

# Refugee Youth with Interrupted Schooling in Smaller Communities

**TITLE OF RESEARCH:** Older Refugee Youth with Interrupted Schooling in Smaller Communities in Manitoba

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**SUMMARY:** This study built on a [previous CYRRC project](#) and the partnerships established with IPW, MANSO, and NEC to explore interrupted schooling among youth with refugee experience in smaller Manitoba communities. Interviews and focus groups were conducted with 11 youth, 2 school administrators, 6 educators, and 4 Settlement Workers in Schools (SWIS).

**LINK:** Click [here](#) to read the executive summary and [here](#) to read the report



## Youth with interrupted schooling face academic challenges including...

Language barriers	Trauma resulting from pre-migration experiences
Being negatively impacted by age-appropriate grade placement	Being granted E-credits/designations that do not permit access to post-secondary institutions
Navigating unfamiliar pathways	Inadequate staffing resources and programs for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) learners
Information barriers	



## Older youth experience a considerable increase in family responsibilities following migration, becoming...

- Interpreters
- Service Navigators
- Caretakers for their families

...the immediate need to earn a living often overshadows longer-term goals of gaining further education and developing English language skills



## Despite the many challenges that youth with refugee experience may face, study participants were...

- Optimistic
- Ambitious
- Motivated in their learning

...and had high expectations for their future



## SWIS play a vital role in supporting the successful integration of refugees and their families into the community.

SWIS are generally one of the first points of contact to help families settle and connect with services.



## Educators are invaluable in helping students adjust and in creating a safe and welcoming space

They are advocates for their students and provide an important link between youth and their families and supports offered in the wider community by providing referrals to appropriate services.

## Recommendations:

- More funding is needed for EAL programs and staff, SWIS, culturally appropriate mental health services, professional development opportunities for school staff and administrators, and to expand academic and bridging programs, after-school programs, and intensive arrival orientation.
- Educators and school principals need to expand information and education outreach so that students with interrupted schooling are better informed about the benefits and limitations of e-credits in completing their education and fulfilling career aspirations.
- There is a need to identify role models and mentors to help refugee youth navigate educational pathways and reduce information barriers.

The views and opinions expressed in this article are those of the researchers and do not necessarily reflect the official position of the Child and Youth Refugee Research Coalition.

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