



Delphi Process of Research and Policy Intervention for Refugee Children and Youth

A REPORT FOR THE CHILD AND YOUTH
REFUGEE RESEARCH COALITION

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During the post-Second World War period, Canada has become a key country for supporting refugees and this has been accentuated in 2015 with the country's commitment to receiving over 40,000 refugees from Syria in a short period of time. Among that cohort, the majority of newcomers were children and youth who were members of large families. Total asylum claimants processed by CBSA and IRCC offices varied from 10,380 (2013) to 50,445 (2017) per year between the years 2011-2017 (Government of Canada, 2018)

The Child and Youth Refugee Research Coalition (CYRRC) was formed in response to the landing of large cohort and the recognition that successful settlement, integration and long-term outcomes for refugee children and youth are dependent on solid research and evidence-based interventions and policy. The CYRRC is an alliance of scholars, service provider and educational organizations, and government agencies committed to promoting the successful integration of refugee children, youth and their families. To better understand the research and policy needs for supporting refugee children and youth, the CYRCC embarked on a Delphi process of its members to identify the key areas that need investigation and advocacy.

This report outlines that process and the results from it. The project was developed and carried out by Dr. Howard Ramos, Serperi Sevgur and Dr. Patrick McGrath of Dalhousie University. The report first offers an overview of how the Delphi process works and the methodology used, followed by results from the first phase in which research and policy statements were identified and themes were generated, then the second phase which rated and ranked those statements or themes to help identify key areas of intervention and advocacy. We conclude by highlighting recommendations on next steps for research and policy development for the CYRRC and other researchers, organizations, and policy-makers to pursue.

WHAT IS A DELPHI PROCESS AND WHAT METHODS WERE USED IN THIS REPORT?

The Delphi Technique is a process designed to make research and policy projections based on a consensus of expert opinions (Helmer, 1967). The technique has been deployed to understand a wide variety of issues ranging from education (Wright & Defields, 2012), to finance (Kozak & Lefremova, 2014), to health (O'Neill, 2012), and to predicting immigration flows (Bijak & Wisniowski, 2010). It consists of a series of standard steps (Linstone & Turoff, 2002), and generally involves assembling a group of experts and having them reply to 'rounds' of question(s) until consensus is achieved. According to Jones and Hunter (1995, p. 376) consensus is usually reached on two platforms. First, through the extent to which each participant agrees with the issue under consideration (typically rated in a numerical or categorical scale) and second, the extent to which participants agree with each other -the consensus element (normally assessed by statistical measures of average and dispersion). We used two rounds of solicitations because of the decisive findings already offered by the experts and for considerations of participants' time. We also shared this report for feedback and incorporated that in the final draft.

The sample consisted of CYRRC members. To focus findings on the Canadian academic and settlement sectors, international members of the coalition and government partners were removed from the sampling frame. A total of 87 members were invited to participate in the process. To encourage participation a draw was conducted for a registration for the national Metropolis Conference, a value of \$250.

The first round of the Delphi process consisted of four open-ended questions. Two asked participants to list as many issues as they saw pressing in a free format, on research and then policy needs. The answers to the first two questions then were thematically analyzed and translated into statements for the next round's survey. The other two questions asked participants which sector they worked in and how long they had worked on newcomer issues, again in an open ended form. In the first round, CYRRC members were contacted on November 22nd, 2017 via e-mail and were asked to fill out an online survey. The round stayed open for two weeks, at which time reminders were sent to increase the response rate, and the timeline for participation was extended by 2 weeks. At the end of the first round there was a 41% response rate. This breaks down as 47.2% from academia, 22.2% in settlement, 13.8% from the educational, 13.8% from the mental health/health, and 2.7% from the law sectors. Among those who participated in this first round, the average years of experience was 12 years, ranging from less than a year to 29 years.

The second round of the process consisted of a survey comprised of 149 statements out of which 91 pertained to research issues and 58 to policy issues, all compiled and derived from the first round of answers (see Appendix A). In the second round we aimed to get information on the level of agreement with statements and asked participants to rate each statement on a scale of 1 to 10 (where 10 was the most pressing) indicating the degree of priority. The second round also asked the same questions on sector and years of experience as the first round. Members of the CYRRC were contacted on February 7th, 2018 via email and again received a reminder two weeks later. The response rate of the second round was 33.3%. A slightly higher percentage of academics participated in the second round compared to the first (55%). The rest were members who worked in the service sector (a combination of those who self identified as working as service providers, settlement agents and health and well being service agents) (27.6%) and education (17.2%). The average years of experience was 15 years, ranging from 1 to 40 years.

To understand the level of consensus, means and standard deviations of each statement were calculated. Statements with an average rating of 8 or higher were deemed to be the most pressing issues and reported as such. A consensus score was also determined for those statements with 8 or higher average ratings. It was calculated by dividing the mean by the standard deviation (See Appendix B). To simplify reporting below, we use short form labels to report on statements, but the question number denoted by “#” allows readers to also compare against Appendices A or B at the end of the report. After conducting this analysis, we also broke down results by three sectors (academia, service and education) to better understand patterns and differences in research and policy needs across sectors.

PHASE 1 – IDENTIFYING NEEDS AND THEMES

The open statements from the first round of the Delphi process were translated into groups of priorities most mentioned in response to the open question on research needs. Table 1 shows the top ten research priorities identified. The table shows that participants were especially concerned with identifying the predicting factors that facilitate the integration of refugee children and youth as well as the need to focus on families. The table also shows the need to look at language skills and additional language learning, as well as to evaluate settling levels and best practices in settlement mechanisms and mental health.

TABLE 1

RESEARCH PRIORITIES	FREQUENCY
Integration	25
Family	19
Predicting factors	17
Language skills	17
Evaluation of settling levels	16
Best practices	15
Support resources	15
EAL (English as an Additional Language)	14
Impact of refugee process (e.g. journey or migration)	14
Mental health	13

Table 2 shows the top ten policy priorities mentioned in open statements. Similar interests to the research section are apparent, with much focus on educational themes, families, and specialized programs and settlement services. The issue of funding was raised in relation to policies.

TABLE 2

POLICY PRIORITIES	FREQUENCY
Specialized programs	24
K-12 education	22
Official language training	18
Families/parents	18
Access to programmes and services	14
Education and approach to education	14
Funding	14
Education system	12
Integration	12
Settlement services	12

The 92 research priority themes mentioned in open statements in the first round were further reduced to nine broader themes: Integration, Well Being, Education, Language, Economy, Family, Services, Identity Formation, and Research Framework. Following similar thematic coding, the preliminary 52 policy priorities were clustered under eight policy themes: Community Integration, Services, Family, Economy-Employment, Language, Education, Research, and General Policy. From those two sets of themes, the open responses were converted into 91 statements on research priorities and another 58 statements on policy priorities.

Altogether, the first round shows a need for research and policy attention on education and families. There is also concern around evaluation and coordination of policy, mental health, access to services and funding.

PHASE 2 –RATING AND RANKING STATEMENTS

In the second round, participants were asked to rate the statements generated from the first round and these were examined in relation to the themes that were identified in the first round. Table 3 reports the five short labels of statements on research needs that received an average rating of 8 or higher. Again education has a prominent position, with two out of five statements focusing on it. The other statements look at social integration, long term outcomes (life course or longitudinal studies), and mental health. When consensus scores of these top-rated factors are examined, statements suggesting research into facilitative and impeding factors to education as well as the impact of mental health conditions have the highest consensus scores.

TABLE 3

#	RESEARCH PRIORITY	Avg	StD	Min	Max	Cns
8	Factors that facilitate and impede social integration	8.27	1.64	4	10	5.03
88	Track long-term outcomes	8.26	1.69	4	10	4.89
20	Impact of mental health conditions	8.22	1.49	6	10	5.50
34	Factors facilitating and impeding education	8.11	1.25	5	10	6.47
37	Dropping out of school	8.09	1.54	4	10	5.25

(STD = STANDARD DEVIATION; CNS: CONSENSUS SCORE = AVERAGE/STD)

To probe further, the average score of research statements that fell under the themes of General Research, Economy, Education, Services, Integration, Family, Well-being, Language and Identity are presented in Table 4. This allows us to understand how statements fare as an aggregate under broader themes. The top three most pressing themes are a need for general research, the economy, and education.

TABLE 4

RESEARCH THEME	AVERAGE	NUMBER OF QUESTIONS
Research framework	7.53	6
Economy	7.48	7
Education	7.18	19
Services	7.11	5
Integration	7.00	15
Family	6.74	11
Well-being	6.64	14
Language	6.52	9
Identity	6.48	5

Under the ‘Research Framework’ theme, participants emphasized the need to design research projects which looked at long term outcomes, longitudinal studies, research conducted with inter-sectoral collaboration, and research that includes the experience and voice of refugee children and youth.

The attention on research around the ‘economy,’ included interest on research evaluating government support before and after the 13-month mark after arrival, the factors and strategies around achieving economic integration and security for refugee children, youth and their families, as well as the issues around refugee youth’s access to the Canadian labour market without Canadian experience. Many of these concerns are linked to life course or longitudinal studies.

The need for research on ‘education’ revolved around work that looks at whether children continue with or drop out of school and evaluation of existing educational policies. It is worth also highlighting that education came up in the first round of the Delphi process. (See Appendix C for a breakdown of results by sector).

Table 5 reports the 13 short label policy statements that had an average rating of 8 or higher. When examining the table, we see a concentration of focus on the need for policy to address families. Three statements note family in relation to issues of reunification, affordable housing, and poverty. The policy statements also focus on educational issues such as access to post-secondary education and anti-bullying policies. There is also a focus on mental health issues and discrimination more broadly, as well as policy and data coordination. When consensus scores among short statements in the table are examined we see that policy interventions with the most consensus are around access to post-secondary education, anti-racism/discrimination programs, affordable housing for families, and improving relations between newcomers and the host society.

TABLE 5

#	Policy Priority	Avg	StD	Min	Max	Cns
110	Family reunification facilitated and accelerated	8.52	2.12	1	10	4.01
138	Access to post-secondary education needs	8.52	1.50	4	10	5.67
95	Anti-racist, anti-discriminatory programmes	8.42	1.52	5	10	5.54
124	Mental health services in different languages	8.34	1.88	4	10	4.45
142	Data sharing system	8.34	1.89	1	10	4.40
96	Anti-bullying policies	8.33	2.25	1	10	3.71
106	Adequate and affordable housing for families	8.30	1.55	5	10	5.35
103	Free mental health services	8.25	2.08	3	10	3.97
94	Contact between newcomers and members of dominant groups	8.24	1.54	5	10	5.35
143	Coordinate and link data	8.24	2.28	1	10	3.61
107	Family poverty	8.21	2.07	1	10	3.96
108	Detention	8.16	2.19	1	10	3.73
149	Coordinate policies	8.03	2.19	1	10	3.67

To probe further, the average score of policy statements that fell under the themes of Family, Research, General Policy, Community Integration, Services, Education, Economy, and Language are presented in Table 6. The top three are family, research, and general policy.

As reflected in the previous table participants felt the need for policies around family reunification, adequate and affordable housing, and the alleviation of family poverty. The focus on family was present in the first round of the process as well.

Policy priorities regarding 'research' were directed toward establishing a data sharing system among stakeholders, jurisdictions and levels of government as well as starting structured and guided routine data collection for future policy development. This is a priority that also was seen in the research needs.

Under the 'General Policy' theme, the need to coordinate policies across levels of government and to eliminate the transportation loans were on the forefront. In addition, participants felt that policy needs to reflect the realities and experiences of refugee children and youth. (See Appendix C for a breakdown of results by sector).

TABLE 6

Theme	Average	Number of Questions
Family	8.03	6
Research	7.90	7
General Policy	7.68	19
Community Integration	7.67	5
Services	7.53	15
Education	7.34	11
Economy	7.20	14
Language	7.15	9

The second round shows a narrower concentration for research priorities than policy priorities. This can be seen in the fewer number of statements that achieved average ratings of 8 or higher, as well as the higher consensus scores for research statements compared to policy statements.

Nevertheless, the second round had many parallels with what stood out from the first round. With respect to research there was much consensus on the need to focus on education and language, long term or longitudinal studies, consolidation and tracking of best practices and evaluation. Family as a unit of analysis was also noted as important. With respect to policy there may have been a broader set of interventions noted and lower levels of consensus, but there were overlaps with research priorities. Issues of family wellbeing, mental health, anti-discrimination and bullying, and the need to coordinate data and policy were all prominent in the concerns of those who participated in the process.

CONCLUSION

Overall, after two rounds of consulting the academic, service provider and educational provider members of the CYRRC have identified the most pressing research and policy needs for refugee children and youth that they feel the coalition, other researchers and policy makers should pursue. Although 91 specific research needs and 58 policy needs were identified, consensus emerged around the need to focus on five key areas:

- Family level wellbeing and integration
- Educational experiences and aspirations
- Long-term, longitudinal, or life course outcomes
- Mental health and experiences of bullying and discrimination
- Coordinating 'best practices,' policies, and data

Although these five key areas group the insights offered by CYRRC members, the full list of research and policy needs offered (see Appendix A) is also a valuable resource to consult and may be used by researchers, service providers, and policymakers to pursue interventions, advocate, create policy, and pursue research opportunities. There is much work to do, and we hope this report helps facilitate it.

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APPENDIX A

RESEARCH

Q#	Statement	mean
1	The role of social media and technology usage in the integration of refugee children and youth needs to be researched.	5.78
2	What welcoming communities look like and how people feel welcomed needs to be explored.	7.05
3	Best supportive practices by communities for the integration of refugee children and youth should be determined.	7.95
4	The factors affecting and rate of provincial retention of refugee children and youth and their families need to be studied.	6.07
5	The levels and processes of integration of refugee children and youth and their families into rural versus urban communities need to be assessed.	6.59
6	Factors behind or preventing refugee children and youth's involvement in violence should be determined.	6.71
7	Key stakeholders and their respective roles in supporting the integration of refugee children should be identified in order to optimize these roles.	6.79
8	Factors that facilitate and impede social integration of refugee children and youth should be identified.	8.27
9	Research should be conducted on the impact of racism and discrimination, and their effect on refugee children and youth and their families.	7.86
10	Effective ways to support refugee children and youth who have faced racism and discrimination need to be identified.	7.86
11	Pre-arrival expectations versus post-arrival experiences need to be researched.	6.07
12	Research should explore friendship ties and their effect on the integration of refugee children and youth.	6.68

13	Issues related to affordable housing and housing conditions need to be researched.	743
14	Socio-spatial considerations of refugee settlement and housing should be examined.	6.67
15	Risk and resilience factors in predicting educational, professional and integration outcomes need to be discerned.	7.29
16	The level of comprehension about sexual health information among refugee youth and their families needs examined.	6.06
17	The role of pre-arrival factors on post-migration experiences, and their combined effects on health and wellbeing of refugee children and youth and their families should be explored.	7.16
18	Differences in integration between refugee children and youth based on their nationality, ethnic origin and religion should be studied.	7.08
19	The current health and wellbeing status of refugee children and youth must be evaluated.	7
20	The impact of the mental health conditions (such as trauma, PTSD, or survivor's guilt) on refugee children and youth's educational, social and professional lives should be examined.	8.22
21	The level of risk for developing mental illnesses and addictions among refugee children and youth and their families should be evaluated.	6.89
22	Factors behind mental illnesses and addictions for refugee youth and children and their families need to be determined.	7.14
23	The presence and role of preventative and supportive programs in relation to the development of mental illness and addictions of refugee children and youth and their families should be analyzed.	7.33
24	The sufficiency, efficacy, and accessibility of mental health resources addressing the needs of refugee children and youth need to be assessed.	7.86

25	The best practices of mental health service delivery for refugee children and youth need to be documented and tracked.	7.89
26	The effect of early life adverse experiences on refugee children and youth's development, learning, and self-regulation needs to be determined.	7.05
27	The most efficient ways to inform refugee children and youth of available mental health services should be explored.	7.11
28	Research should be carried out on best ways of overcoming family stigma.	6.14
29	A longitudinal study on whether or not refugee children are meeting their developmental milestones should be launched.	7.41
30	The effectiveness of existing educational policies in supporting refugee children and youth and their families needs to be evaluated.	7.89
31	The impact of chronic illnesses or disabilities, specific to refugee cohorts, on learning should be studied.	6.26
32	Challenges to developing educational policies which support refugee children and youth and their families should be examined.	7.14
33	The impact of interrupted education and employment before arrival on refugee youths' ability to pursue and commit to education needs to be explored.	7.54
34	Factors which facilitate and impede education of refugee children and youth have to be identified.	8.11
35	The level of integration of refugee children and youth into the educational structures should be analyzed	7.68
36	The relationship between official language literacy and dropping out of school should be explored.	7.06
37	Factors behind refugee children and youth's dropping out of school need to be studied.	8.09
38	Ways to improve refugee children and youth's official language learning at school should be studied.	7.57
39	Refugee children and youth's educational aspirations and long term educational attainments should be explored.	7.2

40	Elementary and secondary teachers' level of knowledge of refugees and world history needs to be assessed.	7.2
41	The most effective factors, interventions, and contexts for youth learning should be explored.	7.29
42	Research should focus on determining the best official language training and high school classes available for older youth (18-24) to allow them access to the labour market or higher education.	7.26
43	Different models that support refugee children and youth at schools should be compared to find out which models provide more holistic support.	6.63
44	The relationship between refugee children and youth integration to peer groups and integration to the school system should be studied.	6.8
45	Research should explore ways to facilitate transition from welcoming classrooms to regular classrooms.	6.57
46	The practice of employing chronologically-based definitions of age in school placements should be evaluated in terms of its advantages and disadvantages for refugee children and youth.	6.97
47	Research should explore new solutions and effective models for helping refugee children and youth to transition from their original educational culture to that of the dominant society.	6.71
48	The relationship between integration into the preschool system and better school readiness should be examined.	6.49
49	The relationship between literacy in refugee children and youth's first language and in official languages needs to be explored.	6.23
50	A baseline of refugee children and youth's learning abilities and literacy should be determined upon arrival.	6.06
51	The typical and atypical developmental trajectories in language and literacy development of refugee children and youth should be charted.	6.4
52	Issues on first language maintenance need to be researched.	6.03
53	The role of interventions on the language development trajectories of refugee children and youth needs to be evaluated.	6.49
54	The effect of not speaking an official language on refugee children and youth's social relations should be studied.	6.91

55	The effect of adverse conditions, such as poverty, trauma, and unstable home life, on refugee children and youth's language acquisition should be determined.	6.54
56	Research should focus on exploring alternatives to the public school system and adult official language training classes so older youth could better learn the official language.	7.35
57	Existing research on language acquisition, development and skills should be used to develop intervention into the academic language skills of refugee children and youth.	6.63
58	An optimal level of financial support for refugee families needs to be determined.	7.17
59	The sufficiency of government support before and after the 13-month mark should be evaluated.	7.86
60	Effective strategies for enabling refugee youth and their families to acquire work and economic security should be studied.	7.68
61	Facilitators and inhibitors of refugee youth's and their families' economic integration need to be documented.	7.86
62	The ways in which refugee youth can gain access to the Canadian labour market without Canadian experience must be researched.	7.63
63	Research should be conducted on the effects of pressure to contribute to family income on refugee children and youth's education options and aspirations.	7.11
64	The relationship between the context of poverty, its understanding on the part of professionals, and its effects in relation to the social marginalization of refugee children and youth should be researched.	7.06
65	The impact of long term family separation on refugee children and youth should be studied.	7.59
66	The experiences of refugee children and youth who crossed borders irregularly need to be explored.	6.24
67	The impact of detention on refugee youth and children should be studied.	6.97
68	The effect of migration on family inter-generational relations, dynamics, and functioning needs to be researched.	7.47

69	The impact of refugee children and youth learning the official language faster than their parents should be studied.	6.03
70	Research should focus on families rather than individuals as unit of analysis.	7.03
71	Parenting skills of refugees need to be evaluated.	5.09
72	The level of support for refugee parents needs to be evaluated to determine whether it is enough to support their children.	6.59
73	The impact of parents not settling into life in Canada on refugee children and youth should be studied.	7.21
74	A list of resources available for refugee children and youth whose parents are not settling well into life in Canada should be formed.	6.68
75	Cultural negotiations between refugee children and youth, their families and the mainstream society needs to be explored.	7.26
76	The sufficiency of resources and effectiveness of services provided by governments and settlement agencies for refugee children and youth needs to be assessed.	6.79
77	The effectiveness of professional training to those delivering services to refugee children and youth should be assessed.	6.65
78	A Canada-wide 'map of services' for refugee children and youth should be created.	7.09
79	Research should focus on ways of developing trauma-specific interventions that are culturally appropriate for refugee children and youth.	7.26
80	Effective programs and service delivery models for overcoming linguistic, cultural and other barriers faced by refugee children and youth and their families needs to be documented.	7.76
81	Political identity formation of refugee children and youth should be studied.	6
82	Social and political norms and values of refugee children and youth should be researched.	6.03
83	The issues and experiences related to refugee children and youth's identities –whether national, ethnic, minority or as a refugee- need to be explored.	6.15

84	What being a 'refugee' means to refugee children and youth should be researched.	644
85	Effective ways of building civic engagement and leadership among refugee children and youth must be explored.	7.79
86	The specific issues and experiences encountered by refugee children and youth need to be compared to those who come through other immigration streams.	6.79
87	Research should compare refugee streams to other immigrant streams and native-born Canadians.	7.03
88	Studies which track long-term outcomes of refugee children and youth life course transitions, such as labour market and professional involvement, educational attainment, and points of integration, should be launched.	8.26
89	The experience and voice of refugee children and youth, and their families should be included while setting up the agenda for and carrying out research on any topic.	7.85
90	Research should be conducted with inter-sectoral collaboration.	7.79
91	Data from Service Provider Organizations, health records and other organizations need to be linked to Municipal, Provincial and Federal levels of government, as well as to Immigration, Refugees and Citizenship Canada.	747

POLICY

Q#	Statement	mean
92	Free public transit for refugee children and youth should be implemented to facilitate integration.	7.53
93	Free access to sports, gyms, recreation, arts, and other activities should be offered.	7.85
94	Community orientation programs that encourage contact between newcomers and members of dominant groups and their leaders should be developed.	8.24
95	Anti-racist and anti-discriminatory programs in educational, work, and professional settings should be developed and administered.	8.42
96	Policies against the bullying of refugee children should be developed and implemented.	8.33
97	Policy to prevent radicalization and violence by refugee children and youth should be developed and implemented.	6.94
98	Equal representation of communities in government needs to be secured.	6.39
99	Best practices and programs need to be identified and adapted from across jurisdictions.	7.15
100	Culturally appropriate programs and training, which recognize the agency, diversity and needs of refugee children and youth need to be developed and implemented.	7.88
101	Special programs and training on refugee children and youth's legal rights need to be developed and implemented for professionals who are in close contact with them.	6.88
102	The age limit for provincial child protection services needs to be changed from 16 to 18 so that unaccompanied refugee minors who are 17 and 18 can also receive necessary support.	7.85
103	Refugee children and youth should have access to free mental health services.	8.25

104	More funding and training for service provider organizations and their workers should be allocated to offer trauma-informed and culturally sensitive models.	7.64
105	More funding and training need to be assigned for Service Provider Organizations to provide family friendly counseling.	7.09
106	Policies on adequate and affordable housing for refugee families should be pursued.	8.30
107	Policies that alleviate family poverty should be introduced.	8.21
108	The current policy around detention of refugees should be revised or abolished.	8.16
109	Funding should be provided for legal and other services to support refugee families.	7.70
110	The policy around family reunification should be changed to facilitate and accelerate the process.	8.52
111	Definitions of children and family need to be changed to be more inclusive of adult children for family reunification.	7.76
112	Policy and interventions need to be developed for families rather than individual refugee children and youth or parents.	7.81
113	Parents have to be supported in their language acquisition as well as integration to Canadian work places and other spheres of society.	7.82
114	Economic policies need to be rooted in the principles of equity which distribute resources accordingly.	7.76
115	Special programs for bridging and mentoring older youth should be pursued.	7.48
116	Funding should be allocated to hire older refugee youth so they can both work and study.	7.42
117	Funding should be allocated to hire older refugee youth as community outreach workers.	6.88
118	Training and professional development programs in conjunction with career planning, job searches and job acquisition need to be developed and implemented.	7.44

119	A 'social return of investment model' should be developed.	6.23
120	The retention of the first language of refugee children and youth should be facilitated and supported.	7.06
121	A policy of 'bilingual' (i.e. official Canadian language and first language) instruction should be introduced to schools.	6.21
122	Resources need to be allocated to recruit more bi-lingual (official language and first language) 'Official Language Training' and 'Language Instruction for Newcomers to Canada' teachers.	6.18
123	National and provincial level policy should ensure adequate funding for interpretation services.	7.44
124	Mental health services should be available in different languages.	8.34
125	Official language training content needs to be improved across educational curriculums.	6.97
126	Culturally appropriate official language training programs for older youth who fall through the cracks of youth versus adult programs are required.	7.67
127	Alternative official language training programs have to be developed for refugee children and youth who have dropped out of high school.	7.64
128	Policy encouraging all education personnel to play a role in improving refugee children and youth's language skills needs to be introduced.	7.03
129	Schools have to be barred from using official language training funding for infrastructure and other uses.	7.12
130	Language classes for those who don't fit with or benefit from the 'Language Instruction for Newcomers to Canada' program should be developed.	7.03
131	Training for teachers and other educational support workers to recognize and address systemic barriers to education as well as the needs of refugee children and youth should be implemented.	7.91
132	Train and better equip the education system for promoting resilience to trauma.	7.15
133	Educational personnel need to be trained on the learning and mental health issues faced by refugee children and youth.	7.76

134	An alternative to the official language training grade 12 courses that will allow refugee children and youth students to move into post-secondary education should be developed and implemented.	7.58
135	An alternative grade placement strategy where refugee children and youth are placed in grades not according to their age but according to their academic ability is required.	7.13
136	Prevention and intervention programs at the school level, targeting social integration into peer groups, improved friendship relations, and attachment to significant others at school, have to be developed and implemented.	7.79
137	'Civics education' needs be implemented for refugee children and youth at all levels of education system, as well as for those who are outside of these systems.	6.64
138	Refugee children and youth's access to post-secondary education needs to be supported.	8.52
139	A nation-wide practice of 'reserved chairs' for refugee children and youth in educational institutions must be implemented.	5.63
140	Clear policies, guidelines and indicators for routine collection of data about immigration and refugee status need to be implemented for the purpose of supporting equity informed policy development and planning.	7.85
141	Funding should be allocated for data collection in support of Service Provider Organization centered data gathering and analysis.	7.15
142	A data sharing system amongst community services providers, researchers, and governmental agencies that allows for collaboration and minimizes systemic redundancies is required.	8.34
143	There is a need for different jurisdictions (Federal, Provincial, and Municipal) to coordinate and link their educational and health data.	8.24
144	Eliminate the transportation loans for refugee families.	7.91
145	End the Safe Third Country Agreement with the United States of America.	7.43

146	Increase the target numbers for refugees, especially of Government-Assisted Refugees.	7.55
147	Create greater funding opportunities for refugee youth through organizations such as World University Service Canada.	7.28
148	Evidence that reflects the realities and experiences of refugee children and youth should be incorporated into the development and implementation of policies.	7.88
149	Policies need to be coordinated to reflect an integrated approach across levels of governments, ministries and sectors.	8.03

APPENDIX B

RESEARCH

Q#	Statement	Mean	StD.	Min	Max	Cns
8	Factors that facilitate and impede social integration of refugee children and youth should be identified.	8.27	1.64	4	10	5.03
88	Studies which track long-term outcomes of refugee children and youth life course transitions, such as labour market and professional involvement, educational attainment, and points of integration, should be launched.	8.26	1.69	4	10	4.88
20	The impact of the mental health conditions (such as trauma, PTSD, or survivor's guilt) on refugee children and youth's educational, social and professional lives should be examined.	8.22	1.49	6	10	5.50
34	Factors which facilitate and impede education of refugee children and youth have to be identified.	8.11	1.25	5	10	6.47
37	Factors behind refugee children and youth's dropping out of school need to be studied.	8.09	1.54	4	10	5.25
3	Best supportive practices by communities for the integration of refugee children and youth should be determined.	7.95	2.09	2	10	3.80
25	The best practices of mental health service delivery for refugee children and youth need to be documented and tracked.	7.89	1.91	2	10	4.13
30	The effectiveness of existing educational policies in supporting refugee children and youth and their families needs to be evaluated.	7.89	1.30	4	10	6.06
9	Research should be conducted on the impact of racism and discrimination, and their effect on refugee children and youth and their families.	7.86	1.82	1	10	4.33
10	Effective ways to support refugee children and youth who have faced racism and discrimination need to be identified.	7.86	1.83	1	10	4.30
24	The sufficiency, efficacy, and accessibility of mental health resources addressing the needs of refugee children and youth need to be assessed.	7.86	1.90	2	10	4.14

59	The sufficiency of government support before and after the 13-month mark should be evaluated.	7.86	2.32	1	10	3.39
61	Facilitators and inhibitors of refugee youth's and their families' economic integration need to be documented.	7.86	2.14	1	10	3.66
89	The experience and voice of refugee children and youth, and their families should be included while setting up the agenda for and carrying out research on any topic.	7.85	2.69	1	10	2.92
85	Effective ways of building civic engagement and leadership among refugee children and youth must be explored.	7.79	1.63	3	10	4.78
90	Research should be conducted with inter-sectoral collaboration.	7.79	2.48	1	10	3.14
80	Effective programs and service delivery models for overcoming linguistic, cultural and other barriers faced by refugee children and youth and their families needs to be documented.	7.76	1.86	3	10	4.18
35	The level of integration of refugee children and youth into the educational structures should be analyzed	7.68	1.63	2	10	4.72
60	Effective strategies for enabling refugee youth and their families to acquire work and economic security should be studied.	7.68	2.59	1	10	2.96
62	The ways in which refugee youth can gain access to the Canadian labour market without Canadian experience must be researched.	7.63	2.53	1	10	3.01
65	The impact of long term family separation on refugee children and youth should be studied.	7.59	1.62	4	10	4.69
38	Ways to improve refugee children and youth's official language learning at school should be studied.	7.57	2.03	1	10	3.72
33	The impact of interrupted education and employment before arrival on refugee youths' ability to pursue and commit to education needs to be explored.	7.54	2.13	1	10	3.54
68	The effect of migration on family inter-generational relations, dynamics, and functioning needs to be researched.	7.47	1.97	3	10	3.79

91	Data from Service Provider Organizations, health records and other organizations need to be linked to Municipal, Provincial and Federal levels of government, as well as to Immigration, Refugees and Citizenship Canada.	747	2.80	1	10	2.67
13	Issues related to affordable housing and housing conditions need to be researched.	743	2.29	2	10	3.25
29	A longitudinal study on whether or not refugee children are meeting their developmental milestones should be launched.	741	2.27	1	10	3.27
56	Research should focus on exploring alternatives to the public school system and adult official language training classes so older youth could better learn the official language.	7.35	2.00	2	10	3.68
23	The presence and role of preventative and supportive programs in relation to the development of mental illness and addictions of refugee children and youth and their families should be analyzed.	7.33	1.90	2	10	3.87
15	Risk and resilience factors in predicting educational, professional and integration outcomes need to be discerned.	7.29	2.16	3	10	3.38
41	The most effective factors, interventions, and contexts for youth learning should be explored.	7.29	2.14	2	10	3.41
75	Cultural negotiations between refugee children and youth, their families and the mainstream society needs to be explored.	7.26	1.78	3	10	4.08
79	Research should focus on ways of developing trauma-specific interventions that are culturally appropriate for refugee children and youth.	7.26	2.40	1	10	3.02
42	Research should focus on determining the best official language training and high school classes available for older youth (18-24) to allow them access to the labour market or higher education.	7.26	2.44	1	10	2.97
73	The impact of parents not settling into life in Canada on refugee children and youth should be studied.	7.21	2.00	2	10	3.61
39	Refugee children and youth's educational aspirations and long term educational attainments should be explored.	7.2	2.11	1	10	3.41

40	Elementary and secondary teachers' level of knowledge of refugees and world history needs to be assessed.	7.2	2.22	1	10	3.24
58	An optimal level of financial support for refugee families needs to be determined.	7.17	249	1	10	2.88
17	The role of pre-arrival factors on post-migration experiences, and their combined effects on health and well-being of refugee children and youth and their families should be explored.	7.16	1.71	3	10	4.19
32	Challenges to developing educational policies which support refugee children and youth and their families should be examined.	7.14	2.22	1	10	3.21
22	Factors behind mental illnesses and addictions for refugee youth and children and their families need to be determined.	7.14	2.23	2	10	3.21
63	Research should be conducted on the effects of pressure to contribute to family income on refugee children and youth's education options and aspirations.	7.11	245	1	10	2.91
27	The most efficient ways to inform refugee children and youth of available mental health services should be explored.	7.11	2.30	1	10	3.09
78	A Canada-wide 'map of services' for refugee children and youth should be created.	7.09	2.69	1	10	2.64
18	Differences in integration between refugee children and youth based on their nationality, ethnic origin and religion should be studied.	7.08	1.75	3	10	4.04
36	The relationship between official language literacy and dropping out of school should be explored.	7.06	1.95	1	10	3.61
64	The relationship between the context of poverty, its understanding on the part of professionals, and its effects in relation to the social marginalization of refugee children and youth should be researched.	7.06	2.81	1	10	2.51
26	The effect of early life adverse experiences on refugee children and youth's development, learning, and self-regulation needs to be determined.	7.05	2.16	2	10	3.27
2	What welcoming communities look like and how people feel welcomed needs to be explored.	7.05	243	2	10	2.90

70	Research should focus on families rather than individuals as unit of analysis.	7.03	2.37	1	10	2.97
87	Research should compare refugee streams to other immigrant streams and native-born Canadians.	7.03	2.55	1	10	2.75
19	The current health and wellbeing status of refugee children and youth must be evaluated.	7	2.27	1	10	3.09
46	The practice of employing chronologically-based definitions of age in school placements should be evaluated in terms of its advantages and disadvantages for refugee children and youth.	6.97	2.46	2	10	2.84
67	The impact of detention on refugee youth and children should be studied.	6.97	2.62	1	10	2.66
54	The effect of not speaking an official language on refugee children and youth's social relations should be studied.	6.91	2.14	1	10	3.23
21	The level of risk for developing mental illnesses and addictions among refugee children and youth and their families should be evaluated.	6.89	2.35	1	10	2.93
44	The relationship between refugee children and youth integration to peer groups and integration to the school system should be studied.	6.8	2.17	1	10	3.14
86	The specific issues and experiences encountered by refugee children and youth need to be compared to those who come through other immigration streams.	6.79	2.37	1	10	2.87
76	The sufficiency of resources and effectiveness of services provided by governments and settlement agencies for refugee children and youth needs to be assessed.	6.79	2.53	1	10	2.68
7	Key stakeholders and their respective roles in supporting the integration of refugee children should be identified in order to optimize these roles.	6.79	2.24	2	10	3.03
47	Research should explore new solutions and effective models for helping refugee children and youth to transition from their original educational culture to that of the dominant society.	6.71	2.20	1	10	3.05
6	Factors behind or preventing refugee children and youth's involvement in violence should be determined.	6.71	2.61	1	10	2.57
12	Research should explore friendship ties and their effect on the integration of refugee children and youth.	6.68	1.85	2	10	3.61

74	A list of resources available for refugee children and youth whose parents are not settling well into life in Canada should be formed.	6.68	2.25	1	10	2.96
14	Socio-spatial considerations of refugee settlement and housing should be examined.	6.67	244	2	10	2.74
77	The effectiveness of professional training to those delivering services to refugee children and youth should be assessed.	6.65	246	1	10	2.70
43	Different models that support refugee children and youth at schools should be compared to find out which models provide more holistic support.	6.63	247	2	10	2.68
57	Existing research on language acquisition, development and skills should be used to develop intervention into the academic language skills of refugee children and youth.	6.63	2.03	1	10	3.26
72	The level of support for refugee parents needs to be evaluated to determine whether it is enough to support their children.	6.59	2.24	2	10	2.94
5	The levels and processes of integration of refugee children and youth and their families into rural versus urban communities need to be assessed.	6.59	2.26	1	10	2.92
45	Research should explore ways to facilitate transition from welcoming classrooms to regular classrooms.	6.57	240	1	10	2.73
55	The effect of adverse conditions, such as poverty, trauma, and unstable home life, on refugee children and youth's language acquisition should be determined.	6.54	2.60	1	10	2.51
48	The relationship between integration into the pre-school system and better school readiness should be examined.	6.49	2.33	1	10	2.78
53	The role of interventions on the language development trajectories of refugee children and youth needs to be evaluated.	6.49	2.21	2	10	2.93
84	What being a 'refugee' means to refugee children and youth should be researched.	6.44	2.16	1	9	2.98
51	The typical and atypical developmental trajectories in language and literacy development of refugee children and youth should be charted.	6.4	244	1	10	2.62
31	The impact of chronic illnesses or disabilities, specific to refugee cohorts, on learning should be studied.	6.26	1.88	1	10	3.32

66	The experiences of refugee children and youth who crossed borders irregularly need to be explored.	6.24	247	1	10	2.52
49	The relationship between literacy in refugee children and youth's first language and in official languages needs to be explored.	6.23	2.54	1	10	245
83	The issues and experiences related to refugee children and youth's identities –whether national, ethnic, minority or as a refugee- need to be explored.	6.15	2.36	1	10	2.61
28	Research should be carried out on best ways of overcoming family stigma.	6.14	2.24	1	10	2.74
4	The factors affecting and rate of provincial retention of refugee children and youth and their families need to be studied.	6.07	2.26	1	10	2.68
11	Pre-arrival expectations versus post-arrival experiences need to be researched.	6.07	2.15	1	10	2.83
50	A baseline of refugee children and youth's learning abilities and literacy should be determined upon arrival.	6.06	2.71	1	10	2.23
16	The level of comprehension about sexual health information among refugee youth and their families needs examined.	6.06	2.20	1	9	2.75
69	The impact of refugee children and youth learning the official language faster than their parents should be studied.	6.03	2.33	1	10	2.59
82	Social and political norms and values of refugee children and youth should be researched.	6.03	2.04	1	9	2.96
52	Issues on first language maintenance need to be researched.	6.03	2.12	1	10	2.84
81	Political identity formation of refugee children and youth should be studied.	6	2.30	1	9	2.61
1	The role of social media and technology usage in the integration of refugee children and youth needs to be researched.	5.78	241	1	10	2.39
71	Parenting skills of refugees need to be evaluated.	5.09	2.23	1	8	2.28

POLICY

Q#	Statement	Mean	StD	Min	Max	Cns
110	The policy around family reunification should be changed to facilitate and accelerate the process.	8.52	2.12	1	10	4.01
138	Refugee children and youth's access to post-secondary education needs to be supported.	8.52	1.50	4	10	5.67
95	Anti-racist and anti-discriminatory programs in educational, work, and professional settings should be developed and administered.	8.42	1.52	5	10	5.54
124	Mental health services should be available in different languages.	8.34	1.88	4	10	4.45
142	A data sharing system amongst community services providers, researchers, and governmental agencies that allows for collaboration and minimizes systemic redundancies is required.	8.34	1.89	1	10	4.41
96	Policies against the bullying of refugee children should be developed and implemented.	8.33	2.25	1	10	3.71
106	Policies on adequate and affordable housing for refugee families should be pursued.	8.30	1.55	5	10	5.35
103	Refugee children and youth should have access to free mental health services.	8.25	2.08	3	10	3.97
94	Community orientation programs that encourage contact between newcomers and members of dominant groups and their leaders should be developed.	8.24	1.54	5	10	5.35
143	There is a need for different jurisdictions (Federal, Provincial, and Municipal) to coordinate and link their educational and health data.	8.24	2.28	1	10	3.62
107	Policies that alleviate family poverty should be introduced.	8.21	2.07	1	10	3.96
108	The current policy around detention of refugees should be revised or abolished.	8.16	2.19	1	10	3.73
149	Policies need to be coordinated to reflect an integrated approach across levels of governments, ministries and sectors.	8.03	2.19	1	10	3.67

131	Training for teachers and other educational support workers to recognize and address systemic barriers to education as well as the needs of refugee children and youth should be implemented.	7.91	2.20	1	10	3.60
144	Eliminate the transportation loans for refugee families.	7.91	247	2	10	3.20
100	Culturally appropriate programs and training, which recognize the agency, diversity and needs of refugee children and youth need to be developed and implemented.	7.88	2.18	2	10	3.61
148	Evidence that reflects the realities and experiences of refugee children and youth should be incorporated into the development and implementation of policies.	7.88	2.28	1	10	345
93	Free access to sports, gyms, recreation, arts, and other activities should be offered.	7.85	1.99	1	10	3.95
102	The age limit for provincial child protection services needs to be changed from 16 to 18 so that unaccompanied refugee minors who are 17 and 18 can also receive necessary support.	7.85	2.64	1	10	2.98
140	Clear policies, guidelines and indicators for routine collection of data about immigration and refugee status need to be implemented for the purpose of supporting equity informed policy development and planning.	7.85	2.51	1	10	3.12
113	Parents have to be supported in their language acquisition as well as integration to Canadian work places and other spheres of society.	7.82	2.19	1	10	3.58
112	Policy and interventions need to be developed for families rather than individual refugee children and youth or parents.	7.81	1.86	3	10	4.21
136	Prevention and intervention programs at the school level, targeting social integration into peer groups, improved friendship relations, and attachment to significant others at school, have to be developed and implemented.	7.79	1.85	2	10	4.21

111	Definitions of children and family need to be changed to be more inclusive of adult children for family reunification.	7.76	2.06	1	10	3.76
114	Economic policies need to be rooted in the principles of equity which distribute resources accordingly.	7.76	2.60	1	10	2.99
133	Educational personnel need to be trained on the learning and mental health issues faced by refugee children and youth.	7.76	1.94	4	10	4.00
109	Funding should be provided for legal and other services to support refugee families.	7.70	2.16	1	10	3.57
126	Culturally appropriate official language training programs for older youth who fall through the cracks of youth versus adult programs are required.	7.67	2.04	2	10	3.76
104	More funding and training for service provider organizations and their workers should be allocated to offer trauma-informed and culturally sensitive models.	7.64	2.53	1	10	3.01
127	Alternative official language training programs have to be developed for refugee children and youth who have dropped out of high school.	7.64	2.07	2	10	3.68
134	An alternative to the official language training grade 12 courses that will allow refugee children and youth students to move into post-secondary education should be developed and implemented.	7.58	1.85	2	10	4.08
146	Increase the target numbers for refugees, especially of Government-Assisted Refugees.	7.55	2.39	1	10	3.16
92	Free public transit for refugee children and youth should be implemented to facilitate integration.	7.53	2.20	1	10	3.42
115	Special programs for bridging and mentoring older youth should be pursued.	7.48	2.11	1	10	3.55
118	Training and professional development programs in conjunction with career planning, job searches and job acquisition need to be developed and implemented.	7.44	2.03	1	10	3.66

123	National and provincial level policy should ensure adequate funding for interpretation services.	744	2.17	2	10	343
145	End the Safe Third Country Agreement with the United States of America.	743	2.81	1	10	2.64
116	Funding should be allocated to hire older refugee youth so they can both work and study.	742	2.32	1	10	3.20
147	Create greater funding opportunities for refugee youth through organizations such as World University Service Canada.	7.28	2.36	1	10	3.09
99	Best practices and programs need to be identified and adapted from across jurisdictions.	7.15	2.85	1	10	2.51
132	Train and better equip the education system for promoting resilience to trauma.	7.15	2.36	1	10	3.03
141	Funding should be allocated for data collection in support of Service Provider Organization centered data gathering and analysis.	7.15	2.49	1	10	2.87
135	An alternative grade placement strategy where refugee children and youth are placed in grades not according to their age but according to their academic ability is required.	7.13	2.51	1	10	2.84
129	Schools have to be barred from using official language training funding for infrastructure and other uses.	7.12	2.76	1	10	2.58
105	More funding and training need to be assigned for Service Provider Organizations to provide family friendly counseling.	7.09	2.52	1	10	2.82
120	The retention of the first language of refugee children and youth should be facilitated and supported.	7.06	2.00	1	10	3.53
130	Language classes for those who don't fit with or benefit from the 'Language Instruction for Newcomers to Canada' program should be developed.	7.03	2.65	1	10	2.66
128	Policy encouraging all education personnel to play a role in improving refugee children and youth's language skills needs to be introduced.	7.03	2.80	1	10	2.51
125	Official language training content needs to be improved across educational curriculums.	6.97	2.43	1	10	2.87

97	Policy to prevent radicalization and violence by refugee children and youth should be developed and implemented.	6.94	2.75	1	10	2.52
101	Special programs and training on refugee children and youth's legal rights need to be developed and implemented for professionals who are in close contact with them.	6.88	2.47	1	10	2.78
117	Funding should be allocated to hire older refugee youth as community outreach workers.	6.88	2.34	1	10	2.94
137	'Civics education' needs be implemented for refugee children and youth at all levels of education system, as well as for those who are outside of these systems.	6.64	2.51	1	10	2.64
98	Equal representation of communities in government needs to be secured.	6.39	2.67	1	10	2.40
119	A 'social return of investment model' should be developed.	6.23	2.75	1	10	2.26
121	A policy of 'bilingual' (i.e. official Canadian language and first language) instruction should be introduced to schools.	6.21	2.30	1	10	2.70
122	Resources need to be allocated to recruit more bi-lingual (official language and first language) 'Official Language Training' and 'Language Instruction for Newcomers to Canada' teachers.	6.18	2.49	1	10	2.48
139	A nation-wide practice of 'reserved chairs' for refugee children and youth in educational institutions must be implemented.	5.63	2.83	1	10	1.99

APPENDIX C

TOP 3 RESEARCH PRIORITIES PER SECTOR

Service Sector

Q#	Statement	Mean	Cns
24	The sufficiency, efficacy, and accessibility of mental health resources addressing the needs of refugee children and youth need to be assessed.	9.43	17.64
25	The best practices of mental health service delivery for refugee children and youth need to be documented and tracked.	9.25	10.44
2	What welcoming communities look like and how people feel welcomed needs to be explored.	8.88	5.14
3	Best supportive practices by communities for the integration of refugee children and youth should be determined.	8.88	5.72

Academia

Q#	Statement	Mean	Cns
88	Studies which track long-term outcomes of refugee children and youth life course transitions, such as labour market and professional involvement, educational attainment, and points of integration, should be launched.	8.56	5.25
37	Factors behind refugee children and youth's dropping out of school need to be studied.	8.44	5.30
87	Research should compare refugee streams to other immigrant streams and native-born Canadians.	8.31	5.93

Education

Q#	Statement	Mean	Cns
8	Factors that facilitate and impede social integration of refugee children and youth should be identified.	84	4.62
88	Studies which track long-term outcomes of refugee children and youth life course transitions, such as labour market and professional involvement, educational attainment, and points of integration, should be launched.	84	6.26
90	Research should be conducted with inter-sectoral collaboration.	84	7.37
2	What welcoming communities look like and how people feel welcomed needs to be explored.	8.2	3.06
34	Factors which facilitate and impede education of refugee children and youth have to be identified.	8.2	18.34
38	Ways to improve refugee children and youth's official language learning at school should be studied.	8.2	5.52
56	Research should focus on exploring alternatives to the public school system and adult official language training classes so older youth could better learn the official language.	8.2	6.29
86	The specific issues and experiences encountered by refugee children and youth need to be compared to those who come through other immigration streams.	8.2	6.29
89	The experience and voice of refugee children and youth, and their families should be included while setting up the agenda for and carrying out research on any topic.	8.2	3.38
91	Data from Service Provider Organizations, health records and other organizations need to be linked to Municipal, Provincial and Federal levels of government, as well as to Immigration, Refugees and Citizenship Canada.	8.2	4.99
3	Best supportive practices by communities for the integration of refugee children and youth should be determined.	8	3.27
9	Research should be conducted on the impact of racism and discrimination, and their effect on refugee children and youth and their families.	8	4.28
70	Research should focus on families rather than individuals as unit of analysis.	8	4

TOP 3 POLICY PRIORITIES PER SECTOR

Service Sector

Q#	Statement	Mean	Cns
144	Eliminate the transportation loans for refugee families.	9.38	7.90
146	Increase the target numbers for refugees, especially of Government-Assisted Refugees.	9.38	8.84
116	Funding should be allocated to hire older refugee youth so they can both work and study.	9.13	9.20
138	Refugee children and youth's access to post-secondary education needs to be supported.	9.13	8.10
115	Special programs for bridging and mentoring older youth should be pursued.	8.88	7.89

Academia

Q#	Statement	Mean	Cns
143	There is a need for different jurisdictions (Federal, Provincial, and Municipal) to coordinate and link their educational and health data.	9.25	6.05
142	A data sharing system amongst community services providers, researchers, and governmental agencies that allows for collaboration and minimizes systemic redundancies is required.	8.6	5.72
96	Policies against the bullying of refugee children should be developed and implemented.	8.5	4.12
138	Refugee children and youth's access to post-secondary education needs to be supported.	8.5	6.01

Education Sector

Q#	Statement	Mean	Cns
129	Schools have to be barred from using official language training funding for infrastructure and other uses.	9.2	11
94	Community orientation programs that encourage contact between newcomers and members of dominant groups and their leaders should be developed.	9	7.35
95	Anti-racist and anti-discriminatory programs in educational, work, and professional settings should be developed and administered.	9	6.36
103	Refugee children and youth should have access to free mental health services.	8.8	8.03