photograph of the table in the *"canteen"* and written text 'Jake meets his friends here every morning. They have coffee here or breakfast' (camera walking tour)
		Enjoyment of food	"I like the food" Food provided by college Physical needs met Enjoyable food	• Picture of a skewer of chicken with tomato sauce and the annotation *"I like the food at the college"* (Ana: Collage)
			A place to eat Lunch "Canteen" as a "favourite place" Food	• A picture of a bowl of noodles and salmon, with chopsticks placed on top with annotation *"delicious lunch in college…"* (Jake: Collage) • A picture of a bowl of salad with annotation *"salads"* (Jake: Collage) • A picture of chicken with pomegranate and annotation *"lunch, my favourite (is) chicken"* (Jake: Collage) • Picture of outdoor table and chairs with annotation *"canteen (my) favourite place"* (Jake: Collage) •
	Opportunities to maintain physical health		Physical health "Food is important" "Healthy food"	• Photograph of the gym with written text 'he [Toni] would like to go to the gym to be *"more healthy"*. He [Toni] thinks the gym will help him to be more…*"strong"*(camera walking tour) • Picture of a bowl of lasagna with annotation *"food is important in life"* and *"healthy food"* (Toni: Collage)
			Physical health Accessing the gym on day off "Health and fitness" Physical strength Positive emotions associated with exercise Physical activity	• Photograph of the gym with written text 'Wolves Town comes here every Wednesday. This is his day off…he [Wolves Town] likes to use the gym so that he can *"keep the body fit and strong"'* (camera walking tour) • Picture of man using exercise machine, smiling, with annotation *"health and fitness"* and *"gym truly helps me build my body and keeps me always strong"* (Wolves Town: Collage)

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				• Picture of a young male with boxing gloves with annotation *"boxing"* and *"I love it"* (Wolves Town likes to use the punchbag in the gym - collage) • Picture of a man of a bike with annotation *"I am crazy about cycling! I cycle about 5 miles every day between home and college"* (Wolves Town: Collage)
			Access [to the gym] for ESOL students Physical health	• Photograph of gym equipment with written text 'Happy likes the gym because "*it [the gym] is good for health*"' (Happy: Camera walking tour) • Picture of lady doing yoga with the annotation *"if I need, I can go to the gym"* (Happy: Collage)
	Supporting spiritual growth		"A place to pray" Teacher leading prayer	• A photograph of the prayer room with written text *"I'm going to show you a place to pray"* and 'Jake comes here often. If he is in college, he will come here twice during the day' (Jake: Camera walking tour) • A photograph of the prayer room with written text '…the ICT teacher often leads the prayer' (Jake: Camera walking tour)
Environmental factors that promote learning	Access to facilities and resources to continue learning	Access to facilities	Strong connection to library A place to access during free time Opportunity for continued learning	• Photograph of a computer on a table in the library with written text *"I love to go to my library"* and 'Wolves Town likes to go to the library in his free time, sometimes he does his homework here…Wolves Town comes to the library about 3 days a week…when he is in college' (camera walking tour) •
			A place to access during free time A place to do homework A place to continue learning Accessing the library on day off	• Photograph of the library with written text 'Happy often goes to the library when he stays late, sometimes he does his homework here' and 'the library is his favourite place because *"I can improve my English and knowledge here"*…Happy usually goes to the library…on his day off' (camera walking tour)

			Library as a favourite place	• Picture of an adult reading a book to a group of children with annotation *"my favourite place is (the) library"* (Happy: Collage)
			Library A quiet place	• Picture of a book open on a desk with annotation *"Library…to read a book or learn something quietly"* (Jake: Collage)
		Access to resources	Access to resources	• Photograph of a maths textbook with written text 'this is the maths textbook that Wolves Town uses to help him with his studying, this is specifically for students on the entry 3 ESOL course… *"the book I need which helps me with maths"*' (camera walking tour)
			Access to resources	• A photograph of the library with written text 'He [Happy] often uses the Functional Skills English book. He [Happy] explained that some of the words in the book are difficult, so he uses a *"grammar book or dictionary"* from the library to translate' (camera walking tour) • *"For education I can get everything, if I need a book I have the library"* (excerpt from discussion with Happy during the camera walking tour) •
			Access to books	• Picture of a book open on a desk with annotation *"Library…to read a book or learn something quietly"* (Jake: Collage)
	The learning environment		Favourite classroom Importance of physical environment Connection to outside Quiet environment "Comfortable environment" Sunshine through the window	• Photograph of *"classroom 4"* with written text 'This is Wolves Town's favourite class…Wolves Town likes this class because *"when I come in the class I can concentrate"*. He explained, it is also wider, and more comfortable, and it has a window so the sun shines through' (camera walking tour)

			Favourite classroom A quiet place	• A photograph of a classroom with written text 'this is Jake's favourite classroom because it is at the end of the corridor so it is quiet' (camera walking tour) • Picture of a book open on a desk with annotation *"Library…to read a book or learn something quietly"* (Jake: Collage)
Teacher providing emotional containment	Making learning accessible		Patient teacher Supportive teacher Teacher providing emotional containment Promoting understanding Promoting inclusion Learning accessible	• Photograph of a classroom with written text 'Ana pointed to a teacher in the classroom who is her *"best teacher"*…Ana explained "*all the time she speaks to me slowly, she never gets upset, when I don't understand she says it again, and she never gets tired*"' • 'The teacher was *"so rude"*. She [Ana] explained that when she did not understand something, the teacher got angry and would not help. *"She didn't understand"*' (excerpt from discussion during camera walking tour when Ana was comparing her "best teacher" to a teacher she had in school prior to attending college)
			"Teaches very well" "Disciplined" Teacher in control Favourite teacher Promoting understanding Promoting inclusion Learning accessible	• 'Wolves Town named one teacher as his favourite teacher; "*…is my favourite teacher because she teaches very well. She makes sure all the student(s) understand what she says. She is more disciplined, she makes sure no student disrupt(s) or play in class, other teachers are not, you can do what you want*"' (excerpt from discussion during camera walking tour)
			Favourite teacher Patient teacher Supportive teacher Positive teacher Promoting understanding Promoting inclusion	• 'Happy has a favourite teacher, he is his favourite teacher because *"he tried to help me, if I don't understand anything…he explains…if the teacher is busy, he does not say so, he is not negative"*' (camera walking tour)
	Promoting		Characteristics of favourite teacher	• Picture of a lady sitting down and smiling at the camera with annotation *"I like almost all the*

respect and acceptance		Patient teacher Interesting teacher Treating students "as normal" Treating students "as children" Promoting equality Promoting diversity	*members of staff in the college, but I like my tutor A very much"* and *"she teaches very well, she is a very interesting person, she is patient, when students shout she treats us as children, as normal"* (Wolves Town: Collage)

See Chapter Four, section 4.1 for final thematic map (TM 7).

School of Psychology Research Ethics Committee

NOTICE OF ETHICS REVIEW DECISION **For research involving human participants** BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

REVIEWER: (Reviewer name anonymised)

SUPERVISOR: **Lucy Browne**

STUDENT: Parisa Farrugia

Course: Professional Doctorate in Educational and Child Psychology

Title of proposed study: An exploration of the educational experiences of unaccompanied asylum-seeking and refugee children and young people

DECISION OPTIONS:

1. **APPROVED:** Ethics approval for the above named research study has been granted from the date of approval (see end of this notice) to the date it is submitted for assessment/examination.

2. **APPROVED, BUT MINOR AMENDMENTS ARE REQUIRED <u>BEFORE</u> THE RESEARCH COMMENCES** (see Minor Amendments box below)**:** In this circumstance, re-submission of an ethics application is <u>not</u> required but the student must confirm with their supervisor that all minor amendments have been made <u>before</u> the research

commences. Students are to do this by filling in the confirmation box below when all amendments have been attended to and emailing a copy of this decision notice to her/his supervisor for their records. The supervisor will then forward the student's confirmation to the School for its records.

3. **NOT APPROVED, MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED** (see Major Amendments box below)**:** In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application.

DECISION ON THE ABOVE-NAMED PROPOSED RESEARCH STUDY

(Please indicate the decision according to one of the 3 options above)

Approved

Minor amendments required *(for reviewer)*:

Major amendments required *(for reviewer):*

Confirmation of making the above minor amendments *(for students)*:

I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data.

Student's name *(Typed name to act as signature):*

Student number:

Date:

(Please submit a copy of this decision letter to your supervisor with this box completed, if minor amendments to your ethics application are required)

ASSESSMENT OF RISK TO RESEACHER *(for reviewer)*

Has an adequate risk assessment been offered in the application form?

YES / NO

Please request resubmission with an adequate risk assessment

If the proposed research could expose the <u>researcher</u> to any of kind of emotional, physical or health and safety hazard? Please rate the degree of risk:

 HIGH

☐ MEDIUM (Please approve but with appropriate recommendations)

☑ LOW

Reviewer comments in relation to researcher risk (if any).

Reviewer *(Typed name to act as signature)*: (Reviewer name anonymised)

Date: 19/02/19

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Research Ethics Committee

RESEARCHER PLEASE NOTE:

APPENDIX U: DEBRIEF SHEET FOR YOUNG PERSON

DEBRIEF SHEET FOR YOUNG PERSON

Research title: An emancipatory study exploring the educational experiences of unaccompanied children and young people

Thank you for taking part in this research and sharing your experiences with me. I hope that with this information we can think about how other young people who have had experiences like you may be helped within college in the future.

What will happen next?

Next, I will go away and look at all of the information that you and other young people have provided. I will be thinking about some of the things you shared, which seem to be important to you all.

I would like to meet with you again soon, so that I can check with you that I have understood what you have shared with me and that you agree or disagree with my findings. I will arrange to come in on a date that is convenient for you.

What will happen with the information I have provided?

I will write a report about what we have learnt, and I would like to share this with your teachers. I will not use your real name, so people will not know that it is you that provided the information.

If you decide that you would not like me to use the information provided, then please let me know two weeks from today.

If you have any questions, please email me at u1724878@uel.ac.uk.

Thank you again for your time!

Parisa Farrugia

The following are details of organisations you may wish to contact for support:

Refugee Council (children's section): Provides information on a number of services available for unaccompanied children seeking asylum. This includes supporting them through the asylum system, therapy services and social activities.

https://www.refugeecouncil.org.uk/what_we_do/childrens_services

The Children's Society: Run projects across the country to help refugee and migrant children find accommodation, overcome language barriers, and to rebuild their lives in their new communities.

https://www.childrenssociety.org.uk/what-we-do/our-work/refugee-and-migrant-children/services-supporting-young-refugees-and-migrants

Coram Child's Legal Centre: Provides free legal information, advice and representation to children and young people.

https://www.coram.org.uk/   020 7520 0300

Refugee Action: Provides help and advice to support refugees and asylum seekers build new lives in the UK.

https://www.refugee-action.org.uk/

0845 894 2538   giving@refugee-action.org.uk

CARAS (Community Action for Refugees and Asylum Seekers): They have a range of group activities that support people of all ages to develop their English skills, access services and opportunities, build supportive social networks and to feel welcomed. They work with specific individuals to make sure that they get the specific support that matches their situation no matter how complex.

+44 (0)208 767 5378   info@caras.org.uk

APPENDIX V: UEL DATA MANAGEMENT PLAN

UEL Data Management Plan: Lite

For PGRs to submit to PhD Manager prior to Examination

This 'lite' DMP is written at project completion stating what will happen to your research data: if you already have a DMP from earlier in your project you do not need to complete this form.

Plans must be sent to researchdata@uel.ac.uk for review.

Research data is defined as information or material captured or created during the course of research, and which underpins, tests, or validates the content of the final research output. It is often empirical or statistical, but also includes material such as drafts, prototypes, and multimedia objects that underpin creative or 'non-traditional' outputs.

Administrative Data		
Researcher	Name: Parisa Farrugia	
	Email: u1724878@uel.ac.uk	ORCiD:
Research title and description	An emancipatory study exploring the educational experiences of unaccompanied children and young people	
Research Duration dd/mm/yy	Start date: 01.10.18	End date: 31.08.2020
Ethics application reference	Approval letter attached	
Funder	N/A	
Date of DMP	First version: 07.12.19	Last update: 18.02.20
Related Policies	Research Data Management Policy	
About your Data		

	Data type	Format	Volume	Storage location	Back up location
What data have you collected and where is it stored?	Hand-written notes	Physical	2MB	Lockable storage in researcher's home	
	Photographs (of locations within the college)	JPEG	32 photographs	Camera will be stored in a lockable storage until the photographs are transferred over to laptop. Encrypted work laptop supplied by the Local Authority (place of work)	Encrypted USB
		Physical		Lockable storage in researcher's home	
	Collages	Physical	1MB	Lockable storage in researcher's home	
	Consent forms	Physical	1MB	Lockable storable in researcher's home. This will be stored separately from anonymised data.	

Which data (if any) is personal or sensitive?
Consent forms:
Provide personal data.

Handwritten notes:

	Will be anonymised through the use of pseudonyms but are still sensitive because they hold information provided by the participant. The research uses pseudo identification which means that the researcher will know the corresponding identity of the participants, but this will not be shared with anyone else. Photographs: Participants will be asked to take photographs of locations within the college and asked not to take photographs of themselves or others. A camera will be signed out from the university resource room. Researcher will be aware of any photos depicting aspects which may make the college identifiable, these will be kept in a separate lockable cabinet and not used within data presentation. Researcher will also be aware of metadata supplied by camera software which may include location. Collages: Newspaper/magazine cuttings representing young people's positive experiences within college. If/where participants want to represent relationships, they will be asked to use initials and not names of people. Collages are a representation of participants experiences so will be sensitive.
Documentation and Metadata	
What documentation and metadata accompanies the data?	Document containing list of: • Type of camera used to take photographs • Material used to create collages Also blank consent form, participant information sheet
Data Sharing	
Other researchers may be interested in your data: can you share on UEL's repository?	I will not be sharing data because consent does not allow for this. Ethics approval given on the basis that data will be destroyed after April 2020.
Data Retention	

Which data are of long-term value and should be kept?	Consent forms will be stored in a lockable cabinet until research is complete and thesis has been passed. Following this the consent forms will be put into confidential waste within the local authority within which the researcher works. Participants will be asked if they would like to keep the collages following research completion. If not, they will be put into confidential waste as above. Photographs will be deleted from the SD card following data collection and stored on an encrypted laptop. Following April 2020, data will be deleted from the laptop and destroyed using software. Physical photographs will be put into confidential waste following April 2020.
Review	Please send your plan to researchdata@uel.ac.uk
Date: 19/02/2020	**Reviewer name:** (ANON) **Research Data Management Officer**

APPENDIX W: EXAMPLE OF A DATA EXTRACT FROM THE CAMERA WALKING TOUR TO DEMONSTRATE PICTURE AND LINE NUMBERING

Ana 2.

Pic 3.

Photo of classroom

13 A classroom to represent Ana's classroom

14 Taken by Ana at 14.55 on 13/01/20

15 Ana pointed to a teacher within the classroom who is her "best teacher".

16 Ana explained that "all the time when she speaks to me, she speaks slowly. She never gets upset. When
17 I don't understand she says it again, and she never gets tired".

18 Ana explained that she went to a school for a moth prior to coming to college and the teacher was "so
19 rude". She explained that when she did not understand something, the teacher got angry and would not
20 help. "She didn't understand".

21 Ana wanted to take a photo of this class (a photo to represent her class) because this is the "first room I
22 went to in college".

23 Ana learns English, Maths and IT in this class.

24 English is Ana's favourite lesson because "I love to speak English".

Certificate of appreciation

Awarded to

....

For taking part, sharing your ideas, and your experiences

30th January 2020

Parisa Farrugia (Trainee Educational Psychologist)

Thank you!