



University  
of Windsor

Child and Youth Refugee  
Research Coalition  
(CYRRC)



## Socio-Economic Integration of Refugee Children and Youth Research Findings Reza Nakhaie

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### Purpose of the study

The purpose of this project was to interview refugee and immigrant youth (14-24 age group) who have used services provided by the YMCAWO's Windsor Learning Centre to evaluate factors that account for newcomers' educational and employment opportunities and success.

Sociological research on integration of refugees, whether youths or adults, explains their social and economic integration by differences in sociodemographic characteristics, cultural distance, language proficiency, governmental support, discrimination, class background, and social and human capital. Although this research has been important in identifying factors responsible for socio-economic integration, it has been less attentive to the importance of the personality characteristics of young newcomers (14-24 age group).

Research question:

(1) Does self-control help young newcomers' social and economic integration?

### Results

175 newcomer youth between the ages of 14 and 24 participated in this survey. The youth are all newcomers to Canada, mostly from Syria (62.1%) and Iraq (14.9%). Overwhelmingly, the majority of the youth have been in Canada between one and two years.

### Characteristics of the 175 newcomer youth participants

**67%** entered Canada as Government-Assisted Refugees

**79.1%** lived in a Refugee Camp



#### Length of time in Canada

One year	31.6%
Two years	51.4%
Three years	11.3%
Four years	5.6%



#### Larger Geographies and continents

Syrian Arab Republic	62.1%
Iraq	14.9%
Africa	8%
Middle East	8%
Latin and Central America	3.4%
Asia	3.4%



## Research Insights

### Education Attainment

Newcomer youth have attained more university education in Canada than at home, but less than average Canadians.



Males with English proficiency and who did not live in refugee camps have higher education.

Newcomers with high educational aspirations **89.3%**

### Enjoyment of School

Likes School	87.5%
Finishes homework	84.1%
Tries hard at school	94.3%



### Loneliness at School

Nobody at school cares about me	9.7%
I don't feel I belong at school	17.6%
I feel lonely at school	19.9%

### Resistance to School

School is boring	19.9%	Skipped school	12.5%
Homework is a waste of time	18.8%	Suspended from school	10.8%
Failed a course	19.9%	Misbehave at school	5.7%
Skipped classes	13.6%	Gets in trouble at school	2.3%

In general, newcomer youth show a high enjoyment of school, however some don't feel that they belong, and others show tendencies to resist schooling.

Parents, trusting friends and self-control prove important for educational success while self-control positively impacts school enjoyment and decreases resistance to, and loneliness at school.

### Employment

#### Newcomer Youth

Employed	27.8%
Full-time	42.9%
Part-time	57.1%



#### Canadian Born Youth

Employed	25%
Full-time	40%
Part-time	60%

### Discrimination

Approx. **17%** reported that they experienced discrimination in the following environments:



Street **6.8%**



Store, bank, restaurant **2.3%**



Hospital/ Health care **0.6%**

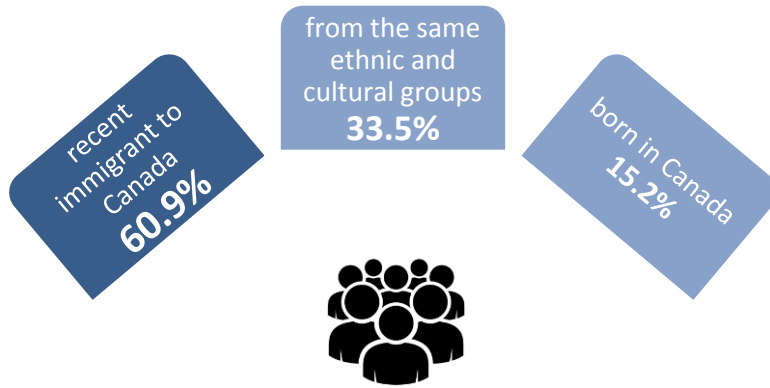


School **7.3%**

Building healthy communities

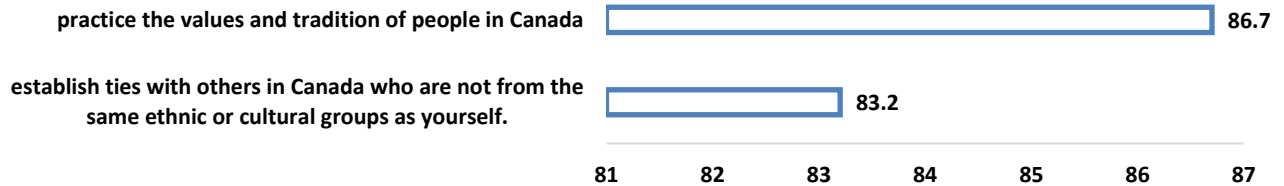


### Composition of Friendship Networks



### Subjective integration

#### It is important or very important to (%)



Strong or very strong sense of belonging to own family 97.7%.  
 Would come to Canada again 91.4%.

#### Percent group membership by gender

