



Appendix to report

Support for unaccompanied
children and youth – effects,
experiences and perceptions
Report no 294 (2018)

Appendix 1 Included studies with qualitative design

Table 1. Included studies with qualitative design.

| First author Year Reference Country | Aim and method | Population Setting | All first level themes | Overall assessment of methodological limitation |
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| Bates et al 2005 [1] USA <i>Sudanese Refugee Youth in Foster Care: The "Lost Boys" in America</i> | <p>Questions: What were the successes and challenges with the placements? How could youth, foster parents and case workers have been better prepared? What are the implications for policy and practice?</p> <p>The team conducted 5 youth focus groups. The sessions were video and audiotaped. Transcripts were initially analyzed for themes of resilience and copied by an investigator and 3 assistants (2 Kenyan and 1 other international). Each reviewer independently identified themes, which were then discussed with evidence.</p> <p>Overlapping themes were given higher priority for discussion and recording. Three investigators then reviewed these themes again to achieve consensus on key ones. Investigators analysed the transcripts again to focus on family relations.</p> | <p>Participants: 33 Sex: 28 males, 5 females Age: Minor youth Origin: Sudan Setting: Foster care and supervised independent living.</p> <p>Additional information: Males in foster homes; (2) minor males in supervised independent living (receiving casework and assistance but living in apartments); and (3) females living in foster homes.</p> | 1. Overall adjustment 2. School 3. Family Relations 4. Characteristics of successful placements. | Moderate Participant sampling is not clearly described. No ethical reasoning. Data collection and analysis is partly unclear. No reasoning about researcher preunderstanding. |
| Chase 2013 [2] UK <i>Security and subjective wellbeing: the experiences of</i> | <p>Aim: Considers how young people seeking asylum alone in the UK conceptualised wellbeing.</p> <p>An inductive methodology based on the grounded theory approach was adopted. The young people were encouraged to talk openly about their lives and wellbeing in an integrated way, focusing on the life events and</p> | <p>Participants: 54 unaccompanied children and young people Sex: 29 females (girls and young women), 25 males (boys and young men) Age: 11–23 years Origin: 18 different countries</p> | <p>Trauma and its destabilising impact on self.</p> <p>Lack of status, loss of identity.</p> <p>Mental health and insecurity.</p> | Moderate Participant sampling is not clearly described. No reasoning about researcher preunderstanding. |

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| <p><i>unaccompanied young people seeking asylum in the UK</i></p> | <p>circumstances they considered most relevant. They were asked to think about 2 broad questions: (i) the things that had made them feel happy since arriving in the UK and (ii) the things that had made them feel sad or created difficulties for them. A topic guide was used to draw out key aspects of young people's lives and experiences and helped to ensure that comparative data were generated. The interviews were carried out between January and July 2007.</p> | <p>Setting: Accommodated och previously accommodated by local authorities in London.</p> <p>Additional information: seeking asylum and accommodated (or previously accommodated) by local authorities in London.</p> | <p>Order, routine and security.</p> <p>Re-emergence of insecurity.</p> | |
| <p>Connolly 2015 [3] UK</p> <p><i>Seeing the relationship between the uncr and the asylum system through the eyes of unaccompanied asylum seeking children and young people</i></p> | <p>The article: First, it turns to that neglected dimension of children's rights within the context of forced migration and to an in-depth understanding of the mechanics of rights rather than making use of children's rights as surface rhetorical devices. Secondly, this understanding of how children's rights are or are not encountered throughout the asylum process, from application to resolution, is shown through the eyes of unaccompanied asylum seeking themselves.</p> <p>Purposive sampling. The stories that young people told were transcribed verbatim and analysed using qsr Nvivo 7. Thematic analysis followed taxonomies of the different types of 'truths' that emerge through narratives and the interviews were initially coded according to historical truths, that is descriptions that give context to a particular place or event, such as the who, what or where of things; "psychological truths", the inner reality of things and what was felt to be real; and "narrative truths", explanations that pertain to the contingencies of telling. Once the data was organised around</p> | <p>Participants: 29 Sex: 20 males, 9 females Age: 12–21 years Origin: Somalia, Democratic Republic of Congo, Sierra Leone, Sudan, Iraq, Iran, Zimbabwe, Nigeria, Ivory Coast, Palestine, Uganda, Cameroon, Vietnam, Pakistan and Afghanistan were represented, the last of these being the largest group. (Most girls had travelled from African countries and boys from Afghanistan) Setting: Private foster care.</p> <p>Additional information: They were unaccompanied asylum-seeking from across 4 local authority areas in England.</p> | <p>Young people's experiences at the police station.</p> <p>Ports of entry: Intersection places between safety and danger.</p> <p>The 'home' office: Yet another place of paradoxes.</p> <p>The phenomenology of waiting.</p> <p>The unbelievable and unbelieving home office.</p> | <p>Moderate</p> <p>Participant sampling is not clearly described.</p> <p>Data analysis is partly unclear.</p> <p>No reasoning about researcher preunderstanding.</p> <p>This is a part of the authors dissertation.</p> |

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| | these taxonomies, it was further analysed thematically through a process of open coding. | | | |
| <p>Connolly 2014 [4] UK</p> <p><i>'For a while out of orbit': listening to what unaccompanied asylum seeking/ refugee children in the UK say about their rights and experiences in private foster care</i></p> | <p>This article focuses on the intersection of various issues and highlights what unaccompanied asylum-seeking children with experience of private foster care have said about each one.</p> <p>Purposive sampling. The stories that young people told were transcribed verbatim and analysed using qsr Nvivo 7. Thematic analysis followed taxonomies of the different types of 'truths' that emerge through narratives and the interviews were initially coded according to historical truths, that is descriptions that give context to a particular place or event, such as the who, what or where of things; "psychological truths", the inner reality of things and what was felt to be real; and "narrative truths", explanations that pertain to the contingencies of telling. Once the data was organised around these taxonomies, it was further analysed thematically through a process of open coding.</p> | <p>Participants: 29 Sex: 20 males, 9 females Age: 12–21 years Origin: Somalia, Democratic Republic of Congo, Sierra Leone, Sudan, Iraq, Iran, Zimbabwe, Nigeria, Ivory Coast, Palestine, Uganda, Cameroon, Vietnam, Pakistan and Afghanistan were represented, the last of these being the largest group. (Most girls had travelled from African countries and boys from Afghanistan) Setting: Private foster care.</p> <p>Additional information: They were unaccompanied asylum-seeking from across 4 local authority areas in England.</p> | <p>Children entering the UK.</p> <p>Children's day-to-day experiences.</p> | <p>Moderate</p> <p>Participant sampling is not clearly described.</p> <p>Data collection, researcher preunderstanding and data analysis is partly unclear.</p> <p>This is a part of the authors dissertation.</p> |
| <p>Devenney 2017 [5] UK</p> <p><i>Pathway planning with unaccompanied young people leaving care: Biographical narratives of past,</i></p> | <p>Aim: Explore how unaccompanied young people (UYP) create biographical narratives of their past, present, and future as they prepare to leave care, suggesting that UYP who have settled immigration status create coherent biographical narratives that reconcile the past with a positive imagined future.</p> <p>The interviews were designed using visual methods. The findings presented here are drawn largely from a section of the interview that involved participants in creating a "time tree," an</p> | <p>Participants: 18 Sex: 15 males, 3 females Age: 17–23 years Origin: A variety of countries, with the largest numbers originating from Afghanistan and Eritrea Setting: One local authority area.</p> <p>Additional information: UYP who have sought asylum</p> | <p>Coherent narratives of past, present, and future.</p> <p>Unimaginable futures, unimaginable pasts: disrupted biographical narratives.</p> | <p>Moderate</p> <p>Participant sampling is not clearly described.</p> <p>Data collection and data analysis is partly unclear.</p> <p>No reasoning about researcher preunderstanding.</p> |

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| <p><i>present, and future</i></p> | <p>alternative to traditional time lining methods designed to capture the dynamic and temporal aspects of transition. Participants were provided with a diagram of a tree in which the roots and the trunk represented the past and present, whilst the branches represented the multiple possible futures the young person might imagine. The creation of the time tree provided the basis for the interview conversation. The interview and visual data were analysed concurrently using a narrative approach. Data on the individual level were analysed initially, directed towards extrapolating key themes within the individual's narrative. Analysis was then undertaken across the data set to create a thematic analysis across participants with a particular focus on understanding the effect of time across the life course. The sample has been drawn from one local authority area in northern England.</p> | <p>alone in the UK without a parent or guardian.</p> | | |
| <p>Goodman 2004 [6] USA</p> <p><i>Coping with trauma and hardship among unaccompanied refugee youths from Sudan</i></p> | <p>Aim: To explore how unaccompanied minor refugee youths, who grew up amidst violence and loss, coped with trauma and hardships in their lives. Specific aims were to identify strategies the refugee youth used to cope and to examine the effectiveness of those strategies.</p> <p>Interviews were conducted in English using an unstructured interview guide consisting of broad, open-ended questions designed to elicit each adolescent's story. I began each interview with the following statement: <i>I'd like to start by asking you to tell me in your own words the story of your life. And I want you to tell me about your life as if it's a story with a beginning, and amiddle, and then how things</i></p> | <p>Participants: 14 Sex: All males Age: 16–18 years Origin: Dinka tribe in Sudan Setting: Private homes with foster families or in a small group home.</p> <p>Additional information: Refugee youths from Sudan who had been living in the United States for 6 to 12 months. Recruited through a Boston area refugee resettlement agency. At the time of the study, all</p> | <p>Collectivity and the communal self: “What is happening, is not happening to me alone”.</p> <p>Suppression and distraction: “Thinking a lot can give you trouble”.</p> <p>Making meaning: “If god wishes,</p> | <p>High</p> <p>Minor uncertainties about participant sampling.</p> |

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| | <p><i>will look in the future for you. There's no right or wrong way to tell the story. Just tell me in a way that's most comfortable for you.</i></p> <p>I also conducted participant observation of the unaccompanied refugee youths previous to and over the course of this study, during both formal and informal gatherings, to inform contextual understanding of the findings. Participant observation included volunteer work with resettling Sudanese refugees and facilitating a support group for Sudanese refugee youths. A case-centered, comparative, narrative approach to data collection and analysis of interview data. analyzed narrative data using descriptive narrative techniques. The narratives were analyzed with regard to content, theme, and structure, which helped me to interpret them in more complex ways. I paid attention to how things were said, including the linguistic devices the participants used to convey what they wanted to convey, as well as to what was said. Coherence between these two areas strengthened the interpretation of the refugees' stories. I analyzed narratives individually and compared them to each other, resulting in a description of individual life stories as they related to the larger social group and its sociocultural context.</p> | <p>participants were living either in private homes with foster families or in a small group home.</p> | <p>maybe I will be alive".</p> <p>Emerging from hopelessness to hope: "Now we feel like people - we have hope for the future".</p> | |
| <p>Groark et al 2011 [7] UK</p> | <p>1. To gain an in-depth understanding of the experience of being a young person who is unaccompanied and seeking asylum in the UK. 2. To gain an understanding of how past and present life experiences impact on these young people's psychological well-being.</p> | <p>Participants: 6 Sex: 4 males, 2 female Age: 16–18 years Origin: Africa (5), Asia (1) Setting: Cared for under sections 17 or 20 of the</p> | <p>Loss</p> <p>Negotiating a new way of life.</p> | <p>Moderate</p> <p>Minor uncertainties about participant sampling.</p> |

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| <p><i>Understanding the experiences and emotional needs of unaccompanied asylumseeking adolescents in the UK</i></p> | <p>3. To explore the psychological processes these young people use to manage or cope with the difficulties they experience.</p> <p>The semi-structured interview was developed following a review of the literature and discussion with professionals working in the field and with one young asylum seeker to develop the interview in a contextually relevant way. Open-ended questions were used in the interview to elicit a wide range of experiences.</p> <p>The research study employed Interpretative Phenomenological Analysis (IPA), a qualitative methodology that aims to capture the quality of an individual's experience and gain some understanding of the meanings held by the participant. It was hoped that this would lead to a wider exploration of young asylum seekers' experiences, and an in-depth understanding of phenomena involved in their psychological well-being and adaptation. IPA involves an analytic process from which understandings about internal cognition are deduced by the researcher from the verbal reports of participants. This is accomplished through encouraging the participant to discuss their view of the topic under investigation in their own words. The researcher engages with the participant's account of their experiences, identifying prominent themes from what they have said and grouping these themes into meaningful clusters in an attempt to "unravel" the meanings contained in them.</p> | <p>Children Act, living in inner city borough.</p> <p>Additional information: Participants had been in the UK between 6 months and 1 year (mean length of stay 9 months). 4 lived in shared accommodation; 3 sharing a room with another person, 2 participants lived in their own flats. 5 participants were single and 1 had a partner and a young child. 4 participants had been granted leave to remain for a set time period. 1 participant was waiting to hear about a Home Office asylum appeal. 1 participant's asylum additional information was unknown.</p> <p>All participants reported having attended school prior to coming to the UK although this had been disrupted. 5 of the 6 participants attended college at the time of the interview.</p> | <p>Experience of distress.</p> <p>Process of adjustment.</p> | <p>Data collection is partly unclear.</p> <p>No reasoning about researcher preunderstanding.</p> |
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| <p>Kaukko et al 2017 [8] Finland and Sweden</p> <p><i>Belonging and participation in liminality: Unaccompanied children in Finland and Sweden</i></p> | <p>Aim: To investigate the participation of unaccompanied asylumseeking and refugee children in their living units in Finland and Sweden, paying attention to how they position themselves in terms of age, gender and status and how they view their participation in relation to a sense of belonging.</p> <p>The Finnish study was a participatory action research project. After the project, semi-structured, thematic interviews were undertaken focusing on themes such as participation and children’s rights. A participatory data analysis with all the girls was performed. The study explores unaccompanied asylum-seeking girls’ perspectives on children’s participation during the asylum process in Finland.</p> <p>The Swedish study was based on qualitative interviews that were thematic and focused on different aspects of the participants’ everyday lives, social relationships and sense of belonging. The study focuses on unaccompanied refugee children and youngsters’ negotiations of belonging in Sweden.</p> | <p>Participants: 11 Sex: 9 females, 2 males Age: 16–19 Origin: No information Setting: Group homes for unaccompanied children or had recently moved to more independent living units with some degree of assistance from care workers.</p> <p>Additional information: Participants had been granted residency in Sweden.</p> <p>Data from the respective studies is not presented here.</p> | <p>Age, (in)dependence and status.</p> <p>Positionings of age and (in)dependence.</p> <p>Gender and belonging – The living unit as a gendered place.</p> | <p>Moderate</p> <p>Participant sampling, data collection and data analysis is not clearly described.</p> <p>The ethical reasoning and the reasoning about researcher preunderstanding is not clearly presented.</p> <p>This is a part of the authors disstertations.</p> |
| <p>Kohli et al 2010 [9] UK</p> <p><i>Food and its meaning for</i></p> | <p>Aim: Attempt to develop a framework of understanding that children seeking asylum and their foster families can use as they look for safety, belonging and sanctuary within the UK.</p> <p>The process of data collection was iterative, with several meetings with each young person. Initial</p> | <p>Participants: 30 Sex: No information Age: 12–21 years Setting: 4 Children’s Services Departments in England.</p> | <p>Food and survival Food and asylum Food as the first refuge Feeling found and reclaimed</p> | <p>Moderate</p> <p>Participant sampling and data analysis is partly unclear.</p> |

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| <p><i>asylum seeking children and young people in foster care</i></p> | <p>engagements focussed on building trust and companionship, with subsequent encounters allowing the young person to reflect on, among other aspects of resettlement, their experiences of food. All tapes were transcribed, and data analysed using qualitative data analysis software.</p> | <p>Origin: Afghanistan but also from other countries where conflict and disorder have long prevailed. These included particular conflict zones in the Middle East, the Eastern Horn of Africa and West and Southern Africa.</p> <p>Additional information: The majority had experienced long journeys brokered by agents, a few had been trafficked and others had been brought to the country under private fostering arrangements.</p> | <p>Reinforced replacement Morsels of freedom</p> | <p>Ethical reasoning and researcher preunderstanding is not clearly presented.</p> <p>This is a part of the authors disstertations.</p> |
| <p>Luster et al 2010 [10] USA</p> <p><i>Successful adaptation among Sudanese unaccompanied minors: Perspectives of youth and foster parents</i></p> | <p>Aim: Examine the adaptation of the youths 7 years after initial resettlement when most had become adults and some were beginning to form their own families. In addition, we examine factors that contributed to individual differences in adjustment among Sudanese unaccompanied minors from both the youths' and the foster parents' perspectives.</p> <p>In-depth interviews with youths and foster parents regarding factors that contributed to successful adaption. After all the responses to key research questions were transcribed, 3 members of the research team conducted thematic analysis. A 3-step coding procedure was used: open, axial and selective coding . First, 3 authors did 'open coding,' an 'open' process in that the researchers fracture the data</p> | <p>Participants: 18 Sex: 6 males, 2 females Age: 18–26 years (mean = 22 years; SD = 2.31) Origin: Sudan Setting: Living in foster families after living in peer groups in the camps.</p> <p>Additional information: At the time of the interviews, all but 4 of the youths were enrolled in school or had completed at least 1 degree. 4 of the youths were parents themselves, including both females.</p> | <p>Youths perspectives of sucess: Youths perspectives on differences in adaption</p> <ul style="list-style-type: none"> - Individual attributes - Relationships - Resources and opportunities - Culture - Alcohol use or avoidance. | <p>Moderate</p> <p>No ethical reasoning.</p> <p>No resoning of researcher preunderstanding.</p> |

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| | <p>into discrete units of analysis, assign initial labels or codes and note themes emerging from the data, without making any prior assumptions about what may be discovered . Next, the researchers conducted ‘axial coding,’ i.e. grouping the codes and concepts into higher level conceptual categories, which deepens the theoretical framework underpinning the analysis Finally, we conducted ‘selective coding,’ a process in which the researchers integrate the categories to form a theoretical structure of the analysis through making comparisons and contrasts and then selecting the stories that best illustrate the lived experiences of the participants. The coders then held a meeting with the larger team to discuss the key stories told by the participants and the most effective ways to represent these stories. As a check on the trustworthiness of the data, a draft of the manuscript was reviewed by 2 foster parents and 2 of the youths who participated in the study and by the supervisor of the unaccompanied refugee minor program at the resettlement agency. All of these reviewers confirmed that the findings and our interpretation of the findings were consistent with their experiences and observations.</p> | | | |
| <p>Luster et al 2009 [11] USA</p> <p><i>The Experiences of Sudanese Unaccompanied</i></p> | <p>The study goal was to describe the Sudanese minors’ experiences living in foster care families in the United States based on their accounts of their experiences and relationships and their interpretation of those experiences.</p> <p>Semistructured interviews that took about 2 hours were audiotaped and transcribed. A phenomenological approach was used.</p> | <p>Participants: 18 Sex: 16 males, 2 females Age: 18–26 years (mean = 22 years; SD = 2.31) Origin: Sudan Setting: Foster care.</p> <p>Additional information:</p> | <p>Relationships with the foster parents while living in the foster home.</p> <p>Having parental authority figures after living in peer groups.</p> | <p>Moderate</p> <p>Selection bias among participants.</p> <p>No ethical reasoning.</p> |

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| <p><i>Minors in Foster Care</i></p> | <p>The first 3 authors coded all of the transcripts independently. The following data analysis steps were followed: (a) The 3 coders read all the transcripts and gained a general sense of the interviews; (b) Next, natural meaning units (i.e., portions of the text that are judged to relate to an identifiable theme) were delineated from each interview transcript, coded, and transformed into themes. The meaning units were then coded as “parents telling youth what to do” and “conforming to household rules”; (c) These codes, along with other related codes, were then transformed or grouped into a theme, like “parental authority”.</p> | <p>Refugees who had been placed through a foster care program for unaccompanied minors in the United States.</p> <p>7 years after settlement.</p> | <p>Conflicts, concerns, and misunderstandings.</p> <p>Changing foster homes.</p> <p>Current relationships with foster parents.</p> | |
| <p>Majumder et al 2015 [12] UK</p> <p><i>‘This doctor, I not trust him, I’m not safe’: The perceptions of mental health and services by unaccompanied refugee adolescents</i></p> | <p>Aim: To appreciate the views and perceptions that unaccompanied minors hold about mental health and services.</p> <p>Face-to-face semi-structured interviews were audiorecorded to allow an exploration of issues from the participant’s perspective.</p> <p>Data were transcribed verbatim and independently coded to improve reliability. Categories were examined systematically to identify core issues to address the aims of the research.</p> <p>Data were analysed using thematic analysis, allowing meaning to be drawn from data through the emergence of patterns .</p> | <p>Participants: 15 Sex: 14 males, 1 female Age: 15–18 years Origin: Afghanistan, Iran, Somalia and Eritrea Setting: A specialist child and adolescent mental health service (CAMHS) for ‘looked-after’ children.</p> <p>Additional information: The adolescents and their carers were referred to a specialist child and adolescent mental health service (CAMHS) for ‘looked-after’ children following problems encountered at ‘home’ or school. Depression, PTSD,</p> | <p>Theme 1: Descriptions of mental health.</p> <p>Theme 2: Mental health associated with asylum-seeking/refugee status.</p> <p>Theme 3: Experiences of using services.</p> <p>Theme 4: Opinions of treatments.</p> | <p>Moderate</p> <p>No reasoning of researcher preunderstanding.</p> |

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| | | self harm and other diagnoses. | | |
| <p>Malmsten 2014 [13] Sweden</p> <p><i>Unaccompanied children living in transitional houses – voices from Sweden</i></p> | <p>Purpose: How unaccompanied minors perceive the time they spend in transitional houses in Malmö in southern Sweden.</p> <p>The interviews were semi-structured and focused on the following themes: Living conditions, network and social community, activities and leisure, wellbeing and care and understanding of the asylum process. The interviews took between 38 minutes and 1 h and 41 minutes and were recorded and transcribed. The empirical data were thereafter categorized in accordance with the outline of the study as stated above: the local, social and legal context, and in some cases divided into subcategories within each context. Theme's that were reoccurring or seemed to be of special interest for the children were identified. Thereafter the analysis is based on the empirical data and findings from other studies about unaccompanied minors and discussed in relation to theoretical concepts such as salutogenesis and sense of coherence.</p> | <p>Participants: 11 Sex: All males Age: 14–17 years Origin: Afghanistan (9), Somalia (2) Setting: Transitional houses and permanent residences.</p> <p>Additional information: 8 boys living in transitional houses and 3 boys living in permanent residences. The first group had been living in transitional houses between 3–12 months, the latter between 6 weeks and 6 months and they had been in Sweden approximately 2 years.</p> | <p>“It is good that we have something to do” – children’s voices</p> <p>The local context. The social context. The legal context.</p> | <p>Moderate</p> <p>No reasoning of researcher preunderstanding.</p> |
| <p>Mels et al 2008 [14] Belgium</p> <p><i>Social support in unaccompanied asylum-seeking boys: A case study</i></p> | <p>Aim: To explore how unaccompanied asylum-seeking children in Belgium perceive different kinds of social support provided by a variety of actors, and what this implies for both buffering and main effects of social support.</p> <p>Semi-structured in-depth interview.</p> <p>After literally transcribing the interviews, the qualitative data were coded into themes and ordered in a coding framework by the researcher,</p> | <p>Participants: 15 Sex: All males Age: 15–18 years (mean = 16.3, SD = 1.22) Origin: Afghanistan (3), Pakistan (2), Burundi (2), 1 boy from respectively Mongolia, Syria, Albania, Tibet and Iraq</p> | <p>Social support in the asylum centre.</p> <p>Social support in school.</p> <p>Social support in leisure time.</p> | <p>Moderate</p> <p>No reasoning of researcher preunderstanding.</p> <p>No ethical reasoning.</p> |

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| | <p>assisted by a colleague. Data were assigned to the framework using WinMAX98, a qualitative software package with the aim to ‘identify patterns in social regularities and to understand them in the sense of controlled Fremdverstehen (understanding the other)’</p> | <p>Setting: Moderate-sized rural asylum centre organized by the Red Cross.</p> <p>Additional information: A mean of 326 days (SD = 233.72, range 73–745) since their arrival in Belgium. All boys were unaccompanied at arrival in Belgium, except 1. They lived at a moderate-sized rural asylum centre organized by the Red Cross.</p> | <p>Social support provided by the family.</p> <p>Social support and psychological well-being.</p> | |
| <p>Ní Raghallaigh 2011 [15] Ireland</p> <p><i>Religion in the lives of unaccompanied minors: An available and compelling coping resource</i></p> | <p>Aim: To address the way in which unaccompanied minors living in the Republic of Ireland use religious coping methods.</p> <p>Semi-structured interviews.</p> <p>Open, axial and selective coding was used to analyse the transcribed interview data. These codes were attached to lengthy paragraphs and dialogues rather than to specific words or phrases . This ensured that the voices of the participants were privileged. Through this process, diverse narratives were identified. These included narratives about religion and religious coping.</p> | <p>Participants: 32 Sex: 14 males, 18 females Age: 14–19 years Origin: 13 countries in Africa (30), Asia (1), and Europe (1) Setting: A hostel where the unaccompanied minors live.</p> | <p>Religious coping: ‘relatively available’.</p> <p>Religious coping: ‘Relatively compelling’.</p> | <p>Moderate</p> <p>Participant sampling is not clearly described.</p> <p>Data collection and data analysis is partly unclear.</p> <p>Limited ethical reasoning.</p> <p>No reasoning of researcher preunderstanding.</p> |
| <p>Ní Raghallaigh et al 2015 [16] England and Ireland</p> | <p>Aim: Examine experiences of young people placed with at least one foster carer from the same country of origin and/or religion as well as those placed ‘crossculturally’.</p> <p>The article is based on two studies, and Sirreyhe interviewed in both studies.</p> | <p><u>The Irish study</u> Participants: 21 Sex: 13 males, 8 females Age: 11–19 years (mean 15,8)</p> | <p>Young people’s perceptions on the importance of culture</p> <p>Communication and language.</p> | <p>Moderate</p> <p>Data collection and data analysis is partly unclear.</p> <p>No reasoning of researcher preunderstanding.</p> |

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| <p><i>The negotiation of culture in foster care placements for separated refugee and asylum seeking young people in Ireland and England</i></p> | <p><u>The Irish study:</u> Face-to-face interviews. Interviews were digitally recorded, transcribed and analysed thematically using the NVivo software package.</p> <p><u>The English study:</u> Interviews and focus groups. Digitally recorded, transcribed and analyzed using the software package MAXQDA.</p> | <p>Origin: Nigeria (10), Eastern Africa (6), Middle Africa (2), Southern Africa (1), Asia (2) Setting: Foster care.</p> <p>Additional information: 18 were currently living in foster care and had been in their current placements between 4 months and 6 years. 3 had previously lived in foster care and reflected back on their experiences. All had been living in Ireland for 6 months or longer at the time of interview. 2 young people had been granted refugee status at the time of interview; the remainder were at various stages of the asylum determination procedure.</p> <p><u>The English study:</u> Participants: 21 Sex: Males Age: 13–18 years Origin: 7 countries including Afghanistan Setting: Foster care.</p> <p><u>3 focus groups:</u> Participants: 19 Sex: 2 male groups, 1 female Age: 15–19 years</p> | <p>Food.</p> | |
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| | | Origin: 7 countries including Afghanistan. Additional information: Been in England for 10 months to 5 years. 4 had refugee status, the others had a temporary leave to remain. | | |
| Oppedal et al 2017 [17] Norway <i>Vocational identity development among unaccompanied refugee minors</i> | Aim: To examine vocational identity developmental processes underlying the educational choices of unaccompanied minors who have received asylum and residence in Norway. Phase 1: 1. Do demographic factors, pre-migration trauma, and post-resettlement acculturation and mental health predict variation in their educational aspirations? Phase 2: 2. To what extent do unaccompanied refugees engage in identity forming processes of exploring and committing to vocational possibilities, values and roles? Are they active partners, resulting in moratorium or achieved vocational identity statuses, or do they tend to follow the advice of perceived significant others, resulting in a high prevalence of foreclosed identity statuses? Does the high level of mental health problems contribute to disinterested and disengaged ways of dealing with educational choices, thus resulting in diffused vocational identities? | Participants: 30 Sex: 26 males, 4 females Age: 17–26 years (mean = 20.15, SD = 2.21) Origin: Afghanistan (46.7%), Sri Lanka (13.3%), Somalia (10%), and Iraq (10%), while 20% came from 4 other countries Setting: At time of arrival, institutions/group homes and some foster care. Additional information: Average length of stay in Norway of 4.30 years (SD = 1.19), range 2–11 years. | <i>Significant others</i> The family The friends Other significant adults. <i>Core themes, and contextual barriers emerging from the ISIs</i> Age, time and economy Mental health Transnational life Realistic assessment of contextual barriers. | Moderate Participant selection and data collection is partly unclear. No ethical reasoning. No reasoning of researcher preunderstanding. |

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| | <p>3. What common core themes and common barriers related to structural, economic, social, and cultural factors underlie the vocational identity formation process of unaccompanied refugees?</p> <p>Recorded semi-structured interviews to distinguish issues impacting the vocational identity formation processes. The analyses of the interviews also involved meaning categorization analysis by which the interviews were coded into categories, identifying recurring themes, patterns and variations within the data set in relation to the study questions. Using QSR International's NVivo 10 Software and categorization techniques, a number of broad categories of events impacting vocational identity decisions were identified, and all data fragments that were related to each category were rearranged into new data sets. In this way, long sentences and narratives reflecting the minors' experiences and perspectives were reduced and structured into categories such as "education in the country of origin", "discrimination," and "significant others in Norway" that could be linked with scientific theory in the field . These categories appear as main themes in the results from Phase 2 of this investigation.</p> | | | |
| <p>Pastoor 2015 [18] Norway</p> | <p>Aim: To explore whether school – an institution that educates young refugees on how to become competent participants in society – may have a role 'beyond education', that is to say, a mediational role in supporting the psychosocial transitions the refugees face upon resettlement.</p> | <p>Participants: 40 Sex: 32 males, 8 females Age: 16–23 years Origin: Afghanistan (24), Somalia (6), Eritrea (2), Ethiopia (2), Iraq (2), Iran (1),</p> | <p>School as an arena for socialisation. School as an arena for integration.</p> | <p>Moderate Participant selection is not clearly described. No ethical reasoning.</p> |

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| <p><i>The mediational role of schools in supporting psychosocial transitions among unaccompanied young refugees upon resettlement in Norway</i></p> | <p>The school study involved ethnographically oriented case studies in 5 schools. The present article particularly focuses on the psychosocial role of school, beyond its educational role. The school dataset consisted of audio recorded interviews with refugee students and school staff conducted during fieldwork in 4 ‘lower secondary schools’ (i.e. grades 8–10 of the compulsory school programme) and 1 ordinary upper secondary school, as well as field notes.</p> <p>The school dataset consisted of audio recorded interviews with refugee students and school staff conducted during fieldwork in 4 ‘lower secondary schools’ (i.e. grades 8–10 of the compulsory school programme) and 1 ordinary upper secondary school, as well as field notes. The different kinds of data allow for triangulation between data sources, which facilitate a deeper and broader understanding of the topic under study and enhance the reliability and validity of the collected data and analysis. The researcher visited the school several times, so the teachers, the students and the researcher could become acquainted. Subsequently, the students who were identified as unaccompanied refugees were invited to take part in the study.</p> <p>Each interview transcript was first coded ‘vertically’, focusing on one interview at a time, to identify tentative units of meaning. Then they were coded ‘horizontally’ (across interviews), which brought about broader analytical categories. Psychosocial categories identified as</p> | <p>Chechnya (1), Nigeria (1) and Zimbabwe (1) Setting: Schools/classroom.</p> <p>Additional information: Refugee students who had been granted residence and were resettled in a Norwegian municipality. All were under 18 years upon arrival in Norway. 26 attended the compulsory school programme available to newly resettled refugees, while the remaining 14 attended upper secondary school.</p> <p>The same population as in the study of Pastoor 2017 [19].</p> | <p>School as a salutogenic arena.</p> | <p>No reasoning of researcher preunderstanding.</p> |
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| | <p>having an impact on school functioning were, for instance, ‘loss and separation’, ‘psychological and traumatic stress’, and ‘need for guidance and support’. However, the themes or patterns discerned did not simply emerge; they were actively discovered. The categories identified were related to the model of critical psychosocial transitions faced during resettlement, an analytical framework developed by the author during the research project. The ‘critical transitions model consists of the following theoretical constructs: socialisation, integration and rehabilitation</p> | | | |
| <p>Pastoor 2017 [19] Norway</p> <p><i>Reconceptualising refugee education: exploring the diverse learning contexts of unaccompanied young refugees upon resettlement</i></p> | <p>Aim: Exploring the out-of-school learning contexts unaccompanied young refugees participate in upon resettlement, gives rise to the following research question: How may diverse learning contexts – in and outside of school – promote young refugees’ opportunities for meaningful learning and social inclusion?</p> <p>The study adopted a qualitative, ethnographically oriented, case study design, based on interviews and participant observation in schools and residential care facilities for unaccompanied young refugees (group homes and semi-dependent accommodation) in 3 municipalities. 5 schools participated; 4 of them offered the adapted compulsory school programme, while 1 was an upper secondary school. The present study drew chiefly on the transcribed interviews with the young refugees and social workers in the residential care facilities, while the field notes are used as</p> | <p>Participants: 40 Sex: 32 males, 8 females Age: 16–23 years Origin: Afghanistan (24), Somalia (6), Eritrea (2), Ethiopia (2), Iraq (2), Iran (1), Chechnya (1), Nigeria (1) and Zimbabwe (1) Setting: schools/classroom.</p> <p>Additional information: All were under 18 years upon arrival in Norway. Refugee students who had been granted residence and were resettled in a Norwegian municipality.</p> <p>The same population as in the study of Pastoor 2015 [18]</p> | <p>Living in a group home.</p> <p>Working part-time.</p> <p>Involvement in NGOs.</p> <p>Participation in sports.</p> | <p>Moderate</p> <p>Participant selection not clearly described.</p> <p>Data collection is partly unclear. A more detailed presentation is found in Pastoor 2015 but is not referred to.</p> <p>No ethical reasoning.</p> |

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| | <p>supplementary information. The initial analysis of the collected data involved recurrent reading of the transcripts to become familiar with their content as well as making annotations of emerging topics. Then, all the interviews were coded to identify tentative units of meaning. Subsequently, noteworthy broader patterns of meaning and themes emerging from the data-set were identified. The potential themes were then reviewed in relation to the aim of this study, that is to say, exploring the diverse learning contexts of unaccompanied young refugees – in and out of school – with a particular focus on learning contexts beyond school.</p> | | | |
| <p>Qin et al 2015 [20] USA</p> <p><i>"My culture helps me make good decisions": Cultural adaptation of Sudanese Refugee Emerging Adults</i></p> | <p>The current study seeks to clarify these issues (i.e. the transition into a Western culture where a protracted period of emerging adulthood is developmentally normative) by examining the adaptation patterns of unaccompanied Sudanese refugees who were resettled in the United States during adolescence and emerging adulthood after experiencing protracted periods of physical and psychological trauma as children and adolescents.</p> <p>Data for this article were drawn from in-depth interviews with Sudanese emerging adults. We conducted semi-structured interviews with the emerging adults, which took approximately 2 hours to complete. The interviews focused on their adaptation and adjustment in the United States, their experiences in foster care, and their identity. Data for this article were drawn mainly from the first section, which asked the</p> | <p>Participants: 19 Sex: 17 males, 2 females Age: 18–26 years (mean = 22 years; SD = 2.31) Origin: Dinka, the largest ethnic group in Sudan (18) and 1 from another smaller tribe.</p> <p>Setting: Foster care.</p> <p>Additional information: At the time of resettlement, the mean age of the youths was 15 years (SD = 2.3), the youngest child was 11. At the time of the interviews, 12 were enrolled in college, 2 had graduated from 4-year</p> | <p>Staying connected to home and preserving the culture: “remembering where we came from”. Making good choices.</p> <p>Not becoming too Americanised.</p> <p>Accommodation.</p> <p>Cultural appropriation.</p> | <p>Moderate</p> <p>No ethical reasoning.</p> <p>No reasoning of researcher preunderstanding.</p> |

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| | <p>participants about their general adaptation, challenges, educational experiences, and future goals. More specifically, we asked the participants what helped them in their adjustment and why some of the Sudanese emerging adults seemed to be adjusting well while others were experiencing more challenges.</p> <p>Analysis: The phenomenological inquiry approach, which focuses on understanding and describing the human experience in the contexts of families, communities, and cultures . The authors followed the steps of phenomenological inquiry.</p> | <p>universities, 1 had obtained a training certificate from a community college, and 4 were not currently enrolled but planned to return to school. 4 were parents themselves, including both females.</p> <p>The same population as in the studies of Rana and Luster.</p> | | |
| <p>Rana et al 2011 [21] USA</p> <p><i>Factors related to educational resilience among unaccompanied Sudanese minors</i></p> | <p>Aim: To explore the factors associated with educational resilience among unaccompanied Sudanese refugee who experienced extreme trauma and chronic adversity prior placement in American foster families in 2000–2001.</p> <p>The data for this article were drawn from the section that focused on the youths' educational experiences in the United States. The semistructured interviews took approximately 2 hours.</p> <p>The transcribed interviews were coded thematically. A 3 step coding procedure was used: open, axial and selective coding. First, the 3 authors did open coding, an "open" process in that the researchers broke data apart and outlined concepts to stand for blocks of raw data. Next, the researchers conducted axial coding, that is, the researchers grouped the codes and concepts into higher level conceptual categories that</p> | <p>Participants: 19 Sex: 17 males, 2 females Age: 18–26 years (mean = 22 years; SD = 2.3) Origin: Dinka, the largest ethnic group in Sudan (18) Setting: Foster care.</p> <p>The same population as the studies of Qin and Luster.</p> <p>Additional information: Interviews are made 7 years after resettlement. At the time of resettlement, the mean age of the youths was 15 years (SD = 2.3), the youngest child was 11.</p> | <p>Goals of youth.</p> <p>Educational attainment.</p> <p>Risk factors in USA.</p> <p>Protective factors in USA.</p> | <p>Moderate</p> <p>Participant selection bias.</p> <p>No ethical reasoning.</p> <p>No reasoning of researcher preunderstanding.</p> |

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| | deepened the theoretical framework underpinning the analysis . Finally, they conducted selective coding, a process in which the researchers integrated the categories to form a theoretical structure of the analysis through making comparisons and contrasts and then selecting the stories that best illustrated the lived experiences of the participants . | | | |
| Sinha et al 2008 [22] UK <i>'I had to cry': exploring sexual health with young separated asylum seekers in East London</i> | To support the achievement of positive sexual health for this group within a hostile social and political environment. Methods 8 one to one interviews and 4 small focus groups with 2–3 participants. All data were recorded and transcribed by ourselves. We listened to the recordings and then examined transcriptions to increase the reliability and validity of our data. We used the framework approach for data analysis involving preliminary readings of the data to familiarise and immerse ourselves in it. Then, a framework of key patterns and themes that related to our research questions and aims for both young people and professionals was identified. This allowed us to identify similarities and differences in responses between them . We used these themes and subcategories to code the data and then analysed them by looking at each code and the responses grouped under it. Part of this process involved researchers independently coding some of the same transcripts. | Participants: 17 Sex: 8 males, 9 females Age: 15–18 years Origin: Burundi (1), Congo (7), Ethiopia (1), Guinea (1), Jamaica (1), Kosovo (1), Nigeria (1), Sierra Leone (1), Somalia (1), Vietnam (2) Setting: Cared for by social services and 2 who were not. | Sex and relationships. Sex education and knowledge. Sexual exploitation. Accessing sexual healthcare. | Moderate Participant selection is not clearly described. No reasoning of researcher preunderstanding. |

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| <p>Sirriyeh 2013 [23] UK</p> <p><i>Hosting strangers: hospitality and family practices in fostering unaccompanied refugee young people</i></p> | <p>The aims of this study were to</p> <ul style="list-style-type: none"> • Describe the fostering experiences of young people and foster carers • Identify specific features of the fostering task in the broad resettlement needs of young people • Assess the support provided to young people and preparation, training and support of foster carers • Identify factors that facilitated or constrained the making of placements. <p>Case study interviews and 3 young people's focus groups.</p> <p>Interviews and focus groups were digitally recorded, transcribed and analysed using the software package MAXQDA (VERBI GmbH, Berlin, Germany).</p> | <p>Participants: 21 Sex and age: (Case study with males aged 13–18 years and had been in the UK for between 10 months and 5 years), 19 participants (2 male groups and 1 female group aged 15–20) Origin: Afghanistan (14) and other countries (6). Setting: Foster care.</p> <p>The same population as in the study of Ní Raghallaigh</p> | <p>3 models of relationships in foster care.</p> <p>Developing relationships.</p> | <p>Moderate</p> <p>Participant selection, data collection and data analysis is partly unclear.</p> <p>No ethical reasoning.</p> <p>No reasoning of researcher preunderstanding.</p> |
| <p>Spiteri 2012 [24] Malta</p> <p><i>The evolving identities of unaccompanied young male asylum seekers in Malta</i></p> | <p>Aim: To focus on the experience of unaccompanied minor asylum seekers who recently travelled to Malta and who aspired to journey on from there to mainland Europe. It is a phenomenological study of people who are on the move and in transition.</p> <p>In-depth interviews were recorded using a tape-recorder and was subsequently transcribed. The analysis combines grounded theory and discourse analysis to explore how language served to frame these young people's ideas of themselves, their travels, and their lives.</p> | <p>Participants: 12 Sex: All males Age: 16–17 years Origin: Ethiopia, Somalia and Nigeria Setting: Residents of Dar ix-Xemx, a hostel.</p> | <p>“Who am I?”</p> <p>“Where am I going?”</p> | <p>Moderate</p> <p>No ethical reasoning.</p> <p>No reasoning of researcher pre understanding.</p> |
| <p>Sutton et al 2006 [25] UK</p> | <p>Aim: To explore the process of positive change and post-traumatic growth within a sample of 8 unaccompanied minors living in UK. Semistructured interviews that lasted</p> | <p>Participants: 8 Sex: 1 male, 7 females Age: 16–20 years Origin: No information</p> | <p>Search for meaning.</p> | <p>Moderate</p> <p>Participant selection somewhat biased.</p> |

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| <p><i>A qualitative study exploring refugee minors personal accounts of post-traumatic growth and positive change processes in adapting to life in UK</i></p> | <p>approximately 40 minutes were recorded and transcribed.</p> <p>Interpretative phenomenological analysis was used. This involves a 4-stage process of analysis.</p> <p>1 The first author engaged in a process of reading and rereading the interview transcript, jotting down notes in the left hand margin concerning initial thoughts and observations in response to what was read.</p> <p>2 The emerging themes were given titles, written in the right-hand margin of the transcript, which reflected her interpretation of the essential quality of the participant's expressed meaning.</p> <p>3 The emergent theme titles were then listed on a separate piece of paper and examined to see if any of the themes were connected or related to each other. Some themes were clustered together to capture a specific category of meaning. These superordinate themes were then given a separate label.</p> <p>4 The themes and superordinate themes, together with the location of relevant quotes, were then summarised in a table. Tracing back each theme and superordinate theme to the relevant quote ensures that the data are grounded in the participant's account.</p> | <p>Setting: Looked after by social services.</p> <p>Additional information: 5 were Christian, and 3 were Muslim.</p> | <p>Dislocation and loss.</p> <p>Social support.</p> <p>Activity.</p> <p>Religion.</p> <p>Positive changes in self perception.</p> <p>Desire to live a purposive life.</p> | <p>No ethical reasoning.</p> |
| <p>Söderqvist 2014 [26] Sweden</p> | <p>Aim: To examine unaccompanied minors' experiences of leaving care, and to explore the experience in relation to perceptions about ethnicity and culture within a transnational space.</p> <p>In particular, we want to answer:</p> | <p>Participants: 11 Sex: All males Age: 18–22 years Setting: One residential care unit Origin: The majority of the respondents' origin was</p> | <p>(a) Cultural baggage; (b) Isolation; (c) On the go; (d) Just an ordinary life.</p> | <p>Moderate</p> <p>No reasoning of researcher preunderstanding.</p> |

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| <p><i>Leaving care with “cultural baggage”: The development of an identity within a transnational space</i></p> | <p>(a) How unaccompanied minors define their identities throughout the process of transition from care; and (b) How unaccompanied minors perceive the meaning of their ethnic minority backgrounds in relation to the transition into adulthood after leaving care.</p> <p>Interviews were carried out. An interview guide was prepared and the participants were asked to reflect on the themes presented. The interviews lasted 60–90 minutes, were taped and transcribed verbatim. Both the manifest and the latent content of the interviews have been considered through a process of condensing meaning units into codes, and transferring the codes into categories that after further analysis were developed into certain themes.</p> | <p>Afghanistan, but some also came from Kurdistan and Iraq.</p> <p>Additional information: All had been issued permanent residency and been in Sweden for 3 to 5 years at the time of the interview. They had experienced leaving care after being received in a Swedish municipality as unaccompanied minors.</p> | | |
| <p>Thommessen et al 2015 [27] Sweden</p> <p><i>Experiences of arriving to Sweden as an unaccompanied asylum-seeking minor from Afghanistan: An interpretative phenomenological analysis</i></p> | <p>How do unaccompanied refugee minors experience arriving to the Swedish host-society and what do they find particularly helpful and challenging after their arrival?</p> <p>Based on individual semistructured interviews, an interpretative phenomenological analysis was carried out to explore the perceived risks and protective factors during the first months and years in the host-society</p> | <p>Participants: 6 Sex: All males Age: 18–19 years Setting: A refugee center Origin: Afghanistan.</p> <p>Additional information had been granted refugee status, and had arrived to Sweden as unaccompanied minors between the ages of 15 and 16 years.</p> | <ol style="list-style-type: none"> 1. From danger to safety 2. Living in limbo 3. Guidance and social support 4. Striving to fit in and move forwards. | <p>Moderate</p> <p>Some gaps in method discussion.</p> <p>No reasoning of researcher preunderstanding.</p> |

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| <p>Wernesjö 2015 [28] Sweden</p> <p><i>Landing in a rural village: home and belonging from the perspectives of unaccompanied young refugees</i></p> | <p>Aim: Explore how unaccompanied young refugees living in a rural village in Sweden make sense of home and belonging.</p> <p>The interviews were thematic, and they focused on the participants' everyday lives and social relationships. The analysis is inspired by Back's (2007) conceptualisation of 'sociological listening' that links the experiences of individuals to larger social and political processes and that avoids reducing the complexities of the social world to simplified images (p.15, 23). My approach to the analysis was abductive, and informed by what Lundström (2007, 51) describes as 'theoretically charged empirics' and 'empirically charged theory' (my translation), meaning that the empirical material has been analysed with a theoretical framework that both informed the analysis of the empirical material and evolved during the course of analysis.</p> | <p>Participants: 9 Sex: 7 males, 2 females Age: 16–19 years Setting: A rural group home Origin: Afghanistan (5), Somalia (4).</p> <p>Additional information: Participants had been in Sweden between 1–2.5 years.</p> | <p>Everyday life in Barnsele – peaceful and boring.</p> <p>Living outside the 'normal' childhood – contrasting the group home with living in a family.</p> <p>Friendships and conditional belonging in Barnsele.</p> | <p>Moderate</p> <p>Data analysis partly unclear. No ethical reasoning.</p> <p>No reasoning of researcher preunderstanding.</p> |
| <p>Vervliet et al 2014 [29] Belgium</p> <p><i>That I live, that's because of her': Intersectionality as framework for unaccompanied refugee mothers</i></p> | <p>Aim: Shedding light on unaccompanied refugee mothers perspectives and acknowledging the complexity of their lived experiences.</p> <p>In a first step, in-depth thematic analysis of the mothers' narratives reveals several central themes. Second, we adopt intersectionality as an analytical perspective and confront these themes with the 4 social categories ('refugee', 'adolescent', 'unaccompanied' and 'mother') that are frequently used in research and migration policies concerning the target group.</p> | <p>Participants: 20 Sex: All female Age: 15–23 years (mean = 18.10 years) Setting: Asylum center, youth care, and living alone Origin: 12 different countries, mostly Africa (17).</p> <p>Additional information: Unaccompanied refugee mothers with 17 children were born in Belgium (out of 21), aged 1–57 months. 10</p> | <p>Facing constrained/ constraining daily living conditions.</p> <p>Experiencing emotional difficulties.</p> <p>Creating connectedness.</p> | <p>Moderate</p> <p>Participant selection is not clearly described.</p> <p>No ethical reasoning.</p> <p>No reasoning of researcher preunderstanding.</p> |

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| | <p>Interviews were transcribed literally and analysed thematically, together with the interviewer's personal notes, using the qualitative software package for text analysis WinMAX98. The authors first created a tree structure of codes based on the interview scheme. Second, further codes were added based on a first in-depth reading of all interviews.</p> <p>Third, all data were allocated to this tree structure by connecting its codes to text fragments. If new relevant codes came up during this process, they were added to the tree structure and a revision of all interviews was executed. Fourth, based on these results, the codes were regrouped into 4 central themes. Finally, these results were confronted with the pre-defined social categories.</p> | <p>participants had applied for asylum under the Geneva Refugee Convention, 6 had temporary residence permits, 2 had applied for regularisation of their undocumented situation and 2 mothers had no valid residence documents. 11 mothers currently lived in an asylum centre, 3 in a specialised youth care centre for unaccompanied refugee minors and 6 lived on their own.</p> | <p>Experiencing motherhood as a turning point.</p> | |
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