

CYRARC

CHILD AND YOUTH REFUGEE RESEARCH COALITION



2019 | YEAR IN REVIEW

SHARING WHAT WE'VE LEARNED

**ANNUAL
REPORT**

A MESSAGE FROM MICHAEL UNGAR, CYRRC SCIENTIFIC DIRECTOR



2019 has been a busy and exciting year for the Child and Youth Refugee Research Coalition (CYRRC). October marked the midway point of our five-year grant and brought opportunity for reflection as we submitted our midterm report to the Social Sciences and Humanities Research Council of Canada (SSHRC).

Over the past two and a half years, CYRRC researchers and partners have undertaken over 50 research projects on the linguistic, educational, psychological, social, cultural, and economic integration of children, youth, and their families. Across Canada and beyond, our membership has grown to include over 180 members, and we continue to provide many training opportunities for students and youth with refugee experience. We also continue to support research and events that give youth with refugee experience a platform to amplify their voices.

As findings continue to emerge from our research, our focus will remain on knowledge mobilization (KMb), ensuring that research is co-created and shared with those who rely on it to inform policy and practice. Our KmB working group remains engaged in guiding our KmB activities, and sharing findings with service providers and community partners. Throughout this report, you will find infographics developed to present research findings in ways that may be useful to non-academic audiences. The inclusion of findings marks a slight departure from previous reports, and we hope this will be a welcome addition. For those interested in learning more about our research, I invite you to visit our website (cyrrc.org) for the latest infographics, executive summaries, and publications.

As we look forward to the coming year, I would like to thank all our members for their continuing contributions to refugee research and settlement efforts in Canada. As immigrant and refugee numbers continue to increase in coming years, research and settlement services that support their successful integration have never been timelier.

Michael Ungar
Scientific Director, CYRRC

Michael Ungar, Ph.D., is a family therapist and Professor of Social Work at Dalhousie University where he holds the Canada Research Chair in Child, Family and Community Resilience. Since 2002, Dr. Ungar has directed the Resilience Research Centre, designing multisite longitudinal research and evaluation projects in more than a dozen low, middle, and high-income countries. Much of that work is focused on the resilience of marginalized children and families, and adult populations experiencing mental health challenges. Dr. Ungar has published more than 180 peer-reviewed articles and book chapters on the subject of resilience and is the author of 15 books for mental health professionals, researchers, and lay audiences.

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March 2020

Dalhousie University

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The CYRRC is based at the Resilience Research Centre (RRC) at Dalhousie University in Halifax, Nova Scotia, Canada.

2019 marks the midway point of the Child and Youth Refugee Research Coalition's five-year mandate to produce research that helps young people with refugee experience succeed, both in Canada and around the world.

The Child and Youth Refugee Research Coalition (CYRRC) brings together academics, community partners, and government agencies to conduct research and mobilize knowledge that promotes the social integration, education, and mental and physical wellbeing of refugee children and youth in Canada. We fund new research through regular calls for proposals, which are announced several times a year.

CYRRC is governed by the Coordination and Operations Committee (COC) and receives scientific input from a Strategic Advisory Committee. A Knowledge Mobilization (Kmb) Working Group provides guidance on Kmb activities

STRATEGIC ADVISORY COMMITTEE

COORDINATION AND OPERATIONS COMMITTEE

RESEARCH CLUSTERS

► BROADER ECONOMIC, SOCIAL, AND POLITICAL FACTORS

Analyzes the economic, social, and political policy contexts that affect refugee children, youth, and families as they integrate into Canadian Society.

► LANGUAGE, LITERACY, AND LEARNING

Focuses on how refugee children's language of origin affects their cognitive and literacy skills in the destination country, and looks at the social contexts that further their educational achievement, literacy levels, and language skills.

► SOCIAL INTEGRATION, RIGHTS, CULTURE, AND SECURITY

Examines the factors associated with social integration, different stressors experienced by child and youth refugees, discrimination, and social support pre- and post-resettlement.

► CHILD, YOUTH, AND FAMILY WELLBEING

Investigates young people's experiences of trauma and the social conditions, policies, and initiatives that facilitate resilience pre- and post-resettlement.

KNOWLEDGE MOBILIZATION WORKING GROUP

The Strategic Advisory Committee (SAC) is made up of representatives from ESPOs (education and service provider organizations), academic institutions, the refugee community, IRCC, and Statistics Canada. The committee's mandate is to provide scientific and impact oversight of projects, identify links for partnership, and advise on other issues.

The Coordination and Operations Committee (COC) is chaired by the CYRRC project director and includes three to four cluster co-leads from each research cluster as well as representatives from Immigration, Refugees and Citizenship Canada (IRCC), and Statistics Canada. The COC oversees all research and operational activities of CYRRC.

CYRRC's **Knowledge Mobilization Working Group** was formed in 2018 to guide the overall direction of CYRRC's Kmb activities. It is made up of ESPO representatives from our Coordination and Operations Committee, a Kmb assistant, and CYRRC's Project Manager. The working group's role is to strengthen knowledge mobilization across the network. In 2019, the working group oversaw development of our new Kmb plan, developed Kmb guidance for researchers, and made available a series of grants to support Kmb-specific projects.

To access CYRRC's Kmb Plan, visit our website at cyrrc.org.

Joining the CYRRC

Interested in learning more about our work, connecting with CYRRC members, and exploring opportunities to collaborate? Join us! Membership is free. Visit us online at cyrrc.org to apply.



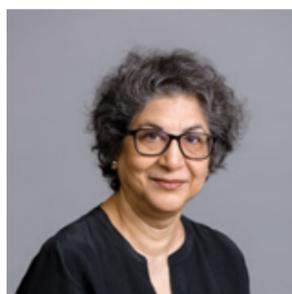
BAYAN KHATIB

BAYAN KHATIB is the co-founder and Director of the Syrian Canadian Foundation and co-founder of the Syria Film Festival in Toronto. Ms. Bayan has also led a multinational media campaign and spoken locally and internationally on the Syrian crisis. She is the translator of *Just Five Minutes: Nine Years in the Prisons of Syria* and the author of numerous short works of fiction and opinion articles.



FARIBORZ BIRJANDIAN

FARIBORZ BIRJANDIAN is CEO of the Calgary Catholic Immigration Society (CCIS) and has served on national and international bodies related to immigration, refugees, diversity, and the arts. He left Iran with his family in 1987 and has been working with refugees for more than 30 years. He has been instrumental in designing and implementing settlement and integration methodologies, including the *UNHCR Settlement Handbook*.



MEHRUNNISA ALI

MEHRUNNISA ALI is a Professor in the Faculty of Community Services at Ryerson University. She teaches in graduate programs in Early Childhood Studies, Immigration and Settlement Studies, and Policy Studies. She is also the Ryerson Director of the Centre of Excellence for Research in Immigration and Settlement, the Ontario Metropolis Centre. Her research interests include newcomer children, youth, and families; parent-teacher relations; and the preparation of teachers to work with diverse populations.



STATISTICS CANADA

STATISTICS CANADA, formed in 1971, is the Government of Canada agency commissioned with producing statistics to help better understand Canada, its population, resources, economy, society, and culture.



IMMIGRATION, REFUGEES AND CITIZENSHIP CANADA (IRCC)

IMMIGRATION, REFUGEES AND CITIZENSHIP CANADA (IRCC) is the Government of Canada agency responsible for matters dealing with immigration to Canada, refugees, and Canadian citizenship.

School and Community Resources in The Social-Emotional and Academic Adjustment of Refugee Children

MARTIN GUHN, HELP UBC
MONIQUE GAGNE, HELP UBC

This study of 214 first-generation refugee children and 636 second-generation refugee children examined the relationships between school and community resources and the social-emotional and academic adjustment of refugee children. Findings show that residing in a low-income neighbourhood is related to lower academic scores. The study also suggests that social context factors in schools, communities, and families matter for supporting refugee children's social-emotional adjustment. To view the research report, executive summary and infographic for this research, please visit our website at cyrrc.org.

BOOK: Ethical Issues in Research with Refugee Children and Youth

Editor: MEHRUNNISA ALI, Professor of Community Services, Ryerson University

This edited volume of theoretical and research findings looks at ethical issues in conducting research involving refugee children and youth. Although the literature on research with children is growing, not many scholars focus on the ethical dimensions of this work. Scholars affiliated with CYRRC are uniquely placed to enhance knowledge about the ethics of doing research with these populations. The volume is expected to be published in 2021.



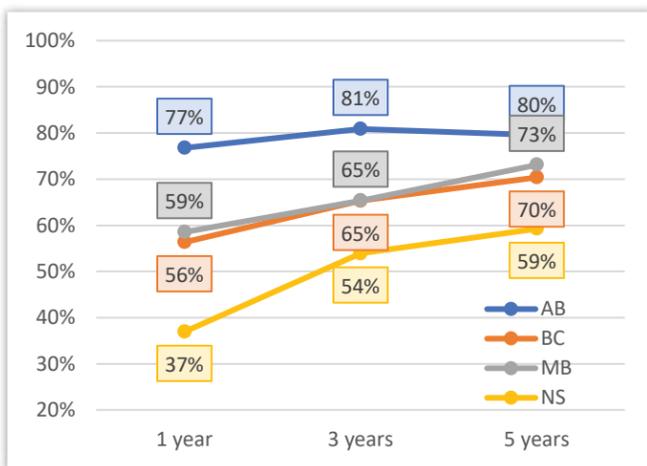
FLASH FORWARD
PHOTOVOICE
2019

YOKO YOSHIDA, Dalhousie University
 JONATHAN AMOYAW, University of Saskatchewan

ECONOMIC OUTCOMES OF REFUGEES IN CANADA

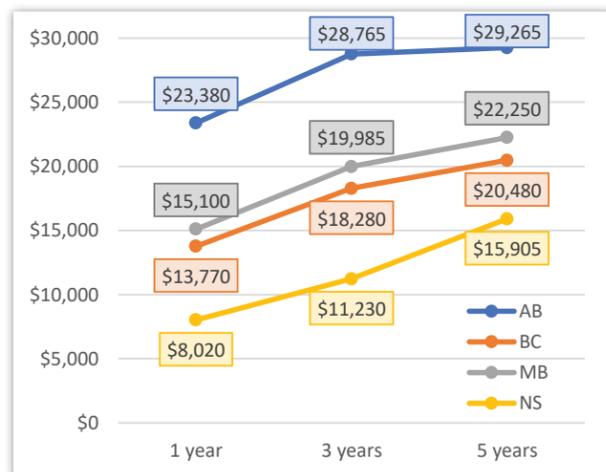
Economic outcomes, such as employment rate and median employment income, are crucial metrics for understanding the settlement experiences of refugees in Canada. Using data from the 2016 Longitudinal Immigrant Database (IMDB), which combines information from immigrants' landing records with their tax files, it is possible to study the employment outcomes of refugees over time.

The tables below provide a snapshot of economic outcomes of refugees in Canada in Nova Scotia, Manitoba, Alberta, and British Columbia for three landing cohorts: 2007-2009, 2010-2012, and 2013-2015. For more tables and information about CYRRC's data aggregation work, please visit our website.



Economic outcomes vary by province

Economic outcomes vary a great deal by province, as refugees' access to employment depends on local economic conditions and job markets, as well as on the match between refugees' skills and the kinds of work available. Figures 1 and 2 show differences in employment rates and incomes observed in Alberta, British Columbia, Manitoba, and Nova Scotia for the 2010-2012 landing cohorts.



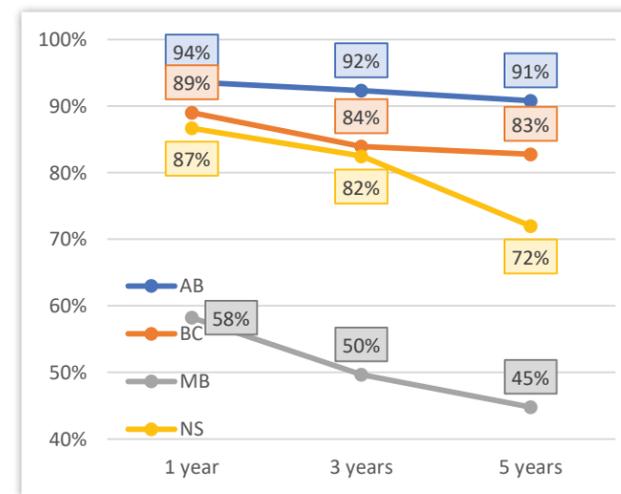
Economic outcomes vary over time

It is expected that refugees struggle in the initial settlement period, but improve over time, which is a good sign that their settlement process is going well. At the same time, a slow rate of improvement signals the need to improve services and resources to facilitate their economic adaptation. This report includes the 5-year and 3-year outcomes for refugees who landed in 2007-2009 and 2010-2012, as well as the 1-year outcomes for those who landed in 2013-2015.

DO REFUGEES STAY IN THE PROVINCE WHERE THEY LAND?

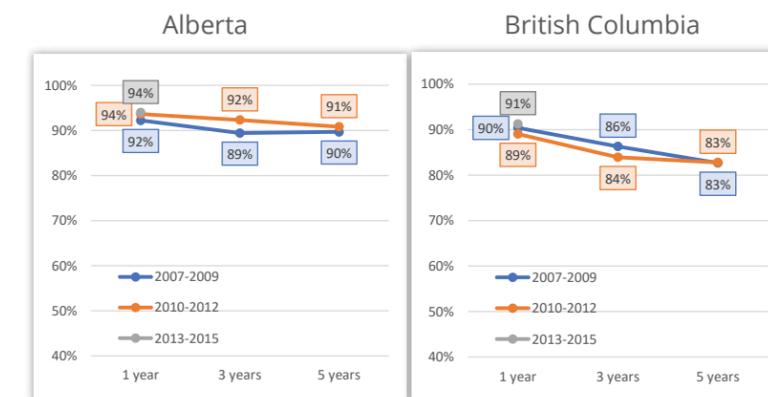
To learn about the well-being of refugees in Canada, examining whether they remain in the province where they first landed or move on to new locales can provide important information about how successfully they are settling into their new environments. This metric, called retention, also helps provinces understand how well programs to assist with refugee settlement and integration are working, and whether new programs and efforts are achieving their intended results.

Using data from the Longitudinal Immigrant Database (IMDB), which combines information from immigrants' landing records with their tax files, it is possible to study the retention of refugees over time. The tables below were developed using the IMDB 2016 to examine the provincial retention of refugees for three cohorts based on their year of landing in Canada: 2007-2009, 2010-2012, and 2013-2015 in Nova Scotia, Manitoba, Alberta, and British Columbia.



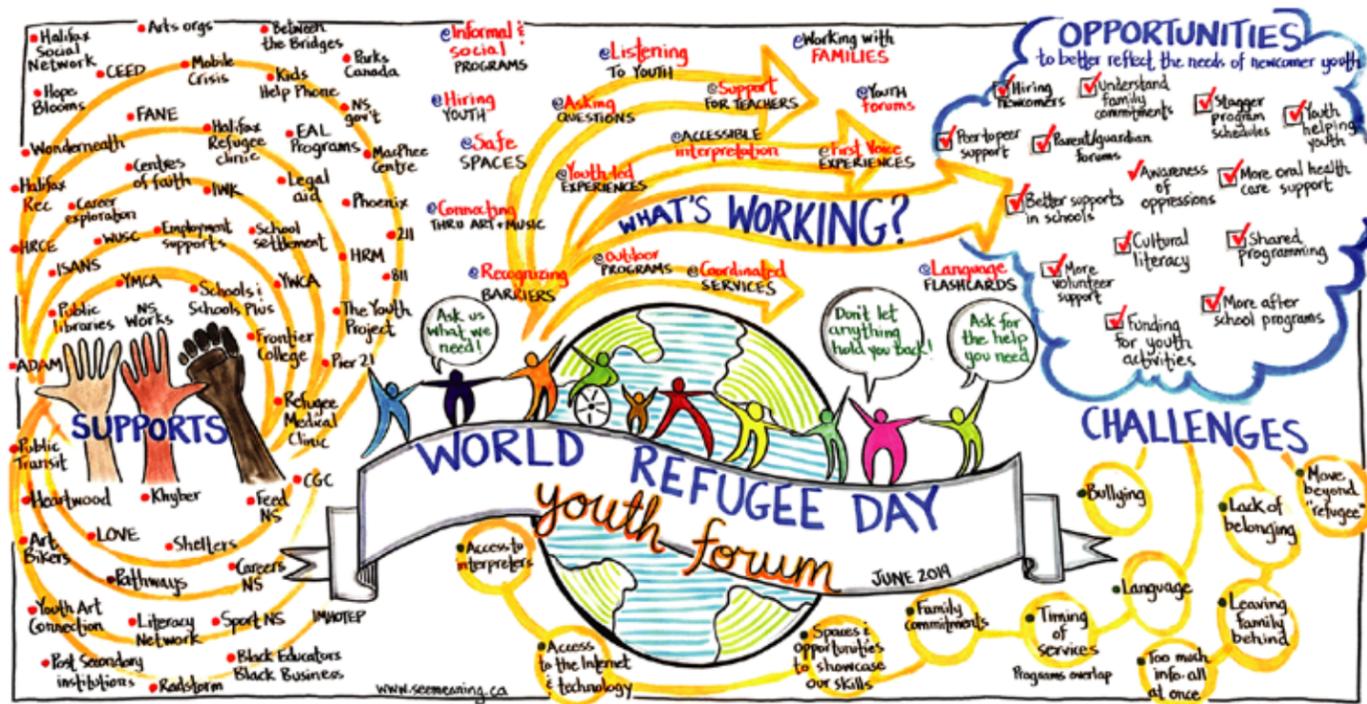
Retention rates vary by province

Retention rates vary a great deal by province, and they are typically highest in provinces with major urban centres. Provinces with smaller and more rural populations often struggle to retain immigrants of all categories, including refugees. Both economic and social factors are important to retention: job opportunities and being near to family, friends, or community provide strong motivations for immigrants to stay in or leave an area. Figure 1 offers a snapshot of the differences in retention observed between Alberta, British Columbia, Manitoba, and Nova Scotia for the 2010-2012 landing cohorts.



How have retention rates changed over time?

The retention rate of refugees varies by province in important ways. Alberta shows the highest retention, with 91% of refugees in the 2010-2012 cohort remaining in the province after 5 years. British Columbia also shows relatively high rates, at 83% for the 2010-2012 cohort after 5 years. These rates have remained stable across landing cohorts.



On June 27th, 2019, **The World Refugee Day Youth Forum** brought together youth with lived experience, educators, service providers, government representatives, academics, and other community members to talk about supports for newcomer youth in Halifax.

Participants identified formal supports offered by organizations and institutions, as well as informal supports like personal networks. Challenges to accessing services included language barriers, scheduling conflicts, how and when information is shared, and the “refugee” label. Ideas for better reflecting the needs of newcomer youth included improving cultural awareness, removing language barriers, and improved coordination within the sector, building capacity for newcomer youth to support each other and gain work experience, and improved programming to support mental and physical health, school success, cultural and artistic expression, and recreation opportunities.



Knowledge mobilization (Kmb) brings together knowledge, people, and action to create value. CYRRC is committed to carrying out Kmb that moves research beyond the academic realm to service providers, settlement organizations, schools, and the community. CYRRC’s integrated Kmb approach emphasizes partnership-based research and knowledge co-creation. We prioritize the inclusion of multiple disciplinary perspectives and the engagement of non-academic sectors in creating and mobilizing knowledge.

LINC Goal Pathways Dissemination

LISA ROCHMAN, NorQuest College
 ERIKA GOBEL, Norquest College

The project team will create a Snakes and Ladders-like board game to share narrative and survey findings about changes to Language Instruction for Newcomers to Canada (LINC) participants’ career goals over the course of the program. LINC providers and policy-makers will play the game and then participate in a debriefing session to see what they’ve learned and how that knowledge might impact their teaching and services, and possible outcomes of any changes implemented. This innovative knowledge sharing will begin with LINC providers in Edmonton, and long-term audiences include LINC instructors and providers across Canada.

Social Justice in Focus, Flash Forward Photovoice, and Safe Spaces Projects

SUSAN BRIGHAM, Mount Saint Vincent University
 APRIL MANDRONA, NSCAD University
 Partners: Syrian Canadian Foundation, Youth Art Connection (YAC), Immigrant Services Association of NS (ISANS)

This Kmb activity will involve the findings from three recently completed CYRRC-funded projects: Social Justice in Focus in Nova Scotia, and Flash Forward Photovoice and Safe Spaces in Ontario. The goal is to share the stories of research participants in a respectful, dignified, and engaging way available online to help other Canadians learn from and understand the complexity of refugee experiences. The project team will produce a 10- to 15-minute video, discussion questions that can be used by adult educators and a lesson plan for schoolteachers, a one-page information sheet, and a webinar.

CLUSTER CO-LEADS



Abdie Kazemipur

Abdie Kazemipur is a Professor of Sociology, Chair of Ethnic Studies, and Academic Director of the Prairie Regional Research Data Centre at the University of Calgary. He was Stephen Jarislow'sly Chair in Culture Change and Immigration at Memorial University and founding director of Statistics Canada Research Data Centres at the University of Lethbridge and Memorial University. He is the author of *The Muslim Question in Canada* (UBC Press, 2014). In 2018, he received the Metropolis Researcher Award from National Metropolis Canada, in recognition of his 20 years of research on immigrant integration in Canada.



Daniella Bagmeijer

Daniella Bagmeijer is Research and Policy Lead at the Alberta Association of Immigrant Serving Agencies (AAISA). Originally from the Netherlands, Ms. Bagmeijer holds a Master of Science in Public Policy and Human Development from Maastricht University and United Nations University. As an immigrant to both Colombia and Canada, she is interested in social justice, equality, and access to healthcare in addition to immigration policy.



Ljudmila Petrovic

Ljudmila Petrovic is Research and Policy Analyst at AMSSA, British Columbia's association of immigrant and refugee settlement support services. Ms. Petrovic holds a BA from Simon Fraser University and is currently pursuing an MA in counselling psychology with a research focus on intergenerational trauma, gender-based violence, trauma of displacement, and counselling informed by gender and cultural analysis.



Yoko Yoshida

Yoko Yoshida is an Associate Professor of Sociology and Social Anthropology at Dalhousie University. Her work measures immigrant integration and settlement in Atlantic Canada, social and economic activities of immigrants who come under the sponsored family streams, and impacts of family and gender in settlement processes. Dr. Yoshida has research partnerships with the Nova Scotia Office of Immigration; Immigrant Services Association of Nova Scotia; Immigration, Refugees and Citizenship Canada; and Statistics Canada.

Syrian Refugee Children's Representations of Their Memories of Syria, a Transition Country, and Early Days in Canada

MEHRUNNISA ALI, Ryerson University

This work will build on a recent project that recorded thirteen (5- to 13-year-old) Syrian refugee children's memories of Syria, Jordan/Lebanon, and early days in Canada. The children produced autobiographies with drawings and written/dictated texts, discussed their artwork with the researcher, and presented their work to each other in small groups. In this next phase, a short video documentary will be produced to show that in addition to fear, violence, and uncertainty, these children remember joy, friendship, excitement, and wonder.

Family Contexts of Migrant Children: Language and Other Socioeconomic Inequalities

MONICA BOYD, University of Toronto

This project uses the 2016 Canadian population census to demonstrate the contexts in which many young children of migrants grow up. The analysis will focus on both individual children and their families. Key research questions include: What are the family contexts for young children of migrants (ages 0 to 12) in 2016? Are certain racial or origin groups more likely than other groups to have multiple family characteristics that could indicate stressors? What variations exist by entry class for children of migrants? What are the predictors of linguistic isolation in the home? What determines if young children are speaking English and/or French in the home?

Refugee Youth and Interrupted Schooling: Economic and Social Implications

SUSAN BRIGHAM, Mount Saint Vincent University
 HOWARD RAMOS, Dalhousie University
 Partner: Immigrant Services Association of NS (ISANS)

Many of the refugee youth served by ISANS face significant challenges, including lack of proficiency in English, low educational attainment, social isolation, and discrimination as well as structural economic problems and mental health issues. This study will attempt to better understand how the complexity of challenges impedes youth ages 16 to 24 in Halifax in their advancement in education. It will also develop evidence-based promising practices to better assist youth in attaining uninterrupted formal education.

Barriers Encountered by Newcomer Youth in Making School-Work Transitions

ERIKA GOBLE, NorQuest College
 LISA ROCHMAN, NorQuest College
 Partner: Alberta Somali Community Centre (ASCC)

This project will use a qualitative research methodology to investigate barriers encountered by ASCC newcomer youth making school-work transitions and how some newcomer youth find ways to overcome these barriers. The project will also include an investigation into the current mentorship practices of both ASCC and NorQuest College to identify best practices and areas for improvement.

Cultural Adaptation, the Role of Community Support, and How Acculturation and Wellbeing Affect Language Learning and Adjustment Capability

ALEXANDRA GOTTARDO, Wilfrid Laurier University
 ALI JASEMI, Wilfrid Laurier University
 Partner: COSTI Immigrant Services

This research builds on previous findings that demonstrated the importance of cultural adjustment for English fluency in refugees. This mixed-methods study will expand the research to include cultural adaptation and the role of community support on educational success, and explore how acculturation and well-being affect language learning and adjustment capability. The main goal is to further understand the effects of trauma, social support, and adaptation on young adult refugees' successful participation in Canadian society.

Legal Status Trajectories and Socioeconomic Experiences of Refugee Claimants in Canada: An Exploratory Study Using Administrative Data

LUIN GOLDRING, York University

This study explores questions about legal status trajectories and the socioeconomic experiences of people who make refugee claims in Canada. How do they and their children fare compared to newcomers arriving through skilled and family class categories, refugees selected overseas, and temporary residents or international students? This study of the IMDB and TRD databases examines the economic integration of claimants, and will inform research on the long-term consequences of entry category.

Labour Market Vulnerabilities of Refugees in Canada: The Impacts of Entry Program, Arrival age, and Gender

MONICA BOYD, University of Toronto

This project analyzes the stratifying effects of immigration admission policies, differentiated by entry program, and demonstrates the additional impacts of gender and age at arrival on the socioeconomic integration of refugees. Using information from Statistics Canada, IRCC, and 2016 census records, this research examines associations between entry programs of refugees and levels of socioeconomic integration and whether indicators of integration are higher for refugees admitted under private sponsorship compared to other groups.

The Appearance and Disappearance of Asylum-Seeking Families From the DPRK in Canada

ANNE KIM, York University
 Partners: HanVoice and KCWA Family and Social Services

Between 2010 and 2014, hundreds to thousands of asylum seekers from the Democratic People's Republic of Korea (DPRK)—North Korea—arrived in Canada, but very few families have arrived since. This is partly because they often migrate through the Republic of Korea (ROK)—South Korea—where they are recognized as South Korean nationals, meaning they cannot legally apply for asylum in Canada. This study examines domestic and international policies, the construction of North Koreans as South Korean refugees, and how North Korean immigrants have been received by Korean Canadians.

IFSSA Client Needs Assessment: Understanding What Independence Looks Like For Our Clients

RICHARD ENNS, University of Calgary
 Partner: Islamic Family and Social Services Association (IFSSA)

This project seeks a better understanding of the needs of long-term clients of the Islamic Family and Social Services Association (IFSSA), and to identify thoughtful approaches to increasing their independence. It will help IFSSA use research and best practices to inform decision-making, ensure the honouring of clients' data and stories, support broader efforts at addressing food security and poverty, and use an assets-based perspective that recognizes clients' skills and resources.

Immigrant Wages in the Public and Private Sectors: How Do These Compare to the Wages of the Canadian-Born?

RICHARD MUELLER, University of Lethbridge
Partner: Mowat Centre

Research shows that immigrants tend to earn less than Canadian-born employees and that Canadian employers perceive credentials earned outside of Canada as less valuable. This study documents immigrant wage differentials in the public and private sectors using the Labour Force Survey (LFS) and census data to determine if there is an immigrant wage disadvantage, and whether any wage gaps can be explained by factors such as higher levels of education.

Navigating New Spaces: An Evaluation of the ISANS Youth Life Skills Support Program

CATHERINE BRYAN, Dalhousie University
Partner: Immigrant Services Association of Nova Scotia (ISANS)

This study looks at the ISANS Youth Life Skills Support (LSS) Program. Since 2013, 190 Government Assisted Refugee youth ages 15 to 25 have participated in the program, which provides group orientation, links youth to programming, and matches them with a peer mentor. This project gives an account of the program reflective of the youths' experiences, documents the impacts, and identifies areas where it might be strengthened.

Multiple-Barriered Refugee Youth and Interrupted Schooling

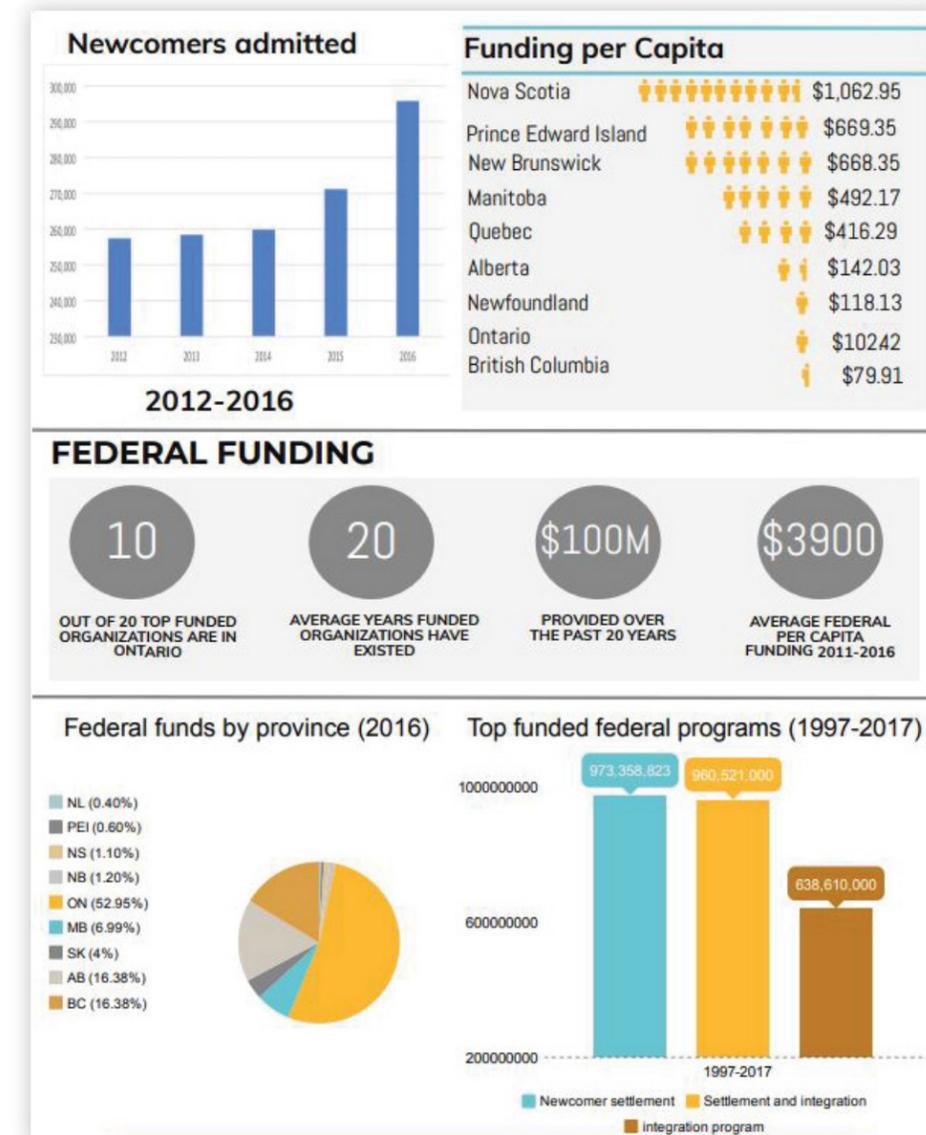
RAY SILVIUS, University of Winnipeg
Partners: Newcomer Education Coalition (NEC), Community Engaged Research on Immigration Network, Immigration Partnership Winnipeg (IPW), and the Manitoba Association of Newcomer Serving Organizations (MANSO)

This study looked at the challenges facing refugee and newcomer youth. The recommendations and findings of the study will help school divisions and other partners adapt and develop programming and supports. These include transitional programming options for youth, vocational programs with targeted language support, and ensuring young adults have access to free young adult-specific programming to help them meet requirements for post-secondary education. Targeted extended learning and other supports are also recommended to ensure consistent communication and strong support for transition and pathway planning, particularly in terms of post-secondary credit.

Comparative Study of Provincial Funding Programs for Refugees and Immigrants in Canada

DOMINIQUE CLÉMENT, University of Alberta
JENNIFER BRAUN, University of Alberta
Partner: Affiliation of Multicultural Societies and Service Agencies of BC

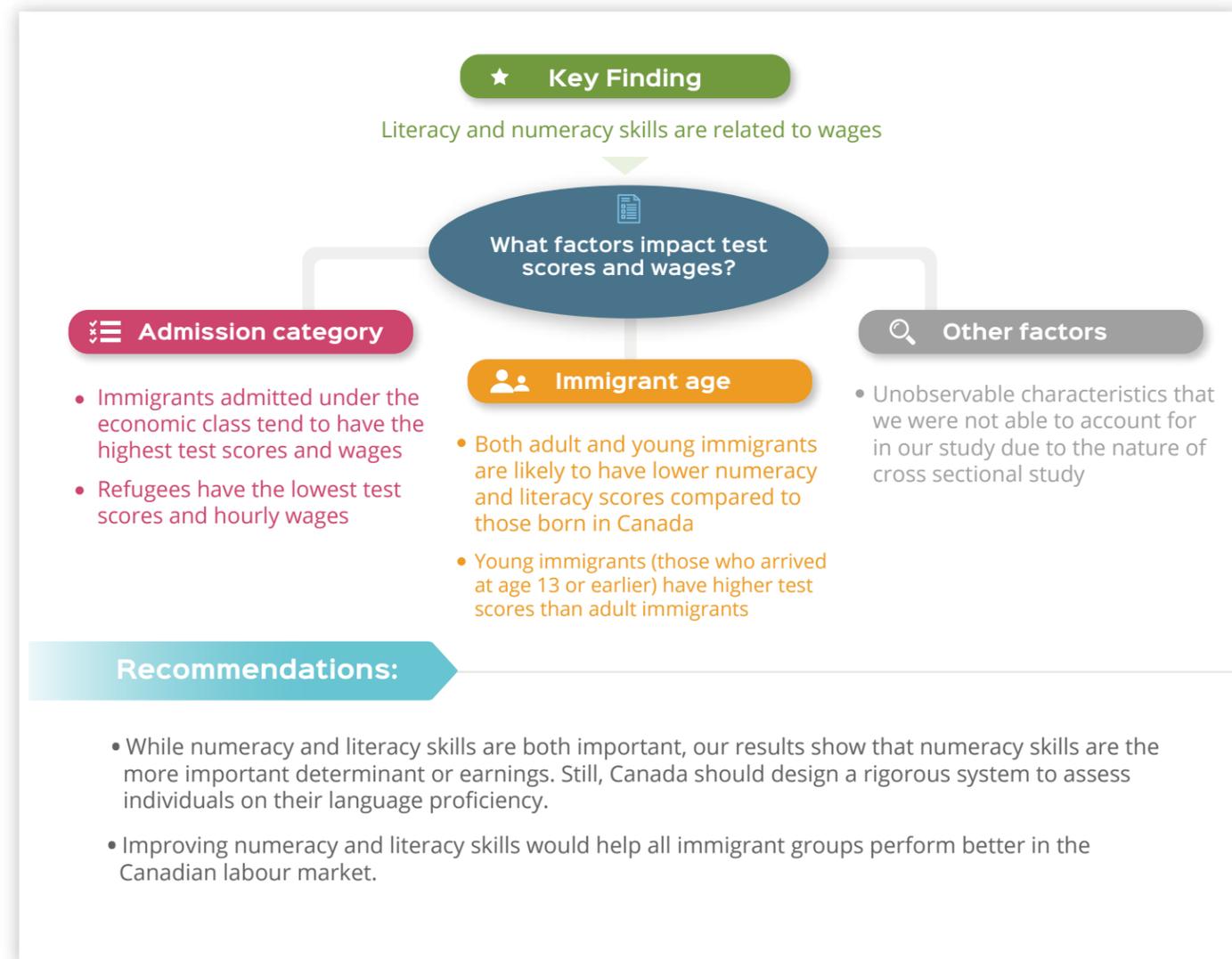
This study looked at the differences and disparities in provincial funding programs and programming for refugees and immigrants in Canada. To view the research report, executive summary and infographic for this research, please visit our website at cyrrc.org.



Literacy and Numeracy Skills in the Education and Labour Market Outcomes of Refugees and Their Children

RICHARD MUELLER, University of Lethbridge
Partner: Calgary Catholic Immigration Society

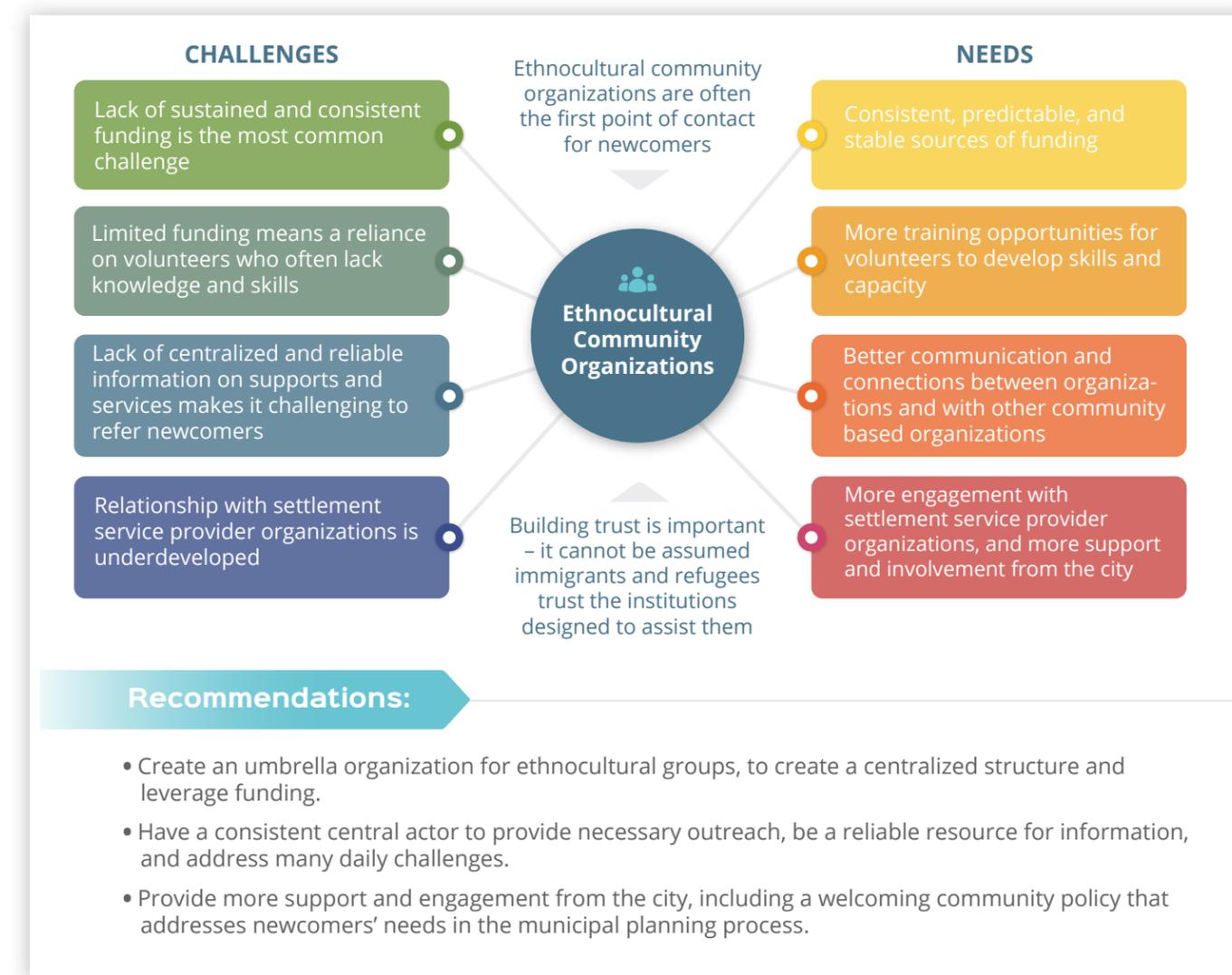
This study explored the economic returns of literacy and numeracy skills for immigrants to Canada in different admission classes compared to their Canadian-born counterparts. To view the research report, executive summary, and infographic for this research, please visit our website at cyrrc.org.



Ethnocultural Communities' Role in Supporting Newcomers to Winnipeg

RAY SILVIUS, University of Winnipeg
JILL BUCKLASCHUK, University of Guelph
Partner: Immigration Partnership Winnipeg (IPW)

This project invited representatives from ethnocultural community organizations in Winnipeg to share their experiences in supporting newcomer settlement and integration. To view the research report, executive summary and infographic for this research, please visit our website at cyrrc.org.



Social and Economic Integration of Refugee Youth

REZA NAKHAIE, University of Windsor
Partner: YMCA of Western Ontario

This project looked at how personality traits such as self-control contribute to educational resistance among newcomer youth. To view the research report, executive summary and infographic for this research, please visit our website at cyrrc.org.

Immigrant and Refugee Settlement Programs in Alberta: Trends in Federal and Provincial Funding

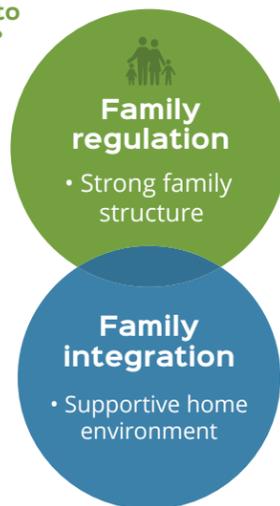
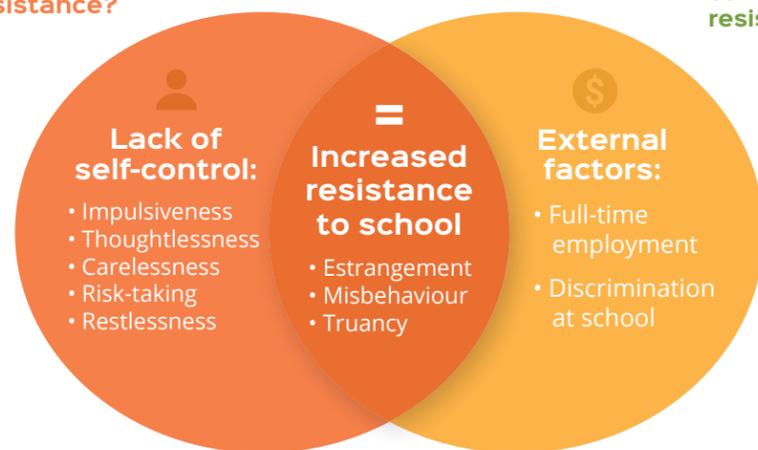
DOMINIQUE CLÉMENT, University of Alberta
JENNIFER BRAUN, King's University College
Partners: Alberta Association of Immigrant Serving Agencies

This research compared provincial landing rates and federal funding distribution for settlement and integration across Canada between 2010 and 2018. It also examined federal funding for immigrant Service Providing Organizations (SPOs). To view the research report, executive summary and infographic for this research, please visit our website at cyrrc.org.

Children with low levels of self-control are more likely to resist school. Those working full-time or who experience discrimination at school are also at greater risk.

What causes resistance?

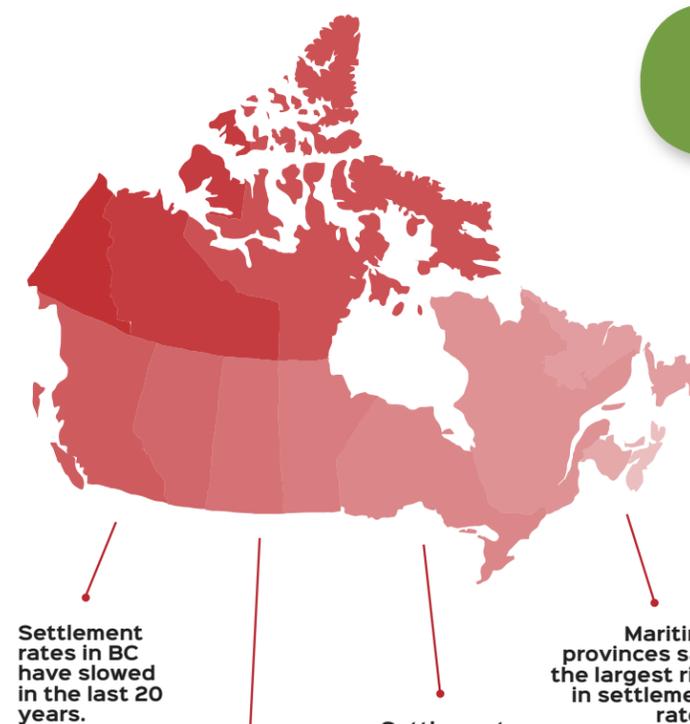
What does NOT contribute to resistance?



Recommendations:

- Assess and place students in proper grade levels
- Provide training to recognize students with low self-control
- Minimize prejudice, differential treatment, and discrimination at school
- Connect students to peers who have good language skills and high aptitude
- Improve financial position of refugee families to minimize the need for refugee youth to work

Settlement rates have risen substantially across Canada in recent years in most provinces.



- Newcomers to Canada are increasingly choosing mid-sized cities, peri-urban, and rural locales.
- Federal funding for the settlement sector has grown significantly with \$1.6 million being transferred to provinces and territories in 2017.
- Funding that provides critical services is concentrated among a small number of large, well-established organizations in urban centres.
- Federal and provincial funding has not adjusted and adapted to changing settlement patterns.
- Vast disparities exist in available services depending on where in the country newcomers land.

CLUSTER CO-LEADS



Johanne Paradis

Johanne Paradis is Professor of Linguistics and Adjunct Professor, Communication Sciences and Disorders at the University of Alberta. Her primary research focus is bilingualism in children with typical and atypical development, especially children learning English as a second language. She is first author of *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. She is currently the editor of *Journal of Child Language*.



Lisa Rochman

Lisa Rochman is the Associate Dean in the Faculty of Skills and Foundational Learning at NorQuest College, Edmonton. Dr. Rochman holds a PhD in linguistics. She has been a president of Alberta Teachers of English as a Second Language and is active in the settlement community. Her portfolio focuses on employment preparation for newcomers to Canada, supporting welcoming communities throughout Alberta, and increasing access to education.



Mazen El-Baba

Mazen El-Baba is the founder and director of H.appi, a not-for-profit organization that works with children who have faced adversity throughout their development. Mr. El-Baba leads summer camp programs for refugee children focusing on literacy, integration, and wellbeing. He also facilitates workshops on diversity, human rights, and leadership. Mr. El-Baba holds a Master's degree in neuroscience and is currently finishing his Medical Doctorate degree at the University of Toronto.



Xi (Becky) Chen

Xi (Becky) Chen is Professor of Applied Psychology and Human Development at the Ontario Institute for Studies in Education (OISE), University of Toronto. Her research focuses on bilingual children's language and literacy development. Dr. Chen is interested in how children develop literacy skills simultaneously in their first and second languages, and how to identify bilingual children at risk for reading difficulties. She has examined these questions in diverse populations, including Chinese-speaking and Spanish-speaking English language learners, children enrolled in French immersion programs, and Syrian refugee children.

NEW Language and Literacy Development of Syrian Refugee Children and Arabic-Speaking Immigrant Children: A Comparison

XI (BECKY) CHEN, Ontario Institute for the Studies in Education, University of Toronto
Partners: H.appi

This study evaluates the English language and literacy outcomes of Syrian refugee children compared to Arabic-speaking immigrant children living in Toronto. The findings of this study will better position us to assess the school-based needs of Syrian refugee children and work with partners to promote academic success. The results will establish benchmark measures of English and Arabic language and literacy outcomes among Syrian refugee children in their initial years in Canada and identify the social-linguistic factors that underly them.

NEW Exploring the Interdependence Between Morphological and Syntactic Development in Heritage Contexts: The Case of Syrian Refugee Children in Canada

EVANGELIA DASKALAKI, University of Alberta

This study explores whether Syrian refugee children's comprehension of object relative clauses in Syrian Arabic and English is modulated by their knowledge of subject-verb agreement. Participants include 97 Syrian refugee children who have resided in Edmonton or Toronto for four years. Results will be of theoretical significance, as they will speak to debates concerning the relative difficulty of syntax and morphology in bilingual acquisition as well as the interdependence between the two. Results will also be of applied significance, as they bear on the relevance of explicit instruction of grammatical forms.

ONGOING LINC Goal Pathways

LISA ROCHMAN, NorQuest College

This research answers questions about Language Instruction for Newcomers to Canada (LINC) participants' career goal changes over the course of the program by identifying and analyzing the career goal pathways of LINC students at NorQuest College and other LINC providers in the Edmonton region. Research objectives include understanding the common pathways of newcomers' career goals as they progress through the LINC program; identifying common pathways changes for newcomers as they progress through LINC and the settlement process; and identifying how the LINC program and other factors impact goal pathways.

ONGOING Successes and Challenges of Children Who are Syrian Refugees: Language, Literacy, and Wellbeing

XI (BECKY) CHEN (Toronto Project Lead), Ontario Institute for Studies in Education, University of Toronto
 JOHANNE PARADIS (Edmonton Project Lead), University of Alberta
 ALEXANDRA GOTTARDO (Waterloo Project Lead), Wilfred Laurier University
 JENNIFER JENKINS, University of Toronto
 KATHY GEORGIADES, McMaster University
 Partner: NorQuest College

This three-year longitudinal study in Toronto, Edmonton, and Waterloo examines factors that contribute to successes and challenges in language and literacy development both in English and Arabic as Syrian refugee children settle in Canada. Due to refugee children’s unique experiences, there is not enough research on second language learning to establish best practices. This project will offer a new and broader outlook with respect to sources of individual differences in language and literacy development

ONGOING A Culturally Sensitive Intervention For Syrian Refugee Children with Interrupted Schooling: Targeting Math Vocabulary and Associated Number Sense Skills

ESTHER GEVA, University of Toronto

Before arriving in Canada, many Syrian refugee children have had their education disrupted or stopped. This intervention study includes approximately 60 students in grades two to seven. The objectives are to evaluate its effectiveness; evaluate the contribution of individual differences in cognitive skills, math vocabulary reading skills, age, and extent of interrupted schooling; test the hypothesis that command of math vocabulary will be positively related to students’ increased command of math skills; and develop two assessment tools.

COMPLETED The Effects of a Dual-Language Stimulation Program for Refugee Children

ANDREA MACLEOD, University of Montreal

In response to the recent arrival of a large number of refugee families in Québec, this project developed an early intervention strategy and completed a pilot study in dual-language stimulation for children who are refugees. The pilot program focused on language, communication, and integrating support of both home and school languages. For parents, the program provided a context for asking questions about their child’s language development; for teachers and speech-language pathologists, it provided another perspective on children’s strengths and challenges. The resources developed are freely available to those who work with young refugee children.

CLUSTER CO-LEADS



Nabiha Atallah

Nabiha Atallah is Advisor, Strategic Initiatives at Immigrant Services Association of Nova Scotia (ISANS). She has taught EAL in Winnipeg, Vancouver, and Cairo. Ms. Atallah is a member of the Nova Scotia Immigration Research Roundtable, chair of the Atlantic Immigration Research Committee, and on the Board of Pathways to Prosperity. She has also managed projects for the Atlantic Population Table and the Atlantic Region Association of Immigrant Serving Agencies.



Howard Ramos

Howard Ramos is a Professor of Sociology at Dalhousie University. He has published on social movements, human rights, Indigenous mobilization, environmental advocacy, ethnicity, and race. He is currently working on projects looking at Atlantic Canadians’ perceptions of change, secondary cities, state funding of NGOs, environmental advocacy, and the integration of immigrants and refugees.



Lori Wilkinson

Lori Wilkinson is a Professor of Sociology and Criminology at the University of Manitoba and the Director of Immigration Research West, a settlement and integration think-tank. Her research includes labour market integration among refugees, school-to-work transitions among immigrant and refugee youth, and racism and inequality. Dr. Wilkinson co-authored the books *The Research Process* and *Understanding Social Statistics* and her work has been published in multiple peer-reviewed journals.



Vicki Sinclair

Vicki Sinclair joined the Manitoba Association of Newcomer Serving Organizations (MANSO) as its first Executive Director in June 2016. She is the current Vice-President of CISSA-ACSEI and a member of Le Réseau en Immigration Francophone du Manitoba and its Settlement Working Group. She sits on the Immigrant Partnership Winnipeg Council, the Board of Immigration Research West and national sector committees. She has a professional background in journalism and EAL and became a Canadian citizen in 2009.

Building Relationships: The Social and Employment Outcomes of the ISANS Immigrant Youth Employability Program

CATHERINE BRYAN, Dalhousie University
Partner: Immigrant Services Association of Nova Scotia (ISANS)

This mixed methods study focuses on the ISANS Immigrant Youth Employability (IYE) program, a newcomer youth employment initiative offering classroom learning and on-the-job training. Through IYE data evaluation, a survey of participants, and interviews with participants, employers, and key stakeholders at ISANS, this study will provide quantitative and qualitative insights into IYE, its benefits and outcomes, and how the program can be strengthened.

Safe Spaces: Youth with Refugee Experience and Their Parents Harnessing Resilience

SUSAN BRIGHAM, Mount Saint Vincent University
Partner: Syrian Canadian Foundation

The goal of this project is to create an open discussion space for Arabic-speaking refugee youth with experiences of trauma and their parents living in the Greater Toronto Area (GTA). Through a series of workshops and focus groups facilitated by a psychologist, the group will explore tensions between youth and parents that may arise from social integration challenges; examine concepts and issues related to culture, inter-family communication, rights, and youth empowerment; and develop coping and life skills.



WORLD REFUGEE DAY
YOUTH FORUM

L'impact de l'incompétence numérique dans la communication école-familles en contextes de défavorisation et de migration: situation des parents immigrants et réfugiés à Halifax

MALANGA-GEORGES LIBOY, Université Sainte-Anne
Partner: Immigration francophone de la Nouvelle-Écosse (Halifax)

Une bonne communication entre l'enseignant et les parents facilite le partage d'apprentissage et intéressera les parents à s'impliquer à l'éducation de leurs enfants. Les parents doivent consulter les sites-web pour vérifier les devoirs et activités parascolaires, mais ils ne possèdent pas tous les mêmes compétences numériques. Puisqu'il existe déjà des expériences NTIC qui visent à améliorer la participation des parents à l'école, notre étude vise à identifier sa place dans la collaboration école-familles immigrantes et réfugiées à Halifax. Elle vise aussi à identifier leurs besoins avec le NTIC. Elle permettra de mieux comprendre leurs perceptions et résistances avec des entretiens, une observation et un questionnaire.

SPECIAL PROJECT: DELPHI STUDY

In 2018, CYRRC carried out a Delphi Study to reach consensus on research and policy priorities for refugee children, youth, and families in Canada. The study revealed five key areas for research and policy:

1. Family wellbeing and integration
2. Educational experiences and aspirations
3. Long-term, longitudinal, or life course outcomes
4. Mental health and experiences of bullying and discrimination
5. Coordinating best practices, policies, and data

A follow-up study led by Dr. Howard Ramos is underway to examine how CYRRC-funded projects have aligned to the research and policy priorities identified in the Delphi exercise. The study also compares the scope of CYRRC research to that conducted by the 2016 SSHRC Targeted Research: Syrian Refugee Arrival, Resettlement and Integration. This work is ongoing and set to be completed in mid-2020.

Early Integration Trajectories of Syrian Refugees in Canada

THOMAS SOEHL, McGill University
 Partner: Immigration, Refugees and Citizenship Canada (IRCC)

This longitudinal survey of Syrian refugees across Canada is a collaboration with settlement provider and refugee sponsorship organizations. It sheds new light on the role of social networks, family dynamics, and private sponsorship for integration outcomes, and examines the influence of pre-migration experiences and persistence of home-country and diaspora connections. Data collection will be correlated with a similar project in Germany.

Social-Emotional Development in Yazidi Refugee Youth

TINA MALTI, University of Toronto
 Partner: The South London Neighbourhood Resource Centre (SLNRC)

This project identifies specific social-emotional competencies and areas for improvement in Yazidi refugee youth, sheds light on the effects of war and trauma on youth social-emotional functioning, and documents how parents and youth understand and cope with their experiences. It also determines profiles of social-emotional functioning of Yazidi refugees in middle childhood and adolescence. Between 1,000 and 1,500 Yazidi refugee families now live in Canada.

Exploring the Interaction of Youth with Refugee Experience with Services that Support Workforce Attachment in Nova Scotia

IFEYINWA MBAKOGU, Dalhousie University
 Partners: Immigrant Services Association of Canada, the Nova Scotia Office of Immigration, and the Nova Scotia Department of Labour and Advanced Education

This project aims to understand challenges youths with refugee experience face in accessing services for workforce attachment in Halifax and rural areas of Nova Scotia. The project looks at participants' experiences across diverse modes of entry into Canada, such as Government-Assisted Refugees (GARs) and Privately Sponsored Refugees (PSRs).

Perceptions of Refugee Youth of the Socio-Political Climate in Canada: Implications for Integration Policies and Programs

JOSEPH GARCEA, University of Saskatchewan

This research shed light on the perceptions of, identification with, and affinity to Canada among refugee youth in Western Canada. Researchers sought to determine youths' perspective about their social engagement and social relationships; the nature and effects of public opinion regarding refugees; how they and their families are treated, welcomed, accepted, and included by Canadians; and their bonding with Canada and Canadians. To view the research report, executive summary and infographic for this research, please visit our website at cyrrc.org.

The majority of refugee youth surveyed had positive perceptions of Canada and of Canadians. They felt a strong sense of identification with and affinity to Canada.

While they acknowledged some problems and challenges, most refugee youth:

Identify with and feel a stronger affinity to Canada than to the countries where their parents were born

Feel they are integrating and becoming Canadian

Are happy about being in Canada

Feel public opinion toward refugees and immigrants is positive

Say Canadians generally treat them well, and welcome and accept them

Value Canadian citizenship

Recommendations:

- Better services and supports, such as:
- Language training
 - Education and training programs
 - Support finding employment
 - Greater opportunities to meet people within and beyond their ethnocultural groups
 - Increased and expedited family reunification

Exploring Belonging: Experiences of Refugee Children and Families in a Montréal Recreational Setting

NICOLE IVES, McGill University
Partner: Montreal City Mission

This pilot study explored how participation in recreational activities impacts refugee children’s sense of belonging. It documented experiences of children, parents, and staff at Camp Cosmos summer camp in Montreal during a six-week program. To view the research report, executive summary and infographic for this research, please visit our website at cyrrc.org.



A Retrospective Look: The Social and Economic Integration of Vietnamese Refugee Youth and the Second Generation in Contemporary Canada

MONICA BOYD, University of Toronto

This project used information from the 2011 National Household Survey and the 2016 Census of Population to examine how well the Indochinese population that arrived in Canada between 1975 and 1976, colloquially labelled “Boat People”, is doing today with respect to educational attainment and labour market integration. Compared to other birthplace groups, Indochinese refugees who arrived between 1975 and 1976 and from 1978 and 1990 have lower levels of education and earnings. Educational variances among groups explained much of the overall differences observed between the Vietnamese 1.5 and 1.25 generations and their counterparts from other countries. Entering as a privately sponsored refugee did not appear to confer an advantage over arriving as a government sponsored refugee, likely because little distinction was made between these two admission categories during the 1970s and 1980s, unlike the refugee admission procedures of today.

Manual for Refugee Parents and Children on their Rights and Responsibilities Related to Education in the Canadian School System

SHAUNA LABMAN, University of Manitoba
Assistant Professor, Faculty of Law, University of Manitoba

The *Educational Manual for Refugee Parents* was prepared to help refugee parents better understand the education system in Manitoba, specifically Winnipeg. The system is difficult to navigate for parents who have lived in Canada their whole lives, let alone refugee parents learning to adapt to a completely new system. Research has shown that parents' involvement in a child's education is a significant factor in determining academic success. This manual, written in simple language, will empower refugee parents by equipping them with the knowledge and information required to participate in their children's education as well as advocate for their children. It covers legal issues; registration and attendance; discipline; students with special needs; privacy and discrimination; custodial and non-custodial parents and family; and other issues.

CLUSTER CO-LEADS



Jennifer Jenkins

Jennifer Jenkins is the Atkinson Chair of Early Child Development and Education and Director of the Atkinson Centre, University of Toronto. Her research focuses on the influence of marital, sibling, and parent-child relationships on young children’s social understanding, early learning, and wellbeing. Dr. Jenkins studies why some children are more resilient than others when exposed to risky environments and examines this within family processes.



Kathy Georgiades

Kathy Georgiades holds the David R. (Dan) Offord Chair in Child Studies and is an Associate Professor of Psychiatry and Behavioural Neurosciences at McMaster University and the Offord Centre for Child Studies. Dr. Georgiades seeks to improve children’s mental health at a population level by identifying strategies to reduce social inequalities in access to effective mental health services and supports.



Serena Nudel

Serena Nudel is the Manager of Mental Health and Wellness at Access Alliance Multicultural Health and Community Services. She promotes the wellbeing of vulnerable populations, using an anti-oppressive lens to address social determinants of health. With a Master’s of Social Work and a post-graduate degree in art therapy, Serena applies innovative strategies to ensure responsive programming and high community engagement. Her research focuses on supporting the mental health of racialized youth and improving access to services for LGBTQ+ newcomer women.

Refugee Youth and Interrupted Schooling in Small Centres

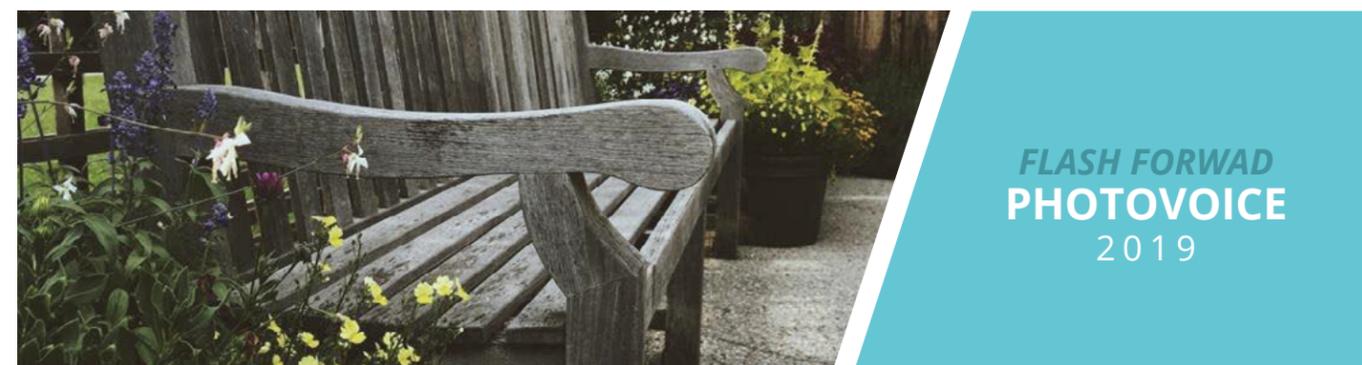
RAY SILVIUS, University of Winnipeg
 Partners: The Newcomer Education Coalition (NEC) and Immigration Partnership Winnipeg (IPW)

This project builds on completed CYRRC-funded research on refugee youth with interrupted schooling. It will examine challenges in providing programming for refugee youth with interrupted schooling in Manitoban small centres and rural areas. Objectives include articulating existing school practices and developing a blueprint for promising practices in supporting refugee youth, using research to educate teachers and principals in how to keep students attached to classrooms in small centres, and considering how communities can go beyond the formal classroom to support the education of refugee youth.

Using Community-Based Research to Develop a Contextually, Culturally, and Developmentally Sensitive Model of Refugee Resilience

AMANDA SIM, Offord Centre for Child Studies at McMaster University
 Partners: Wesley Urban Ministries and the City of Hamilton

This qualitative study aims to develop a contextually, culturally, and developmentally sensitive model of refugee resilience to inform the design and delivery of mental health promotion and prevention interventions. Using a community-based participatory research approach, we will sample families from Iraq and Syria who arrived in Canada within the past two years. Grounded theory will be used to analyze the data and construct a model of resilience based on the lived experiences of refugee children, youth, and families.



Wellbeing and Learning: Processes of Resilience in Refugee Children

JENNIFER JENKINS, University of Toronto

As victims of war, Syrian refugee children have typically been exposed to high levels of threat and loss as well as disrupted schooling. This study has three goals: 1) to identify rates of cognitive and mental health problems among refugee children; 2) to examine the extent to which learning and mental health influence one another over time; and 3) to identify parents' concerns, service use, and gaps in service.

Loss and Protracted Family Separations Among Refugee Children and Youth: Examining Post-Migration Impacts and Service Needs

SERENA NUDEL, Access Alliance Multicultural Health and Community Services
Partners: Ontario Council of Agencies Serving Immigrants (OCASI), Canadian Centre for Victims of Torture (CCVT), Across Boundaries, and FCJ Refugee Centre

There is little Canadian evidence about how unaccompanied and separated refugee children and youth respond to loss, death, disappearance, or protracted separation of family members, or about what kinds of supports and services are needed. Policy implications are significant as family members can be given asylum in separate countries, further exacerbating trauma. This community-based research project identifies policies and services that can better support these youth and their families.

Promoting Emotional Wellbeing in Refugee Newcomer Families in Waterloo Region

DILLON BROWNE, University of Waterloo
Partners: The Sanctuary Refugee Health Centre and Triple P Canada

The goals of this study are to deepen understanding of family relationships and youth development in the context of Canadian resettlement and primary care and pilot new and innovative interventions that promote youth wellbeing through a focus on the family. An outcomes-tracking system at the Sanctuary Refugee Health Centre in Waterloo will be implemented and caregivers and youth will be matched with culturally similar mentors or to an online, culturally-sensitive parenting support program provided by Triple P Canada.

Ongoing cooperation between CYRRC and Germany's Leibniz Education and Research Network (LERN) is aimed at supporting information exchange and collaboration between researchers and practitioners in Canada and Germany.

This work is supported with funding from the Social Sciences and Humanities Research Council of Canada (SSHRC), the Bundesministeriums für Bildung und Forschung (BMBF) and the European Union's Erasmus+ funding programme.

RECENT WORKSHOPS

Understanding Host Society Reception and Integration of Refugees
20 March 2019, Halifax, Nova Scotia

This one-day workshop hosted 32 researchers and service providers who met to discuss and exchange ideas about what makes a welcoming host community from a Canadian and European perspective.

CAN-Germany Workshop on the Integration of Refugees - Addressing Barriers to Education
9 - 11 April 2019, Toronto, Ontario

Fifty researchers from Canada and Germany gathered at the Ontario Institute for Studies in Education (OISE). In comparing their understanding of refugees' resettlement experiences in both countries, workshop participants developed research questions, shared knowledge, and identified best practices for educational policy and programming targeted at refugee children and youth.



CAN-Germany Workshop on the Integration of Refugees - Addressing barriers to education

KEY PUBLICATIONS

JOURNAL: Comparing the German and Canadian Experiences of Resettling Refugees: A 21st Century Response (Canadian Diversity)

Editors:
 LORI WILKINSON, University of Manitoba
 LJUDMILA PETROVIC, Affiliation of Multicultural Societies and Service Agencies of BC

In this special issue of *Canadian Diversity*, a trade and policy journal with more than 8,000 subscribers, contributors share their research and settlement work with newly arrived refugees in Canada and Germany. The aim is to analyze the German and Canadian experiences in light of human rights, government policy, resettlement initiatives in civil society, and the academic methodologies used to examine the experiences of refugees and asylum seekers. The issue will be available in March 2020.

BOOK: Refugees in Canada and Germany: From Research to Policies and Practices

Editors:
 LORI WILKINSON, University of Manitoba
 ANNETTE KORNTHEUER, City of Munich, Netzwerk Flüchtlingsforschung
 PAUL PRITCHARD, University of Toronto
 DÉBORA B. MAEHLER, Leibniz-Institute for the Social Sciences (GESIS)

Researchers are collaborating on a follow-up to the previous volume by Maehler et al. (Eds.). This new book examines housing, health, and other resettlement issues from a research and evidence perspective, and focuses on how research can and does inform policy and practice. The volume is expected to be available in March 2020.

ANTHOLOGY: Structural Context of Refugee Integration in Canada and Germany

Editors:
 ANNETTE KORNTHEUER, City of Munich, Netzwerk Flüchtlingsforschung
 PAUL PRITCHARD, University of Toronto
 DÉBORA B. MAEHLER, Leibniz-Institute for the Social Sciences (GESIS)

Structural Context of Refugee Integration in Canada and Germany is a comparative analysis of Syrian refugees in the two countries. The volume features contributions by 32 authors: 16 Canadian and 16 German. It examines policy frameworks that guide refugee protection and settlement and analyzes the educational systems in Canada and Germany. It also compares access to education, housing, health, settlement services, and religious and ethnic communities. The volume has been published online and in print.

COLLABORATIVE RESEARCH

Specific Needs in Literacy and Language Learning of Refugee Children: A Comparison of Germany and Canada

BECKY CHEN, University of Toronto (OISE)
 KATRIN LINDNER, Ludwig-Maximilians-Universität
 CLAUDIA RIEHL, Ludwig-Maximilians-Universität

This two-year project investigated cross-cultural and cross-linguistic comparison in the development of Syrian refugee children in Canada and Germany. It analyzed development of language and literacy skills, impact of socio-emotional wellbeing and motivation, and compared how the needs of Syrian refugees are met by institutions in both countries. The 2017-2018 study found differences in the contextual factors influencing Syrian children’s learning of language and literacy in Germany and Canada, including families’ rights of residence and work, living conditions, and school systems. Students’ knowledge of Arabic varied. Most children scored very low in the German and English tests. In the follow-up study, the same student subjects were observed in each country. In both countries, children improved on most English or German measures. There was also an increase in Arabic scores. This may indicate that the acquisition of skills in the second language contributes to the development of skills in the first language. The study also found that regular classroom teachers in both countries are not prepared for the needs of refugee children and do not have the resources to implement special programming. Students report that one-on-one academic support is needed.



COLLABORATIVE RESEARCH

Refugee Reception and Perception in Germany and Canada I and II

ELKE WINTER, University of Ottawa

This multi-year study examines how media perceptions of refugees differ in Canada and Germany. The goal is to identify major themes and trace how they vary over time and between contexts and media outlets. First-year results show that representations of Syrian refugees in two newspapers generally reflect the national traditions of both countries (i.e. Germany as an ethnic nation and Canada as a settler society). They also highlight some peculiarities and contradictions, including stark divisions within German society regarding “the refugee question”, and that Canadian media coverage of Syrian refugees in Canada is less negative in comparison to that of other refugee groups, but this positive representation is mainly used to highlight the generous and benevolent character of the Canadian nation toward minority groups.

Refugee Reception and Perception in Germany and Canada III

ELKE WINTER, University of Ottawa

This project builds on two prior CYRRC projects: Refugee reception and perception in Germany and Canada I & II. Project III will collect a new media data set for refugee receptions and perceptions when issues of long-term integration (religion, culture, family, schooling, leisure, vocational training/education, career prospects) became more salient. Claims making is investigated in relation to the comparative wellbeing of refugee families in two very different local contexts represented by the Stuttgarter Zeitung in Germany and The Ottawa Citizen/Le Droit in Canada. This research asks: Who are the actors or “carrier groups” that manage to get their voices heard in the public space? What claims are being made in the public space for, against, and by refugees regarding refugee families and youth? Who is targeted by these claims? How do actors justify their claims?

Flash Forward Photovoice Project

APRIL MANDRONA, Nova Scotia College of Art and Design (NSCAD)
Partner: Syrian Canadian Foundation

Photovoice uses photography, discussion, and critical reflection to access and represent the needs, experiences, and knowledge of groups whose voices may be marginalized. Throughout this report, you’ll see images of a photovoice project hosted by the Syrian Canadian Foundation of Greater Toronto. Over 20 weeks, refugee youth took part in photography classes, mentorship, and workshops, then created a body of artwork to share with their community.

Social Justice in Focus: Youth with Refugee Experience Explore Social Justice Through Photography in Halifax, Nova Scotia

SUSAN BRIGHAM, Mount Saint Vincent University
APRIL MANDRONA, NSCAD University
Partners: Immigrant Services Association of Nova Scotia (ISANS) and Youth Art Connection

Ten youth with refugee experience participated in workshops to explore concepts of social justice and activism, and to learn about the use of photography to represent specific issues of concern. In September 2018, participants presented their work at a public forum held at the Art Gallery of Nova Scotia attended by policy-makers, community members, and other youth groups from New Brunswick and Québec. The event provided a further opportunity for participants to develop their public speaking and advocacy skills.

An Exploration of Integration Journeys and Wellbeing: A YPAR Project with Syrian Refugee Youth

HELENE BERMAN, University of Western Ontario
Partner: Muslim Resource Centre for Social Support and Integration (MRCSSI)

This project uses a youth participatory action research (YPAR) process, combined with narrative and expressive arts-based methodologies, to engage Syrian refugee youth as co-researchers. It looks at the integration experiences of Syrian refugee youth ages 16 to 22 from their own perspectives to better understand protective factors, as well as challenges and vulnerabilities shaping well-being, identity, and belonging.

CHILD AND YOUTH REFUGEE RESEARCH COALITION

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