



“Journey to becoming educationally, socially and economically engaged”

(Experiences of relocated 15 – 19 year old young
people to Sheffield and other EU cities)

Gateway Protection Programme

ICMC - SHARE Network Conference
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Sheffield City Council

- First city in the UK to welcome refugees through the Gateway Protection Programme (GPP)
- Sheffield has:-
 - 150 schools (27 secondary and 123 primary/nursery) with 80,000 pupils.
 - Two colleges supporting 18,500 students
 - Two Universities with over 55,000 students
- Our Children, Young People and Families (CYPF) service support to the young people (3 – 18 yrs. old) arriving through the GPP.

Contract Periods	3 – 6 yrs. EY & KS1	7 – 10 yrs. KS2	11 – 14 yrs. KS3	15 – 18 yrs. KS4 & 5
2004 - 07	22	25	16	24
2007 - 10	31	28	18	19
2010 - 13	23	33	15	25

What Do we know?

- [In Europe] young people with an immigration background are 70% more likely to become NEET than nationals (Eurofound webpage Oct.12)
- For older young people, difficulties arising from little or no English language skills, and barriers to welfare and employment (Refugee Council 2012).
- Experience and research show:
 - The younger children (under 11s) are more adept at accessing English language and have more time in education system.
 - Older young people have difficulty accessing secondary education, face a number of transitions (school/college/training) while English language is underdeveloped
 - Once in school or college, Gateway Protection Programme pupils' attendance and behaviour is better than school/local average
- Available research is about integration and not education & employment
- There is a high level of resilience and drive to succeed amongst newly arrived young people in the UK

Research Aims/Objectives

- Collect data relating to the experiences of young people aged 15 – 18 years old when arriving in Sheffield (EU city). Reflect on young people's aspirations, needs and experiences
- Collect data from schools/colleges and projects working with targeted GPP young people. Identify capacity, good practices and challenges in supporting newly arrived students
- Produce an evidence-base that outlines the key positive impacts and barriers to GPP young people's progression in maximising opportunities in education, training and employment
- Produce a final report outlining findings, a summary document and a tool-kit for practitioners, promoting good practice and addressing barriers
- Work with other EU cities/agencies to ensure evidence/findings are shared and disseminated amongst key actors

Methodology

- Work in partnership with a local university, ICMC and other partners to develop a rigorous structured framework which will enable researchers to:
 - Follow a robust set of ethical and equity principles in all aspects of the research
 - Conduct desktop data review of statutory education outcomes/progression
 - Consult with young people in the form of individual semi-structured interviews, in which the young person is placed as storyteller and the researcher as listener. Thus gathering a realistic and up-to-date perspective of engaging with education and training provision over the weeks and months of their settlement in the UK
 - Interview professionals working directly with selected young people who participated in the school, college or training provision.
 - Develop links and work with EU partners to disseminate the report and organise (ICMC SHARE) workshops to ensure the research findings and recommendations are widely shared.

What will we achieve?

- Case studies of young people's experiences in accessing learning and employment along with their early aspirations as GPP participants
- We will have Identified with service providers the 'good practices' and 'challenges' for GPP young people progressing to becoming economically active
- Better understanding of the barriers, gaps and what can be done to enhance outcomes for this age group
- **Increase in the quality of engagement, progression and outcomes for GPP young people entering colleges, training provision and employment**