

University of Wales, Newport
School of Sport, Health and Applied Social Sciences

THE REFUGEE INCLUSION STRATEGY AND ITS IMPACT
ON THE INTEGRATION PROCESS OF YOUNG ASYLUM
SEEKERS AND REFUGEES IN NEWPORT, WALES

Student Number: xxxxxxx
BA (Hons) Youth and Community Studies
2013

A dissertation submitted in partial fulfilment of the requirements of the BA/BSc (Hons)
programme in the School of Sport, Health and Applied Social Sciences.

A dissertation submitted in partial fulfilment of the requirements for the BA/BSc (Hons) programme in the School of Sport, Health and Applied Social Sciences

DECLARATION

This work has not previously been accepted for any degree and is not being concurrently submitted in candidature for any degree

Signed.....(Candidate)

Date.....

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirement for the degree of BA/BSc

Signed.....(Candidate)

Date.....

STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by explicit references. A reference list is appended.

Signed.....(Candidate)

Date.....

STATEMENT 3

I hereby give consent for my dissertation, if accepted, to be available for photocopying and for inter-library loan and for the title and summary to be made available to outside organisations.

Signed.....(Candidate)

Date.....

ACKNOWLEDGEMENTS

ABSTRACT

Dissertation Title:

THE REFUGEE INCLUSION STRATEGY AND ITS IMPACT
ON THE INTEGRATION PROCESS OF YOUNG ASYLUM
SEEKERS AND REFUGEES IN NEWPORT, WALES

University of Wales, Newport

Year of submission 2013

The present study examined the impact of the 2008 Refugee Inclusion Strategy of Wales on the integration of young asylum seekers and refugees aged between 16 and 25, living in Newport City. The study explored the young people's own perception of integration, and their experience and challenges throughout the process in relation to social and youth provisions. Qualitative methodology was adopted as the best approach for this study in order to explore experiences, emotions and feelings as well as identifying problems. Interviews were conducted with fourteen young asylum seekers and refugees in order to address the research topic.

Despite the fact that the youth service has a responsibility to deliver services as stated in the Refugee Inclusion Strategy, and despite the fact that effective youth service plays a significant role in promoting young people's educational, personal and social development in every aspect, this study finds that the majority of the participants did not have knowledge or experience of youth work delivered by the youth service in Newport City. Some related youth work was facilitated by voluntary groups to support this vulnerable group of people. The Newport Youth Service needs to reach out to

these disadvantaged young people with greater awareness and understanding to ensure inclusion for sustainable integration.

TABLE OF CONTENTS

| | |
|---|-----|
| Declaration..... | i |
| Acknowledgements | iii |
| Abstract..... | v |
| Chapter1..... | 1 |
| Introduction..... | 1 |
| Brief historical background..... | 1 |
| Asylum seekers and Refugees..... | 2 |
| The asylum and refugee population in Wales..... | 4 |
| Terminology..... | 5 |
| Chapter 2..... | 7 |
| Literature Review..... | 7 |
| The Concept of Refugee Integration..... | 7 |
| Immigration Policies and Integration..... | 9 |
| Integration of Asylum Seekers and Refugees in Wales.... | 10. |
| Service Provisions..... | 10 |
| Building Social Capital and English language competence | 12 |
| Youth service on integration..... | 13 |
| Chapter 3..... | 16 |
| Methodology and Method | 16 |
| Design and frame work..... | 16 |
| Interviews..... | 16 |
| Sampling Frame..... | 17. |
| Data analysis..... | 19 |
| Limitations..... | 19 |
| Ethical issue..... | 20 |

| | |
|---|--------|
| Chapter 4..... | 22 |
| Report and discussion of Findings..... | 22 |
| Inclusion and the Perception of Integration..... | 22 |
| Social Networks and English Language Competence..... | 29 |
| Inclusion of Asylum Seekers and Refugees in Youth Provisions..... | 31 |
| Barriers to Inclusion and participation..... | 34 |
| Chapter5..... | 38 |
| Conclusions and Recommendations..... | 38 |
| Bibliography..... | 43 |
| Appendices..... | 46 |
| Appendix 1. Examples of responses to interview questions..... | 46 |
| Appendix 2. Respondent’s transcript..... | 48 |
| Appendix 3 consent form..... | 51. |
| Appendix3Participant Information Sheet..... | 53 |
| Append4. School research request letter..... | 54 |

CHAPTER ONE

INTRODUCTION

The purpose of this paper is to examine the impact of the Refugee Inclusion Strategy towards the integration process of young asylum seekers and refugees in Newport, Wales. The study explores whether the Refugees Inclusion Strategy for Wales (2008) helps young asylum seekers and refugees to fulfil their desires in all aspects of integration. It intends to identify any barriers that affect the ability of young asylum seekers and refugees to benefit from the youth provisions that would enhance their personal, social and educational development in relation to integration. Another objective is to attempt to recommend strategies to address and overcome any barriers to integration.

Brief historical background

Over past centuries there has been a dramatic change in the history of refugees and asylum seekers. Over time, the need for an international legal framework to protect refugees became widely recognised, with specific focus on the social rights of refugees in areas such as employment, social welfare, education and housing (Jaeger, 2001, p.732). The United Nation Convention relating to the status of refugees was established in December 1950 by the United Nations at the request of various international governments in order to protect and assist refugees and asylum seekers, as well as other needy people (UNHCR, 2010). However the development of the nation-state and fixed borders caused countries to refuse to offer refugees a safer home (Rosenberg, 2008). The expulsion of Uganda's Asians in 1972 by the then president Idi Amin was one of the most notorious human rights' violations in refugee history. The UK subsequently granted refuge to the majority of

the Ugandan Asians (Jorgensen, 1981, p.288). In recent years, political persecution has been a major cause of refugee out-migration (Rosenberg, 2008). The end of the Cold War contributed to the creation of civil war in the Balkan region, the political crises, violations and war in Africa, the Middle East and Asia, as well as recent conflicts and civil wars countries such as Libya and Syria caused many peoples to flee their countries and seek asylum and protection from the international community.

Asylum Seekers and Refugees

Asylum seekers and refugees are a diverse people who share one thing in common. They all left their countries of origin as they were subjected to forceful displacement or persecution (Aspinall and Watters, 2010, p.1). They seek protection from the international community in order to save their lives. They can be old or young, single, families with children, or unaccompanied children. But all are vulnerable as they face poverty, isolation, depression and anxiety. Often they are also victims of racism and discrimination (Burnett and Peel 2001). The most vulnerable are children and young people either living with their families or unaccompanied children. It is very clear that this particular group of asylum seekers and refugees need more care and treatment from the receiving community in the process of social integration. The UK has long history of and commitment to accepting refugees which is supported by national legislation and policy, underpinned by the 1951 Refugee Convention and Human Rights Articles (McKenna, 2005, p.7). Since 2000 the UK has developed many documents in relation to integration. As a result, the UK government in 2005 launched a national strategy for refugee integration to address needs and empower them to achieve integration (HMHO, 2005).

As part of the UK, Wales also has a long experience in accepting and welcoming refugees. It is also important to understand that young asylum seekers and refugees will have 'experienced traumatic events and many will arrive in Wales with very limited family or social links' (WG, 2008, p.1). They are vulnerable and have a lack of 'knowledge and understanding of Welsh society' and English language skills. The impact of having to leave the country of origin and the associated trauma, are unforgettable moments of their life (WG, 2008, p.1). Subsequently, they need social, emotional and psychological support to move past the uncertainty in their future. Thus, the Welsh Government took initiative to meet their needs and aspirations, by putting more emphasis on inclusion in order to achieve secure integration (WG, 2008).

In response, the Welsh Government (WG) has endeavoured in its effort to facilitate access to integration for young asylum seekers and refugees. The WG (2008) Refugee Inclusion Strategy aims to 'ensure that asylum seekers and refugee children and young people achieve their full potential', by working with partner agencies and organisations. The strategy was also initiated to address current barriers to participation in youth provision. The WG promotes equality of opportunity regardless race, ethnicity or religion in order to overcome the barriers around inclusion of asylum seeking and refugee children and young people (WG, 2008, pp.56-65). It is also the government's vision to see young asylum seekers and refugees benefiting from the basic entitlements envisaged in Extending Entitlement for Wales (DfELLS, 2007, p.3). The youth service and youth workers have responsibility for the implementation of the government's vision. The National Occupational Standards for Youth Work (2008) NOS. 2.2 has informed youth and community workers' practice to promote the welfare of young people. Therefore, personal interest in this

study is valued and underpinned by this professional standard. Furthermore, supporting young people to identify and to overcome any obstacles to safeguarding their welfare is paramount to an effective process (LLUK, 2008, p.66).

However, the integration process is not a simple journey for young asylum seekers and refugees, nor is it easy to materialise the benefits of the inclusion strategy. The local authority and related organisations have the responsibility to implement and monitor the process. The receiving community in general, and a youth service in particular, should play a significant role in ensuring the personal, social and educational development of young asylum seekers and refugees, in all aspects of their journey towards integration (Smith,2007). Therefore, it is recommended that the Social Inclusion Strategy stands to develop a culture and systems that promote equality of opportunity and a valuing of diversity in all aspects of the lives of young asylums and refuges (LLUK, 2008, p.77). The study has a significant impact on providing a detailed account of the experiences and difficulties which occur through this process. It also encourages youth organisations and other interested agencies to undertake extensive research in this particular area.

The asylum and refugee population in Wales

Since 2001, the UK Border Agency allocated Wales as a dispersal area in order to receive more asylum seekers and refugees; the number of asylum seekers and refugees in Wales increased and the total number of asylum seekers and refugees reached 2322 by the end of July 2009. Over half of these are living in Cardiff, while Newport and Swansea share the remainder. The majority of those dispersed to Wales come from nine countries: Afghanistan, Pakistan, Iraq, Iran, Eritrea, Somalia, Zimbabwe, Sudan and China (Crawley and Crimes,

2009pp.1-3).

However, it is very difficult to find statistics to identify how many refugee or asylum seeking children and young people aged between 11 and 25 live in Wales, be it alone as young adults, with their own family or under State care as unaccompanied children(Smart and Crimes,2010). It is hard to ascertain the exact total population of refugee and asylum seekers currently living in Newport, but, due to the lack of separate figures on younger asylum seekers and refugees, it is especially difficult to quantify the numbers of young asylum seekers or refugees in the city.

Terminology

The term 'asylum seeker' and 'refugee' are often confused and misinterpreted by the general population. The distinctions between 'asylum seeker', 'refugee' and 'economic migrant' have been presented incorrectly, often erroneously being used synonymously, and this has changed public perception in a negative way. This misinformation creates tensions within the community (Crawley and Crimes, 2009, pp.34-41). According to the Refugee Convention 1951, an 'asylum seeker' is someone who is seeking international protection but whose claim for refugee status has not yet determined. In contrast, the 'refugee' is someone who has been granted refugee status under the 1951 Convention. The UNHCR defines the criteria for granting refugee status, as applying to 'someone who has a well-founded fear of persecution because of his political opinion, religion, race, ethnicity, or nationality, and cannot return safely home' (UNHCR, 2010, p.14). An 'economic migrant', on the other hand, is someone who has emigrated from one region to another for the purpose of seeking better employment or improved living standards of his/her own free will (Castel et al.2002,p.120).

The main issues addressed in this study are the impact of the Refugee Inclusion Strategy for Wales and the main barriers that affect young asylum seekers and refugees in their ability to effectively integrate. Chapter two begins by providing a literature review of previous studies, recent documents and related sources. Chapter three will then go on to describe the methodology used to conduct the research. This will be followed by a discussion of the findings in chapter four. Finally, drawing together the findings of other studies, an overall recommendation will be provided followed by a conclusion.

CHAPTER TWO

LITERATURE REVIEW

To commence, this chapter will conduct a review of literature sourced from local authority and government documents, electronic printed sources, and related books, which are specific to the research areas of this study, in order to provide a frame of reference for effective evaluation of the topic (Punch, 2006, pp.30-42). The literature review examines the concept of refugee integration from various perspectives and immigration policies in relation to the integration of young asylum seekers and refugees. It will then go on to evaluate the Refugee Inclusion Strategy for Wales and its impact on the integration process in light of social provisions. The barriers and challenges these young people face throughout the process will also be discussed within the context.

The Concept of Refugee Integration

The importance of understanding integration, inclusion and cohesion in a wider perspective by society, is a crucial element in facilitating a sustainable integration process. Many studies have attempted to explain the various aspects of the concept of integration. It is a highly complex, controversial and debatable concept. Robinson (1998, p.112) suggested that the term 'integration' is a 'chaotic' concept that is understood differently by many. This suggestion is also supported in the work of Castle, et al (2001, p.119) in which they highlighted the fact that there is no single theoretical concept or definition generally accepted to define refugee integration. Altifield et al (2007, p.13) also conceptualised integration as a 'subjective process' in which refugees' own perceptions are central.

The issue of integration remains significant in various

dimensions for UK national strategy; it is also important for Wales to develop a common concept of refugee integration as this is a devolved matter for Wales (Threadgold and Court, 2005, p37). Several research studies reveal that the understanding of the concept of integration is vitally important for policy makers, organisations and projects who work with refugees in order to achieve specific goals in the process of successful integration (Ager and Strang, 2004; Atfield, 2007; Zetter et al, 2005).

In 2004, Ager and Strang produced a document commissioned by the Home Office that aimed to identify the key factors that can sustain the process of integration for refugees in the UK. It suggested ten core domains 'reflecting normative' of relevant outcomes that shape understanding of the concept of integration (Ager and Strang, 2008, p.175). Ager and Strang (2004) structured the framework and grouped the ten core domains under four headings - Education, Employment, Housing and Health – all of which were identified as the main critical factors. These domains are 'markers' of the success for positive change and a 'means' to assist wider integration process (2004, p.3). Social bridges, Social bonds and Social links are pathways to build wider social connections, thereby recognising and stressing the importance of relationships to the understanding of the integration process (2004,p.4). They suggest that two other domains are also main facilitating factors for the integration process, being Language and Cultural Knowledge. According to Ager and Strang, 'Rights and Citizenship' is a foundation to meet the 'obligations and aspirations' of becoming a British citizen (2004, p.23)

Several studies have highlighted that 'refugee integration' is a process which begins upon arrival in the UK (Aspinall and Watters, 2010; Hek, 2005; and Atfield et al, 2007). "It is a two

way process which is carried out by the individual and the host community” (Smart, May 2007, p.4). The Welsh Government confirmed that “refugee inclusion and integration take place when a refugee becomes a fully active member” of society in all aspects of his/her life (2008, p.1). However, this conceptual framework does not apply to the life of asylum seekers who have been waiting for the final decision on their asylum process, or to those who are failed asylum seekers, as these matters deal with the UK Government’s immigration control system (Crawley and Crimes, 2009, p.5).

Immigration Policies and Integration

Over the past two decades, the issue of migration has become a major concern of society. The UK Government took some measures to tackle asylum seeker and refugee issues regarding to the migration policies (Aspinall and Watters, 2010, p.13). However, an exceptional number of new laws, policies and guidelines in UK affect the rights of, and integration of, asylum seekers and refugees in general, and young people and children in particular (Hek, 2005, p.8).

The 1951 United Nations Convention gives equal importance to the social rights of refugees within the country of asylum (UNHCR, 2010). Furthermore, the Children’s Act of 1989 compels local authorities in England and Wales to provide services for children in need as stated on section 17(NSPCC, 2012, p.2). The Human Rights Act 1998 also places a duty on local authorities to uphold an individual’s human rights, including those of children and young people (cited in Hek, 2005, p.11). However, the new Immigration Act 1999 restricted the rights of asylum seekers to employment and higher education (Hek, 2005, p.8). According to Sales (2002, p.463) this legislation has created a ‘new social category of asylum seekers’ who are disadvantaged; on the other hand, refugees

are advantaged in terms of status and welfare entitlement.

The 2004 Immigration Act removed basic support for families. Hek (2005, p.10) highlighted that immigration legislation consistently overrides social rights and excludes children and young people from access to welfare. This view is also supported by the Refugee and Migrant Justice Report (March, 2009). The report identifies bad practice and breaches of universal rights on crucial welfare issues; this is also contrary to the Every Child Matters core five outcomes (DfES, 2003). However, although immigration control and its systems are in hands of the UK Government, local authorities have the responsibility to promote the welfare of asylum seekers and refugees in order to facilitate their integration into mainstream society and to build community cohesion(Home Office,2001b).

Integration of Asylum Seekers and Refugees in Wales

Since the Welsh Government (WG) launched its Refugee Inclusion Strategy in June 2008, the gradual process of refugee integration has been accelerating in terms of health, housing, education, public services and so on. (Crawley and Crimes, 2009). However, evaluating and reviewing the inclusion strategy is vital to examine its impact on the process of integration.

Service Provisions

Education is an essential 'marker of integration' and also a major 'means' to achieve full integration. It creates significant opportunity for employment and social connection and for language learning (Ager and Strang, 2004, p.16). According to the WG (2008) report, education provision has had a positive effect on the abilities of, and outcomes for, young asylum seekers and refugees abilities in main stream education.

However, there are a number of barriers towards effective integration in schools. A survey carried out by Swansea University indicated that many young asylum seekers and refugees experience verbal and physical abuse (Crawley and Crimes, 2009, p.36) . Ager and Strang (2008, p.172) identified that refugee children's experience of education is impacted by insufficient support for learning and the feeling of isolation and exclusion.

In several studies, employment is identified as a major influential factor in, and a mechanism towards, integration; it is also a path to establish social connections and one that offers real opportunities to develop language skills (Ager and Strang, 2008; Castle et.al, 2001; Hek, 2004; Patel et al, 2004). However, previous research shows that refugees experience high levels of unemployment and under employment despite their good qualifications and previous work experience in their home countries (Ager and Strang, 2008; Crawley and Crimes, 2009). UK employment policy is a big challenge for asylum seekers, as they are prohibited from accessing the labour market (Patel et al. 2004, p.6). A survey conducted in Wales also identified a number of other factors, including discrimination and racist incidents, as main barriers in the work place and employment agencies (Crawley and Crimes, 2009, p.28).

The quality and condition of housing, structures much of a refugee's experience and is widely considered to be a fundamental issue for sustainable refugee integration (Robinson, 2006, p.11). The Welsh Government (2008,p.52) funded the Refugee Council to ensure that housing issues for refugees was targeted, in order to prevent homelessness and find suitable accommodation in partnership with housing

providers. However, Crawley and Crimes stress that there were problems due to the poor condition of the properties (2009, p.18).

In addition, research shows that asylum seekers are vulnerable to poverty and destitution. Refused asylum seekers are especially vulnerable, being the most disadvantaged group (Aspinall and Watllers, 2010, p.74). A recent report by the Children's Society (2012) indicates that the experience of destitute children and young people raises serious welfare concerns. In this report, Pinter (2012, p.10) argues that the immigration policies that limit their access to support and accommodation, are leaving young asylum seekers vulnerable and homeless. A knock-on effect of this is the impact it can have on their health as they experience problems accessing for primary health care whilst destitute (Printer, 2012, p.18).

Rachel Hek (2005) in her literature review 'The experience and needs of refugee and asylum-seeking children in UK', provides further insights into how the integration of refugees can be facilitated in relation to the main domains. The literature review identifies that immigration status is a foundation for refugees and a major factor in their sense of security and integration (2005, p.16). However, for most of those disadvantaged young asylums seekers, it is a major barrier to start living their lives as they wish. It is clear that the attitudes towards settlement, aspirations for those asylum seekers and failed asylum seekers is far from reality, as their participation in the process is affected by their immigration status.

Building Social Capital and English language competence

Previous research indicates that building social networks plays a significant role in facilitating integration in different ways.

Many young refugees and asylum seekers build strong networks and actively attempt to integrate into their new community even though they face many barriers; but others feel isolated and vulnerable to harassment (Atfield et al, 2007, pp.7-9). There are many factors that affect the ability to access and maintain social networks. A lack of choice in education, training, housing and employment are all primary concerns of young refugees; similarly, a lack of resources to access networks in order to meet their own community also has an impact on integration (Atfield et al, 2007, p.8).

The Welsh Government (2008, p.33) promotes the role of art, culture and sport in building social capital. Research reveal that sporting activities are a vehicle to promote integration and offer significant potential for targeting social inclusion. Henry et al (2005) highlights that sport can play a significant role in tackling social exclusion; it also impacts on building bridging capital between the refugees and the host community through involvement in shared activities. An example is provided of the Zimbabwean community in Swansea, which focused on sport as a vehicle for internal cohesion and as a means for socialisation (Henry et al, 2005, p.46).

Many researchers agreed that access to English for Speakers of Other Languages (ESOL) is vital, not only in order to access employment and training, but also to bridge the gap towards integration (Smart, 2007; Atfield, 2007; and McKenna, 2005). Here in Wales, the provision of ESOL has encouraged young asylum seekers and refugees to take up the opportunity to access further education.

Youth Service on Integration

In 2000, the Welsh Government produced a policy 'Extending Entitlement' to promote opportunity and choices through which

educational, personal and social needs for development of young people aged 11-25 could be sustained(WNA,2000). Furthermore, the Department of Education, Lifelong Learning and Skills (2007) put in place a National Youth Strategy to deliver the vision of the government in order to make young people the beneficiaries. The Newport Children and Young People's Plan (2007, 2011), subsequently set out a plan to implement the main objectives of the policy in accordance with the National Youth Strategy. More importantly, the plan intends to address the needs of young asylum seekers and refugees regarding their entitlements to universal rights (2010, p.16). As a result of this policy and strategy, more youth provisions have been delivered by various voluntary sectors. For example, Shared Futures showcases how practice plays an important role in supporting young people's integration in school and the wider community. In 2010, they organised weekend activities and workshops in partnership with the Welsh Refugee Council which was filmed, in which young asylum seekers and refugees' engagement with the host young people was demonstrated (Shared Futures, 2010).

However, previous studies focused more on exploring young asylum seekers and refugee's life experience and challenges, but not specifically in relation to their participation in youth provisions. This study was unable to evaluate the youth provisions that demonstrate achievements in addressing asylum seeker and refugee's issues, which have been reported or documented, by the youth service generally in Wales, and more specifically in Newport. For this reason, the literature review aims to reduce the knowledge gap. It is, therefore, part of this study's findings to encourage the youth service to undertake further investigation into this provision, in order to support young asylum seekers and refugees' successful

integration. The next chapter will evaluate how the data was collected to produce the findings.

CHAPTER THREE

METHODOLOGY AND METHODS

Design and frame work

This study was designed to provide empirical evidence as to whether the Refugee Inclusion Strategy for Wales (2008) helps young asylum seekers and refugees to fulfil their desires in all aspects of integration. The study focused on exploring the experiences that they pass through on the path to integration, considering components of the Refugee Inclusion Strategy for Wales (2008). It also aimed to identify any barriers and difficulties that affect inclusion in youth provisions in the process. It considers the life experiences of young asylum seekers and refugees, discovering their attitudes, behaviours and characters regarding this topic. For this reason, qualitative methodology has been adopted as the best approach for this study. Moreover, qualitative research methods emphasise reflection on the feelings and experiences of the respondents and focus on exploring the nature of the relationship between the person and situation (Davies, 2007, p.26). Although a variety of methods can be used to collect qualitative data, it was preferred to conduct in depth, face-to-face interviews on a one-to-one basis in order to gather complete information.

Interviews

The face-to-face interview is the most common method of data collection used in qualitative analysis, in comparison to the other methods, to produce the most in-depth information (Bryman, 2008). Interviews were conducted by the author with young asylum seekers and refugees aged between 16 and 25 to examine their experiences, feelings and emotions in order to address the study objectives. This method helped to establish a rapport with the respondents and contributed in convincing

them to complete the interview. Moreover, it allowed the interviewer to set the questions and accommodate complex and sensitive issues, as well as correct misunderstandings (Kumar, 1999, p.115). Due to these facts, it was possible to explore the impacts of the inclusion strategy to sustain or effect their integration into the community through the process. Because of the fact that the sampling frame and response bias was low, it was impossible to measure the perception of the sample because of the diverse nature of young asylum seekers and refugees in Newport.

The participants were asked a series of questions about their feelings and experiences in relation to integration, inclusion and their engagement with the youth provisions in their area. The interview took less than one hour to complete the questions. Open ended and leading questions were used in order to examine the following issues:

- Young refugees' and asylum seekers' understanding of integration and inclusion in relation to equal opportunities.
- The impact of social connection and English language competence in the integration process.
- The youth provisions and their experience in using this opportunity as a path to inclusion.
- The difficulties, challenges and barriers that they face throughout the integration process

Sampling Frame

As noted earlier, due to the lack of current statistical data in relation to young asylum seekers and refugees, it was difficult to obtain the correct figure of young people aged between 16 and 25 who are currently living in Newport. Because of the diverse nature of asylum seekers and refugees, it is important

to take into account the issue of immigration status, living with family (dependant), gender, religion, ethnicity and nationality in order to balance the sample representative. Even though the number of young people in this category is small, the sensitive nature of the cultures made it difficult to find enough young people who were willing to be interviewed from all backgrounds. However, based on the size and purpose of the study, it was decided to adopt the purposive sampling technique. For this reason, the snowballing method was applied as it is essential to identify and obtain potential respondents via their colleagues, friends and existing respondents (Dawson, 2009, p.50). Initially, the intention was to conduct interviews with fifteen young people from diverse people groups. However, ultimately it was possible to conduct interviews with fourteen young people, including a single young mother. Moreover, four of these respondents were asylum seekers who were desperately waiting for their cases to be decided in their favour by the Home Office.

Table.1 Characteristics of the Respondents

| | Origin of Nationality | Gender | Age | Family/Marital status | Immigration status | Social status |
|----|------------------------------|---------------|------------|------------------------------|---------------------------|----------------------|
| 1 | <i>Zimbabwe</i> | <i>Female</i> | 16 | <i>Dependent</i> | <i>Refugee</i> | <i>Student</i> |
| 2 | Zimbabwe | Female | 17 | Dependent | Refugee | Student |
| 3 | <i>Afghanistan</i> | <i>Male</i> | 21 | <i>Single</i> | <i>Asylum</i> | <i>n/a</i> |
| 4 | Eritrea | Male | 16 | Dependent | Refugee | Student |
| 5 | <i>Ethiopia</i> | <i>Female</i> | 25 | <i>Single mother</i> | <i>Asylum</i> | <i>mum</i> |
| 6 | Sudan /Darfur | Male | 24 | Single | Refugee | Factory worker |
| 7 | <i>Eritrean</i> | <i>Male</i> | 25 | <i>Single</i> | <i>Asylum</i> | <i>n/a</i> |
| 8 | Iran | Male | 20 | Single | Asylum | n/a |
| 9 | <i>Eritrean</i> | <i>Female</i> | 20 | <i>Single</i> | <i>Refugee</i> | <i>Student</i> |
| 10 | Sudan | Male | 23 | Single | Refugee | p/work & study |
| 11 | <i>Somalia</i> | <i>Female</i> | 18 | <i>Dependent</i> | <i>Refugee</i> | <i>Student</i> |
| 12 | Zimbabwe | Female | 19 | Dependent | Refugee | Student |
| 13 | <i>Kurdistan</i> | <i>Male</i> | 22 | <i>Single</i> | <i>Refugee</i> | <i>Labourer</i> |
| 14 | Uganda | Female | 22 | Single | Refugee | Student |

Data analysis

Qualitative data analysis was carried out using analytic induction to define and describe the topic, by examining the interview transcripts which emerged through the process. All the data was analysed to establish a hypothesis and to produce a complete statement on the phenomenon (Bryman, 2008, p.539). The interviews were also analysed on an individual basis to examine the perspectives of each respondent during the interaction (Punch, 2006, p.118). Through the detailed process of analysing interview data, code numbers were used to identify who said what in order to anonymise the respondents.

Limitations

Although this study did not intend to generalise the findings, there were multiple problems that affect the reliability and balance of the data in terms of respondents' understanding of integration and youth provision. They were hesitant to answer some of the questions as they were linked to the issue of their immigration status and family cases. Intensive efforts were made to handle these situations sensitively, to carefully explain to the respondents the overall procedure and the purpose of the study, in order to encourage them to share their views and thereby gather their insights. There were also some difficulties in acquiring parental consent in order to undertake interviews with minors aged between 16 and 18. Despite the information provided prior to the interview in regards to confidentiality and anonymity, the respondents were reluctant to allow tape recording of the conversations. For this reason, the interactions were recorded manually using a note book which was time consuming and distracting.

Although the study did not intend to invite the youth service in Newport to participate, it was thought reasonable to consider

their views and thoughts about participation and the experiences of these vulnerable groups in using youth and community services. For this reason, it was considered that the lack of this opinion could be a potential limitation to the study which is significant to obtain a fuller picture of the provision for young asylum and refugees, by comparing and contrasting the themes in order to inform future developments. However, this might encourage other researchers or youth organisations that have interest in this particular group to take the initiative and undertake extensive study to facilitate change.

Ethical issues

There was a professional commitment to applying the ethical codes of research which are essential for carrying out the study with respect and success. Cultural and spiritual issues had to be considered to ensure the rights of the respondents and their families were respected in every aspect through the interaction process, in order to protect them from emotional and psychological challenges which could arise from the methods or the content of the questions (Bryman, 2008, Bank, 2010). Consent forms and information sheets were either emailed or handed to the respondents prior to the interview, to request their permission to be interviewed. Moreover, there was much commitment to provide verbal and written information about the purpose and objectives of the study before and during the process in reducing any misunderstandings using their own interpreter. Furthermore, they were clearly informed that participation was strictly voluntary. In this sense, the respondents were advised that they could withdraw from the research at any time whether during the interview or at the final process, without giving any reason. For this reason, their decision to not have their voices recorded was agreed with the author, and the interview was completed using hand written

notes in order to respect their desires and rights.

Prior to the submission of this study, the author also engaged in conversations with the respondents and their families to discuss any concerns they might have in relation to confidentiality and anonymity; they were personally reassured that any information or opinions that had been discussed through the process would remain strictly confidential and anonymous (Sarantakos, 2005, p.131). Most of the respondents preferred to meet in cafes or their home for the interview, but some few interviews were held in the researcher's work placement at South Wales Racial Equality Council (SWREC) office. Permission was obtained from the SWREC and followed the organisation's, ethical codes and professional ethical standards to maintain confidentiality (Bryman, 2008, pp.118-127). The study proposal was approved by the Newport University Ethical Committee prior to the commencement of the study. Finally, it was promised to send a copy of the final report to each of the respondents to thank them for their participation in the study.

CHAPTER FOUR

REPORT AND DISCUSSION OF FINDINGS

This chapter discusses the four main issues to address the research questions; it provides a detailed analysis of the interview data in which the respondents' views have been anonymised and quoted directly, identified only by their age and gender. The discussion begins by exploring the perceptions and understanding of the concept of integration, and the inclusion strategy's impact on the lives of young asylum seekers and refugees in Newport. The second part focuses on analysing the views of young people of the impact of social networks and English language competence on the integration process. Thirdly, the study provides its findings about the impact of youth provisions in achieving the inclusion strategies in Newport. Finally, this chapter identifies the main barriers to integration and participation faced by these young people in Newport throughout the long term integration process.

Inclusion and the Perception of Integration

As mentioned in the literature review, the concept of integration is very complex; it is perceived and explained by many researchers using a range of similar dimensions but also in varying in many ways (Robinson, 1998). It is also evident that this concept is described by most young refugees in different ways according to their own experiences based on their own understanding. There is no single definition that has emerged for common use regarding refugee integration (Castle, et al, 2001), and the majority of the respondents did not have conceptual understandings of the idea in its wider context. However, for most, integration means becoming part of Welsh society: a society that has accepted and recognised their

values and cultural identities, a society that facilitates access for full participation in all aspects as equal members within the existing society and one in which social rights and entitlements are underpinned. For most, this is the only way to achieve a sense of belonging which is crucial to fulfilling their aspirations and desires, as it enables them to contribute to the prosperity of their community as respected members.

“.....Since our reunion 2 years ago, I am living with family and got bedroom and attending school with my brothers being in school helped me to get friends, that made me happy and confident.....most of them want you to play with them and ...to take part in sport, mock and student work placement..... at this time I enjoyed and loved being here..” Male 16

For the above respondent, mutual respect and holistic support for sustainability is a key factor in creating community cohesion in the process of integration. However, for some respondents, integration is understood in terms of their circumstance and achievements in relation to the core domains of integration as stated in the literature review of Ager and Strang (2004). Having a job and accessing education are the main contributing factors towards their success in their life. They assumed that getting a paid job would shape their day-to-day life experience and imply positive future prospects.

“...got job and room in a flat, I am ok....” Male 22

“..I had bad time when I was waiting my home office papers, since then I was mad to “.....I got job in a factory and earn good money and I am doing what I want to do. ...” Male 24

For the above respondents, employment is an influential factor and a means for their success towards integration. This also created other opportunities to access education and other social statuses which are included in the main domains of integration (Ager and Sange, 2004). Furthermore, having job and being engaged in education connected these young

peoples with friends, giving them the opportunity to socialise with their peers and meet new people, in the ways that they adapted to the host community culture. This is a focal point to promote 'inclusion' as this is a core value for Wales' Refugee Integration Programme (WG, 2008).

As noted in the literature, the Welsh Government Refugee Inclusion Strategy places emphasis on 'inclusion' for sustainable integration, thereby enabling young asylum seekers and refugees an avenue for promoting their aspirations in social aspects (2008). Young asylum seekers and refugees understood the inclusion strategy as a core facilitator in achieving full integration. The strategy is directing and guiding service providers and other voluntary sectors to benefit the young people through social provisions and basic entitlements, and it places specific emphasis on educational development (2008). There have been great deals of opportunities made available to the young people to stay in college or to continue in higher education. The majority of the respondents are in full or part-time education, whether in college or high school, but none of them in higher education. They believe that this is the key not only to gain knowledge but also to compete with the fast changing world on every level.

"...this is my precious time at this level of age to obtain qualification in my field of interest. Currently I am studying in Nash College to achieve A levels. I am looking forward to see good result which is important to join University in the summer...." Female 22

"At this time my English is good and with the help of specialist teacher who helped me since last year after class session. All the teachers encouraged me to achieve great results, my family too. All I want now is to pass and continue my study until I get good qualification.." Male 16

For most respondents, higher education is their ultimate goal,

their determined short term aim as they are very young and have enough time to do so. For the sixteen year old boy in secondary school, he has evidently benefited from the specialist teacher to improve his English language competence in his study which was funded by the Minority Ethnic Achievement Grant (WG, 2008, p.57). This may well have enhanced his confidence to establish good relationships with his class mates and teachers in order to achieve his educational goals. It is interesting to note that the majority of respondents are working tirelessly to obtain academic qualifications.

However, some respondents did not give much credit to themselves, and as a result they struggle to conduct their day-to-day interactions as they wish. For others, their personal and statutory circumstances affected their commitment to achieve the qualifications they intended to gain.

“..I started to learn ESOL two times but withdraw from course because of my night shift work.” Male 22

“...I got pregnant then I withdrew from college..... I want to improve my English language ability that is that I want. But everything relies on my daughter, my family and most importantly my papers - the sole problem that put my life in miserable situation for the last four years in Cardiff and Newport...” Female 25

“...Integration it is nothing to me ...wherever I go to use any service everybody ask me paper...no work, no education as I needed.... I do not choose to live like this ...always depression...” Male 25

For all respondents, their immigration status was the first thing that they wanted to have. They assumed that having this would reduce the problems and challenges they face, and associated trauma, and the anxiety that they faced throughout their journey to the UK. Almost all agreed that refugee status is vital for

asylum seekers to achieve what they want to achieve. Having mentioned that, these young asylum seekers also assume that their future is uncertain. Furthermore, young asylum seekers are the most vulnerable and disadvantaged people in all social aspects. They are excluded from welfare whether because of their asylum refusal decision or the length of the process. These findings are consistent with those of others studies and suggestions that are mentioned in the literature review by Sara Hek (2005) and Crawley and Crimes, (2009). It demonstrates that the lack of immigration status affected the young asylum seekers' social, psychological and mental status as well as their intellectual ability to attain universal freedom in their situation.

“...I never been worked in this country for the last four years, my case was closed and I did fresh appeal section 4 and I now have room which I shared with others accommodated by NASS..... In between I was homeless for some times and living with my boyfriend rented flat which was small and damp room. During that time he was the one that I knew through the process and the church where I got support. I moved to his flat, I had no choice and did it. .I got pregnant; I didn't do this for purpose but this was the reason for this status that I experienced... , you see I moved from one room to other but still the same room with my daughter....her dad moved to London 5 month ago while I am waiting my case to review by the Home Office....” Female 25

From the female respondent's point of view, the asylum system left her dependent and powerless, without any skills, academic qualifications and social links. She has frequently been moved from place to place. She felt that she was vulnerable and exposed for sexual exploitation and harm as a result. Due to the lack of support from the asylum system and the local authorities, female young asylums are often forced to make serious and dangerous strategies in order to survive; such as sex work or illegal work (Hek, 2005). In this circumstance, for the female respondent, getting pregnant was not the right

choice, but the consequence of her dangerous decision, to get back in to the asylum system for accommodation.

Ager and Strang (2004) suggest that housing is a cornerstone to achieve successful refugee integration. The Refugee Inclusion Strategy also states that every refugee should have access to immediate housing support. However, the majority of the respondents are living with their friends in shared accommodation rented from private landlords. They believed that getting a house or flat from the Newport City Council or other housing providers was very difficult. They described that they have been told by housing officers that they did not meet the priority homelessness guidelines. For this reason, they preferred to stay with their friends until they got job. Once they secured employment they moved to their own room or flat which was affordable dependent on their earnings. Some respondents also rent from the private housing sector paid for by Housing Benefit as they were in College. Others also live with their families in a house.

"...I was applied for housing but on the interview they told me that I was not eligible at that time, after that I didn't go there. I got room with other friends, in four bed rooms flat 55 pound per week included utilities..... not good flat but it is cheap it is ok..."
Male 22

"I am living with my parents.." Female 20

"...despite some poor quality, it is cheap in Newport, I moved from Cardiff after granted refugee 2 years ago when I got job here in Newport..." Male 23

"...But I just want to stay here to save money.." Male 22

Housing in Newport for those young people with refugee status was not a big issue as they followed in their peers' footsteps to finding a job and a flat from the recruitment agencies and private housing sector respectively. However the flats were

very small and poor in terms of qualities and facilities. Furthermore, lack of access for suitable accommodation caused stress, discomfort and sickness for asylum seekers.

“I been in Newport since 2008 moving frequently from Cardiff. I been destitute for 18 month after my case dismissed by the High Court ...After my successful application for Section 4, I have been living in a shared accommodation in Chepstow Road, Maindee...” Male 25

“Since my pregnancy things were not changed in my case as I expected, I moved from my previous flat to this with other two female resident we shared kitchen and toilet there is one free room waiting for somebody to come. It should be my own flat with facilities as I am a mother young mother, there is no privacy as visited by many every day as you saw earlier the next room the lady is pregnant she is always sickthe heater is always on, no fresh air there is no respect at all my baby is getting sick me too even the health visitor seeing her regularly she couldn't deal with the problems she told many times the NASS housing manager many times the answer was the same ...he said the new NASS system... I don't know about this I have no idea I am still here but I don't want to die here with my daughter” Female 25

For this young respondent, her and her daughter's physical and mental health is a priority for her. She felt that she has been denied her individual liberty and human rights. More importantly, the systems abused the respondent and child's fundamental and basic rights as stated on the United Nations Conventions of 1951 and the Children's Act of 1989 respectively. Above all the Welsh Refugee Inclusion Strategy (2008) mentioned that young asylum seekers and refugees are human beings that must be treated with respect and equality, regardless of their immigration status; the strategy set out an action plan to support the most vulnerable (WG,2011, p.1-3). In practice, it is assumed by the young asylum seekers that either the service was not delivering appropriately or the service was no longer available in this sector for them. Furthermore, the impact of many new policies and guidelines might affect the

inclusion strategy to address these kinds of problems. However, the findings of this study indicate that the inclusion strategy did not meet basic entitlements and aspirations of those disadvantaged young asylum seekers; it can thus be suggested that some young asylum seekers are excluded from mainstream welfare as a result of their immigration status despite the government's vision to promote equality and diversity in the population (2008).

Social Networks and English Language Competence

On this particular issue, the study examined the young people's experiences in using social networks and English language skills as pathways to achieve integration. Young refugees and asylum seekers used formal and informal networks based on their current circumstances. Voluntary organisations, communities and faith-based groups played a significant role in building social networks and relationships between young asylum seekers and refugees and the host community. Participating in social networks can support young people in their practical and emotional needs, in getting information about education, employment and other social aspects. The majority of the respondents agreed that different types of social networks have their own merit related to the concept of social capital as mentioned in the literature (Ager and Strang, 2004). Social connections can thus facilitate a smooth integration and promote social inclusion (GW, 2008).

"I used to go to the Refugee Council and the Red Cross to visit my case workers, I also met different people and I used to attend various activities and workshops with different organisations that help me to know a lot about the people and its culture where I live." Male 22

"I am Christian I used to go church every Sunday and every Thursday to attend the women's Sanctuary in Bethel Church, Stow HillIt is a nice worshipping place and meeting new people from different background but who are also refugees

and asylum seekers..” Female 25

“Very important using network with family, friends, community and library” Female 18

“I am playing football in leisure centre with a lot of young people from diverse background every Tuesday.....” Male 20

“Sporting was making friends. My friends saw me playing football in school and asked me to play with them...I am now playing football for Cromwell in Spytt” Male16

These findings corroborate the previous study of Atfield et al (2007) who found that most young refugees and asylum seekers were able to build strong social connections towards achieving integration. The above respondents used formal networks to maintain social and cultural interactions and to be able to engage with the host community. They used social networking in building bridges with others through various networks. For most respondents, participation in sport has a crucial impact on building confidence and promoting integration. Furthermore, the majority of the respondents were able to create social links with various institutions through networking via voluntary agencies. These helped them to make informed choices, in relation to their immigration cases but also other social aspects.

Nevertheless, the respondents described their lack of ability to effectively communicate and weaknesses in their English language skills as limiting their interaction between themselves and the host communities. It can therefore be assumed that their social relationships were affected by such social and cultural differences throughout the process.

“....English was a new language to me. I couldn’t understand other people but I wasn’t afraid to step up and speak English and ask if I don’t understand English.” Male 16

“It is very important to speak and understand the language to

compete and integrate with the society you are living.” Male 25

“...The impact is great when it comes to integration as the language will allow you to engage not only with the society but the world itself” Female 18

“..I used to go to Gwent College to study English in part time basisI also have conversation at work with colleagues but still needed to improve...” Male 22

The majority of respondents accepted that ability to speak, listen to, write and read the English language is a vital tool for their educational development and social interactions. Some of the respondents had a good application of the English language before they came to UK. The majority of respondents were learning English in College. Others improved their skills with the support of special English teachers while they were continuing to learn in secondary school. However, many respondents experienced difficulties in entering the labour market and to reach their potential in all aspects of interaction, despite their take up of ESOL provisions funded by the Welsh Government in its desire to support full integration (2008). The English language (ESOL) is provided by various organisations, including youth provisions, to support vulnerable young asylum seekers and refugees in Newport.

Inclusion of Asylum Seekers and Refugees in Youth Provisions

In this section, the study provides explicit findings about the impact of the youth provisions on young asylum seekers and refugees in Newport. As mentioned in the literature review, the Welsh Government, the local authorities and relevant government organisations are responsible for the delivery of majority of the service provisions without differentiating between the immigration status of asylums seekers and refugees, as stated in the Refugee Inclusion Strategy (2008,

p.62).

Therefore, young asylum seekers and refugees have access to basic entitlements from a range of educational and social activities which help them to make informed choices for their future. Furthermore, the Welsh Government set out a National Youth Service Strategy in 2007 to deliver the vision of Extending Entitlements (2002) with a world class youth service. The Newport Children and Young People's Plan has stated its commitment to achieve national strategic objectives in improving provision for the needs of young asylum seekers and refugees (2010, p.16). It is reasonable to assume that this would be involve inclusive youth services, which promote systems and a culture that develop equality of opportunity and diversity in meeting the needs of these disadvantaged young people (LLUK, 2008).

What is surprising is that the majority of respondents did not know that there exist youth provisions run by the youth service in their locality, but they did understand its significance in moving towards personal and social development.

"I am going to speak based on my experience back home...youth service is the most important experience of life everyone needs to learn from. You can achieve many skills and work experience from youth service. Generally it is the learning way of everything to me....but I don't know about this service. I have been here since 2008..." Male 25

The majority of the respondents have similar experiences, in that they have been engaged in some activities provided by their church or refugee-related organisations, but they did not mention any participation in, nor even awareness of, mainstream youth services.

"I went for trip to Bristol Zoo Park with diverse asylum seekers

and refugees which organised by Church...” Female 22

From these young respondents’ experience, this study found that there still existed knowledge gap, arising from a lack of information and poor communication from both statutory and voluntary youth service providers. Young people were invited to take part in the activities or trips coordinated by such agencies without detailed explanation about its aims and objectives.

“...my support worker brought me to play football with this people same like me...” Male 21

In fact, the support worker might have taken into account many aspects of his needs when she brought him up to the project: but it is also important to recognise that there is a mainstream youth centre placed near his house yet he did not have any knowledge of it.

Some of the respondents also did not have specific information about the mainstream youth service. The voluntary agencies wanted to keep them in their projects rather than to refer them to the main stream youth service. It is clear that participating in the mainstream youth service creates opportunities to meet young people from the host community, to make friends and access a range of information which is empowering them in many aspects.

These findings were not very encouraging to the delivery of the youth service in Newport. The majority of the respondents’ experience showed that the youth service in Newport did not engage properly with young asylum seekers and refugees as intended in its plan. This finding has important implications for developing a framework from which to reach out to these disadvantaged young people, through working closely in collaboration with refugee agencies and other voluntary

sectors. The youth service needs to adopt methods to engage with these young people and to identify their needs, as effective youth work seeks to connect to a young person's emotional interests in order to foster their personal and social development (Roberts, 2009).

In contrast to the earlier findings, there were encouraging developments in the provisions. Two of the respondents used to go to youth centres to participate in various activities on a regular basis. They were supported by their parents who facilitated the link with the mainstream youth service in order to help them to integrate with the community. Furthermore, one of the respondents benefited from the extracurricular service delivered by the school support workers.

"The local youth centre hosted a weekly community clubs in which we played games, met new people from our area and played sports....help improve my language skills and helped in making friends.." Female 16

"Hope Centre, Somerton.... in sport you get a chance to build strong relationships with others and keep fit.....they helped me to be more outspoken and less shy..." Female 18

For these respondents, their participation was supported and recognised by their parents as they took initiative in introducing them to these provisions. Despite the fact that the youth service provision is not a priority for the young asylum seekers and refugees as they seek to reach their aspirations, it can be suggested that an inclusive service contributed its part in the long process of their integration. However, further research on this topic is needed to examine the Newport Youth Service's achievements in this category from the youth and community workers' perspectives in order to balance the findings.

Barriers to Inclusion and participation

In this section, the study attempts to provide identified

problems and barriers that affect young asylum seekers and refugees in their integration to mainstream society in Newport. The Refugee Inclusion Strategy involves establishing community cohesion by removing barriers which affect young asylum seekers and refugees on their journey towards integration (2008, p.15). Furthermore, youth and community work values and principles inform workers to promote inclusion and equal participation in tackling discrimination (LLUK, 2008). Although there were many experiences of discrimination and challenges through the learning process while they were in school, some respondents were confident to challenge it and felt comfortable during their time in education. Other respondents also explained this as a challenge which can be solved within their own capacity and they did not consider them serious barriers.

“I believe there are no barriers. It’s up to me to face the challenges and stand up to the challenge...” Female 18

“...If you put your mind to anything you want to do there is nothing to stop you really...” Male 16

“I don’t really have any barrier at this moment in time...” Female 18

The younger respondents, who were in secondary school, have adapted to the school culture and they are strong on what they believe in challenging any difficulties. However the majority of the respondents experienced many diverse barriers throughout the process. The main barriers for inclusion and participation described by many respondents were similar to many researchers’ findings, as stated in the literature by Hek (2005), Atfield (2007) and Crawles and Crimes (2009), these being: English language skills, Western culture, the negative effect of the media and public attitude and the lack of knowledge of services and entitlements. Furthermore, they indicated that

these structural and personal barriers caused them to stay at home to avoid embarrassment; they also seem to have become less confident and more fearful of presenting themselves in any given situation. Moreover, immigration status is a main barrier for all as all pass through the asylum process.

“..nothing is important for me except the paper ...how I can think about integration without work, education” Male 25

“..no future until my paper coming....” Male 20

“..I don't have choice any capacity to do anything without the Home Office paper...” Female 25

For the above respondents, immigration status is the main barrier which cannot be overcome by their choices and abilities. This was explained by the respondents as the main killer of their motives and aspirations as they experienced anxiety, depression and trauma in their day-to-day lives. It can thus be suggested that asylum seekers are far behind in fulfilling their desire as a member of the community as stated in the Refugee Inclusion Strategy (2008).

“I just feel uncomfortable when I talking because of my accent.”
Female 17

On the other hand, although many of the barriers discussed earlier can be affected by the participation of young people in youth provision, a lack of information, a lack of inter-agency working, and a lack of effective youth work cause young asylum seekers and refugees to be disengaged and excluded from mainstream youth work. One of the issues that emerged from these findings is the lack of detailed information available to them which can support them in finding the provision which will fit their needs. It is also important to consider the

vulnerability of this particular group, as their situations are very sensitive. It can be suggested that a lack of confidence, low self-esteem and fear are main concerns associated with isolation from participation.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

The purpose of the present study was to assess whether the Refugee Inclusion Strategy for Wales helps young asylum seekers and refugees in Newport, to fulfil their desires towards integration into the community. Young asylum seekers and refugees are integral to the process of integration, as stated in the Refugee Inclusion Strategy (2008). The strategy aims to ensure that the aspirations of young asylum seekers and refugees are met, towards the goal of achieving integration.

This study has therefore explored the impact of the strategy on young people's lives, their experiences and achievements in all aspects. It examined the youth service contribution in supporting these vulnerable young people to achieve the strategy's objectives. The study also identified the main barriers and difficulties that young asylum seekers and refugees face in maintaining basic needs and in building social connections.

This study has showed that the concept of integration is understood by the majority of the respondents in terms of their achievements and success, based on their personal and statutory rights. It appears that many of the respondents (aged between 16 and 19) who are living with their parents and continuing their study in school are determined to gain further qualifications. It was also exhibited that employment is a core factor for the young refugees (aged between 20 and 25) in achieving integration. Moreover, having employment and education is a turning point in their life for positive change; it is a starting line towards achieving full integration and inclusion as respected members of their community. The findings from this study show that accessing housing for these young people

from housing associations or the council was impossible. The majority of young people living independently are living either with their friends or in shared accommodations of which the quality of housing was poor. Even though they moved from place to place to find a suitable flat, they did not consider housing to be such a serious issue as they do not have dependants. It suggests that having a secure, paid job shapes the way young refugees fulfil their housing needs, rather than the consideration of accommodation conditions.

It was evident that young asylum seekers and refugees have established social connections with their own community and the host community on various levels. Sporting, cultural and spiritual activities were among the most influential factors in maintaining inclusion and building community cohesion. Furthermore, the refugee organisations and church-based voluntary sectors play a significant role in facilitating smooth integration. It was also shown that access to English language in schools, colleges, public and voluntary agencies allows young asylum seekers and refugees to improve their competence and meet the various social challenges they face. The youth service in Newport also set out ESOL sessions to support integration. It is noticed that despite the young asylums seekers' involvement in building social connection with their community, the study has found that true integration cannot be achieved without their inclusion in the labour market and access to other fundamental rights.

It is vital to consider that an effective youth service plays a significant role in promoting young people's educational, personal and social development in every aspect of their life. It is also important to take into account that those young asylum seekers and refugees are targeted as the most vulnerable and disadvantaged people. In this context, however, the surprising

finding that emerge from this study is that despite the fact a few of the respondents have involvements in youth club activities in their local areas, the majority of the respondents have no knowledge, understanding or experience of the youth work delivered by the youth service in Newport, except for the leisure centre, and the main library, both places where they meet their friends. The finding of this study suggests that youth work for asylum seekers and refugees is delivered by various voluntary agencies separately and sporadically. It can be concluded that the youth service in Newport left these young asylum seekers and refugees to be provided for by the voluntary agencies and church-based groups in the city, instead of undertaking themselves to engage and connect this particular group of young people with regular, mainstream provisions.

It is important to reveal that young asylum seekers and refugees have experienced many barriers throughout the integration process, which has been similarly identified by many researchers as mentioned in the literature. The most obvious finding that emerges from this study is the issue of immigration status and its adverse consequences in the life of both failed young asylum seekers and those having to wait a long time for the final decision on their asylum case. The evidence from this study suggests that the lack of refugee status excludes them from fundamental rights and basic entitlements. As noted earlier, asylum issues are a devolved matter for Wales. However, despite the Inclusion Strategy's intention to deliver major social services for both asylum seekers and refugees, it is not possible to remove this main barrier which affects young asylum seekers, including young mothers', aspirations to access major social services and to maintain equality. It can therefore be concluded that the Refugee Inclusion Strategy does not fully support young asylum seekers' desire to fully become part of society as they wish.

Finally, as this study did not intend to generalise the findings, it is important to consider a number of limitations throughout the study in terms of sampling, data and primary sources. The current study was limited by its small sample size. It did not assess the Newport Youth Service's practice towards this category of people in detail, as the study was not specifically designed to evaluate this factor. It is therefore recommended that further research be undertaken by the Youth Service to set out frameworks through which youth workers can effectively outreach to young asylum seekers and refugees.

It is important to be reminded that inclusion is about equality, and integration is about living in the community with dignity, respect and full participation. The services should be inclusive and mix up these vulnerable young people with young people of the host community, to create social and cultural harmony and promote shared understanding and cultural awareness in which equal opportunities are preserved. There is, therefore, a significant need to retain participation in all forms. The Newport Youth Service needs to deploy youth workers to undertake outreach to these disadvantaged young peoples in a friendly manner with greater awareness and understanding of their vulnerability. This will ensure that they are enabled to make informed choices about their future, as this value is underpinned by the National Occupational Standards of Youth and Community Work (2008).

Furthermore, it is recommended that the Youth Service should work closely with multi- agencies to identify needs, in order to make an informed plan. This is a practical way to deliver appropriate services in which young asylum seekers and refugees sustain full integration in to the mainstream society. It is also important to consider asylum issues, such as

'permission to work', as this is an important implication in encouraging integration and promoting inclusion.

Word Count:10943

BIBLIOGRAPHY

- AGER, A AND STRANG, A. 2008. *Journal of Refugee Studies Understanding Integration: A Journal of Refugee Studies* vol.21, no.2.Oxford University. From <http://jrs.oxfordjournals.org/> at University of Wales, Newport on February 15, 2013
- AGER, A. and STRANG, A. (2004a) *Indicators of Integration: Final Report*. Home Office Development and Practice Report 28. London: Home Office.
- ASPINALL, P. And WATTERS, C. 2010. *Refugees and Asylum seekers: A review from an equal and human rights perspective*. University of Kent: Equality and Human Rights Commission Research Report 52
- ATFIELD, G., BRAHMBHATT, K and O'TOOLE, T. 2007. *Refugees' Experiences of Integration* : Birmingham. Birmingham University and Refugee Council <http://www.refugeecouncil.org.uk/Resources/Refugee%20Council/downloads/researchreports/Integrationresearchreport.pdf20/01/2012>
- BANKS, S.2010.*Ethical Issues in Youth Work*. London: Rutledge
- BRYMAN, A. 2008. *Social Research Methods*. New York: Oxford University Press.
- BURNETT, A and PEEL, M. 2001. Asylum seekers and refugees in Britain. *Health needs of asylum seekers and refugees*. London. Medical Foundation for the care of Victims of Torture : March 2001 pp544-547
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1119741/03/04/2013>
- CASTLES, S., KORAC, M., VASTA, E. and VERTOVEC, S. 2000. *Integration: Mapping the Field*. Report of a project carried out by the Centre for Migration and Policy Research and Refugee Studies Centre, University of Oxford.
- CRAWLEY, H and CRIMES, T.2009. A survey of skills. *Experience and barriers to inclusion*. Swansea. CMPR Swansea University.http://www.welshrefugeecouncil.org/wpcontent/uploads/2009/11/Refugee_survey_FINAL.pdf 21/01/2012
- DAVIES,M.B. 2007. *Doing a successful research project: using qualitative or quantitative methods*. Basingstoke: Palgrave Macmillan.
- DAWSON.C.2009. *Introduction to research methods*. Oxford: How to Books
- DfELLS . 2007. Young people, youth work, Youth Service: *National Youth Service Strategy for Wales*. Information document No: 004-07.Welsh Assembly Government
- HEK, R.2005. *The Experiences and Needs of Refugee and Asylum Seeking Children in the UK: A Literature Review*. National Evaluation of the Children's Fund, University of Birmingham Research Report RR635
- HENRY, I., AMARA, M. COALTE, F. R., AQUILINA, D., TAYLOR, J., ARGENT, E., TAYAR, M.B. and GREEN, M .2005. *The Roles of Sport and Education in the Social Inclusion of Asylum Seekers and Refugees: An Evaluation of Policy and Practice in the UK*: Loughborough University
- HOME OFFICE (2001b) *Community Cohesion: A Report of the Independent Review Team* ('The Cattle Report'). London: Home Office.
- HOME OFFICE. 2005. *Integration Matters: A National Strategy for Refugee Integration*
- JAEGER,G. 2001. *International protection of refugee* IRRC September 2001 Vol. 83 No 843

- JOTGENSEN, JJ. 1981. *Ugandan: A Modern History*. London: Billing and Sons Limited
- KUMAR.R.1996. *Research Methodology*. London: Saga.
- LLUK, 2008. *National Occupational Standard for youth work*. Skills for Learning Professionals
- MCKENNA, N.2005. *Daring to dream*. Raising achievements for 14 to 16 year old asylum seeking and refuge children: Refugee Council
<http://www.refugeecouncil.org.uk/Resources/Refugee%20Council/downloads/researchreports/RaisingachievementOct05.pdf>20/01/2012
- NATIONAL ASSEMBLY FOR WALES. 2000. *Extending Entitlement*. Cardiff: National Assembly of Wales
<http://www.wales.gov.uk/subchildren/content/report/english/cover.htm> 08/04/2013
- NEWPORT CHILDREN AND YOUNG PEOPLE PARTNERSHIP, 2008. *Newport Children and Young People's Plan 2008-2011*.Newport
- NSPCC INFORM,2012. NSPCC factsheet. *An introduction to child protection legislation in the UK*. The online child protection resource www.nspcc.org.uk/inform
http://www.nspcc.org.uk/inform/research/questions/child_protection_legislation_in_the_uk_pdf_wdf48953.pdf 06/04/2013
- PATEL,K. BUFFIN,J. UNDERWOOD,S. KHURANA,J. McQUADE ,C.BRAKO,M.AND CRAWLEY,H. 2004. *Young refugees and asylum seekers in Greater London: vulnerability to problematic drug use* Final report Centre: London. Greater London Authority .MAYOR OF LONDON, CENTRE FOR ETHNICITY AND HEALTH FACULTY OF HEALTH. www.london.gov.uk
- PINTER, I. 2012. *I don't feel human: Experiences of destitution among young refugees and migrants* .The Children's Society. www.childrenssociety.org.uk
- PUNCH, K.2006.*Developing effective research proposals*. London: Sage.
- REFUGEE AND MIGRANT JUSTICE, 2009. *Lawyers defending human rights: Does every child matter? Children seeking asylum in Britain*. 10 March 2009
<http://www.dhacommunications.co.uk/who-we-work-with/equality-and-human-rights/refugee-and-migrant-justice/>
- ROBERTS, J. 2009. *Youth Work Ethics*. Exeter: Learning Matters Ltd
- ROBINSON, V. 2006. *Mapping The Field. Refugee housing in Wales*. Hact and Welsh Refugee Council. ISBN:0-9545373-2-7
- ROSENBERG,M.2008. *Refugees:The Global and Internally Displaced Person Situation*. About.com Geography June 19 2008
<http://geography.about.com/od/globalproblemsandissues/a/refugees.htm>03/04/2013
- SALES, R. 2002. Critical Social Policy. *The deserving and undeserving? Refugees, Asylums seekers and welfare in Britain*. Middlesex: Sage.vol.22
<http://csp.sagepub.com/content/22/3/456.refs.html> 04/04/2013
- SARANTAKOS.S. 2005. *Social Research*. New York: Palgrave Macmillan
- SHARED FUTURES. 2010. *Supporting the integration of refugee children and young people in school and the wider community*.Newport.
<http://www.sharedfutures.org.uk/newport.html>26/03/2013
- SMART, K. AND CRIMES, T.2010. *Policy Positions: Asylum statics for Wales*. Welsh Refugee Council www.welshrefugeecouncil.org
- SMART, K. 2007. *Inter-agencies partnership response and cohesion consultation*. Refugee Agencies Policies Response
http://www.refugeecouncil.org.uk/Resources/Refugee%20Council/downloads/policy_responses/IAP-IntegrationCohesion0507.pdf 20/01/2012

SMITH, M. 2007. *Young people, youth work, Youth Service National Youth Service Strategy for Wales*. Information document No: 004-07. Welsh Assembly Government http://www.infed.org/archives/gov_uk/young_people_youth_work_youth_service.htm

THREADGOLD, T. AND COURT, G. 2001. *Refugee Inclusion: A literature review* Cardiff School of Journalism, Media and Cultural Studies

UNHCR.2010. *Convention relating to the status of refugees*. UNHCR. Geneva. <http://www.unhcr.org/3b66c2aa10.html20,01/2012>

WALES YOUTH AGENCY. 2004. *social inclusion and the youth service in Wales: a submission to the house commons committee on welsh affairs* : WYA <http://www.youthworkwales.co.uk/Data/Social%20Inclusion%20and%20the%20Youth%20Service%20in%20Wales-A%20submission%20to%20the%20House%20of%20Commons%20Committee%20on%20Welsh%20Affairs.pdf20/01/2012>

WELSH ASSEMBLY GOVERNMENT. 2008. *Refugee Inclusion Strategy*. WAG <http://wales.gov.uk/dsjlg/publications/communityregendevelop/refugeeinclusionstrategy/strategie.pdf;jsessionid=DbkvPh6TKJVS6b29CvtvvbbL2RT9rvvxN5nJn7DIwsLpNMQW42Yp!-1747186160?lang=en> 21/01/2012

WELSH GOVERNMENT. 2011. *Refugee Inclusion Strategy Action Plan*. WG-12671 www.cymru.gov.uk

YOUNG NEWPORT. 2011. *Children and Young People's Plan 2011-14*, 13th June 2011 http://www.newport.gov.uk/stellent/groups/public/documents/plans_and_strategies/cont598694.pdf 04/04/2013

APPENDICES

Appendix 1

Project Title: The Refugee Inclusion Strategy and its impact on the integration process of Young Asylum Seekers and Refugees in Newport, Wales

Interviewee: _____ **Date :** _____ **Age** _____
Gender: _____ **Country of Origin:** _____
Place: _____ **Time:** _____ **Gender:** _____

Interview questions are set out entirely open ended questions to address the research topic.

Part one

Do you understand what refugee's inclusion and integration is all about?

What does it mean to you? In terms of employment, housing, education, health security etc....

Part two

What social networks are using in your day to day life?

How do you describe the impact of English language competence in facilitating integration?

What impact has the sporting activities and cultural events towards the integration and inclusion?

Part three

Do you know about the youth provisions (services) in your area?

How do you often participate in sporting activities in Youth centre?

How do you often participate in sporting activities in Youth centre?

Can you tell me a little bit about your experience in using a youth services?

How do you think the provisions are significant impact in your personal and social development?

Part four

What are the main barriers that affect your desire and ability in promoting personal, social and educational development in relation to integration?

Do you have any difficulties in using the youth provisions in your area?

Have you had any experience that affects your participation in relation to your background, belief or culture?

Appendix 2

Participant Interview transcript: Male,22

Researcher: As I discussed before the aim of this study is only for academic purpose and part of my assignments to in this final year.

Researcher: Did you understand about the interview and its procedure as stated in the information sheet and the oral description?

Participant: Yes, no problem

Researcher: In order to begin, can you introduce yourself to me?

Participant: my name isxxxx ,I came to the UK two years ago from. Uga....

Researcher: don't worry I am not asking you in more details about your situation.. Explain about the inclusion strategy and integration of young asylums and refugees in details.

Do you know about integration or did you hear about it?

Participant: No, it is a new word for me

Researcher: As I explained earlier, what does it mean to you in terms of your day to day life?

Participant: When I came here first time I was depressed and uncomfortable, after I got paper my life start to change

Researcher: How?

Participant: I was desperate to move to London to live with my relative, but my friend took me to employment agency and I started immediately in a factory job is important ,I got job and room in a flat, I am ok,I think this help me to do shopping meet people and knew about Newport.

Researcher: so, are you happy by what you achieved so far?

Participant: No, no I need to go to college to hold vocational qualification .I started to learn ESOL two times but withdraw from course because of my night shift work.

Researcher: how do you achieve this?

Participant: It is difficult, night shift work is not good for study but I need to make diction, again it is not good living with many people if you start study

Refresher: Why?

Participant: because there is a lot of noise, no privacy even you have your own room

Researcher: how many people living here?

Participant: 11 peoples come and go

Researcher: do you intended to move somewhere suitable?

Participant: no it is expensive

Researcher: why don't you apply from the other housing providers?

Participant: I don't know, but I was applied for housing but on the interview they told me that I was not eligible at that time, after that I didn't go there. I got room with other friends, in four bed rooms flat 55 pound per week included utilities but all together 11 people upper and lower floor.

Researcher: where did you apply?

Participant: Council, but I don't need to go for it, private is ok,it is not **good flat** but it is cheap it is ok

Researcher: But, not preferable

Participant: ya you are right but I am single and young no one want to give you council house, house is only for married with children even this room is very small, no space for small table and one toilet and kitchen for 11 people no alternative but you can go anywhere if you add more on rent But I just want to stay here to save money

Part two

Researcher: what social networks are using in your day to day life?

Participant: face, book, twitter and other online networks, meeting new people at work and other leisure centres

Researcher: How do you describe the people you mate through the networks?

Participant: most of them from my countries inside and outside, but I had also met at work the same like me.

Researcher: How do you describe the impact of English language skills during interaction?

Participant: I believe, this is important to me as I said I am just try to improve it day and night.

Researcher: but you withdraw from course twice. How did you say that?

Participant: I know but I do conversation every time ,I used to go to Gwent College to study English in part time basis Actually I am improving, I also have conversation at work with colleagues but still needed to improve. Now is time without language no chance to integrate to meet what you need

Researcher: what impact has the sporting activities and cultural events towards integration and inclusion?

Participant: a lot to me if you know people well, it is easy to get information about job, education and knowledge about the people and a place particularly your neighbourhood or at work

Researcher: Can you tell me about your experience?

Participant: Yeah but I am not good making friends or knowing people who live around here but, I used to go to the Refugee Council and the Red Cross to visit my case workers, I also met different people and I used to attend various activities and workshops with different organisations that help me to know a lot about the people and its culture where I live.

Part three

Researcher: Do you know about the youth provisions in your area? Or services?

Participant: I don't know, what does it mean?

Researcher: the researcher offered verbal explanation with examples as this method works to improve the respondents understanding of youth work and services.

Researcher: did you get my point?

Participant: Yes, I knew one thing a year ago I was played football with different immigrants in Pill Centre, but I didn't know about it right now

Researcher: do you think the provisions are significant?

Participant: yes as you said it's about your benefit in developing your future so it is clear but no information.

Researcher: but you told me earlier you went to refugee related events and workshops, how do you link it with this provision?

Participant: Yes, that was only for young refugee and asylums and only for limited

date. You do not have chance to meet the young people from Newport.

Part four:

Researcher: any barriers that affect to meet your desire in all aspects?

Participant: a lot, such as language, qualification, above all not enough information, only your information is from refugee council and your finds.

Researcher: I think this is the end of the interview, thank you for your patience and generously to allow me to conduct this interview with success. Before we leave if you have any question we can discuss.

Appendix 3

Consent Form

Participant Name: _____

Age _____ **Sex** _____

Title of study: *The Refugee Inclusion Strategy and its impact on the integration process of Young Asylum Seekers and Refugees in Newport, Wales*

Researcher: EFREM MENGISTEAB

Please answer the following questions by circling your responses:

- Have you read and understood the information sheet about this study?
YES /NO
- Have you been given the opportunity to ask questions about this study?
YES/NO
- Have you received enough information about this study?
YES/NO
- Do you understand that you are free to withdraw from this study at any time without giving a reason?
YES/NO
- Do you understand that you will not be able to be identified from this study
YES / NO?
- Do you give your consent that the interview can be recorded?
YES / NO
- Do you give your consent for the information collected to be included in a university assignment which may be read by members of the public?
YES / NO
- Do you agree to take part in this study?
YES NO

Your signature will confirm that you have voluntarily decided to take part in this research study having read and understood the participant information sheet.

Consent given by:

Signature of participant:..... **Date:**.....

Conditions agreed by:

Signature of researcher:..... Date:.....

Please keep your copy of the consent form and the information sheet together.

**Efrem Mengisteab
Newport University
Youth and Community work
Year 3 student
Mob.07xxxxxxxxx**

Participant information Sheet

Dear (Participant's name)

As part of my BA (Hons) in Youth and Community Work at the University of Wales, Newport, I am required to undertake a research project. The title of my research is:

The Refugee Inclusion Strategy and its impact on the integration process of Young Asylum Seekers and Refugees in Newport, Wales

I am intending to undertake this research by interviewing you during a face –to-face meeting to see what you think about the subject. This will involve you to talk about your integration experiences and feelings in all aspects and your involvement in using the youth provisions in your area in relation to integration. This will take place at your convenient place and will last around 30 minutes. At the end of the session, I will discuss the session to see what you thought about it.

The dissertation will be used as part of my assignment as well as to inform policy development within the youth service and to make sure that appropriate services and supports are provided. You do not have to take part and the decision to participate is up to you. If you change your mind during the study, you are able to withdraw and can contact me directly without having to give a reason.

The University of Wales, Newport has given ethical consent for the study and all of the information collected via interview will be kept in a locked cabinet or password protected on my computer at home. You will not be able to be identified from the information and all of the information will be destroyed once the piece of work has been completed and passed by the University.

Everything you say during the interview is confidential. The information you provide will be anonymised so that it will not be possible for anyone reading the final report to know that you have taken part in the research. You do not need to provide your name or contact details but if you do it will enable me to stay in touch with you so that I can find out about your experiences of using youth provisions in your living area .

Your generosity and willingness to participate in this study are greatly appreciated. If you have any further comments or queries, please let me know and I will deal with the matter.

Efrem Mengisteab
University of Newport,
Year 3, Youth and Community work student
Mob. 07xxxxxxx

Appendix 5

TO:

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear

My name is Efrem Mengisteab and I am a Youth and Community work student at the University of Newport Wales in Newport. The research I wish to conduct for my undergraduate dissertation involves the experience of young asylum seekers and refugees in using the youth provisions in Wales. The title of the project is:

' The Refugee Inclusion Strategy and its impact on the integration process of Young Asylum Seekers and Refugees in Newport, Wales'

This project will be conducted under the supervision of

The study will explore the experience of young asylum seekers and refugees' involvement in youth provisions run by the youth services and other youth voluntary sectors in, Newport City.

The study examines how the Refugee Inclusion Strategy helps young asylum seekers and refugees to fulfil their desires in all aspects of integration. The study will attempt to identify and analyse the barriers to integration in accordance with the Refugee Inclusion Strategy and youth provisions.

The study also looks at the difficulties that asylum seekers and refugees face in using youth clubs and centres, as these are part of the extracurricular school programmes. It also intended to identify what really are the main barriers that affect the ability of young asylum seekers and refugees to benefit from the youth provisions that enhance their personal, social and educational development in relation to integration.

I am hereby seeking your permission to collect information and other related documents and data to support my study. I would also request your permission to get access to the venue during sessions and activities to be able to undertake the interviews as part of my research.

If you require any further information, please do not hesitate to contact me. Thank you for your time and consideration in this matter.

Efrem MENGISTEAB

Year 3 Youth and Community Student

Newport University

Email.efremtr@yahoo.com, Mob. 07xxxxxxxxx