

Refugee Youth and Interrupted Schooling

TITLE OF RESEARCH: Refugee Youth and Interrupted Schooling: Economic and Social Implications

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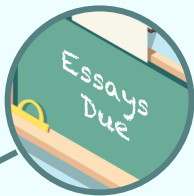
SUMMARY: This study looked at the schooling experiences of 25 refugee youth living in Halifax, Nova Scotia, aged 16 to 26 years old, who have experienced interrupted schooling. A transnational perspective was applied to participants narratives to highlight the challenges they face and assets they use to navigate the new schooling environment.

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

KEY FINDINGS



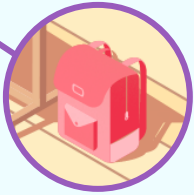
Friendships helped youth develop a sense of belonging and trust and increased their confidence in learning English.



Language barriers are one of the key issues youth face, yet English as an additional language (EAL) programs are not always accessible or adequate at settlement agencies and schools.



While teachers were friendly and helpful, youth also felt that their previous educational experiences were undervalued, their strengths not recognized, and their culture not reflected in the curriculum.



Women and Girls can face additional challenges due to cultural expectations, such as housework and parental responsibility, and pregnancy.



Youth expressed high aspirations for higher education and demonstrated resilience through their persistence in schools and social contexts.

Recommendations:

- Gender differences must be considered by educational policy makers and settlement agencies.
- Bachelor of Education students should receive training on working with refugee youth; educators need professional development to adequately support refugee youth (i.e., EAL, trauma-informed approaches).
- Schools should provide social spaces where newcomer youth can receive academic support and encouragement, as well as make friends.
- Teachers should have access to sufficient school support staff when needed.
- Free and accessible EAL programs must be offered in formal and non-formal settings.

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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