

ISSUES FACED BY

STUDENTS FROM LOW SOCIO ECONOMIC STATUS BACKGROUNDS IN WIL

RESEARCH SUGGESTS

Young people of low socio-economic status (SES) backgrounds have an enhanced risk of social exclusion, underemployment or unemployment, and early disengagement from education or related opportunities, all of which place major constraints on their adult-life outcomes.

WITHIN WIL, STUDENTS FROM LOW SES BACKGROUNDS:



Are more likely to have lower academic achievement levels, therefore judgements and biases based on GPA impacts them greatly.



Are misrecognized as aimless or as risks to be managed, rather than viewed as a minority group that faces particular challenges to inclusion.



Are a group that face structural or logistical obstacles such as car ownership and transportation reliability.

CONTEXT MATTERS

These findings help us understand how socioeconomic status encompasses not just income but also educational and employment attainment, financial security, accessibility, and being subjected to perceptions and biases of social status and social class. To add to this, COVID-19 has exacerbated the digital divide, magnifying the pre-existing disparities and further impacting students from low SES backgrounds.

Adapted From:

Cukier, W., Dr. Mark Campbell, & Dr. Lauren McNamara. (2018). Ensuring Equitable Access to Work-Integrated Learning in Ontario. The Diversity Institute, Ryerson University. https://www.ryerson.ca/diversity/reports/ensuring_equitable_access_to_work-integrated_learning_in_ontario/

Hall, A., Hickox, S., Kuan, J., & Sung, C. (2017). Barriers to Employment: Individual and Organizational

Macintosh, M. (2020). Digital divide. Winnipeg Free Press. Retrieved from: <https://www.winnipegfreepress.com/special/coronavirus/digital-divide-569745852.html>

McPherson, C. (2019). Economically, Culturally and Politically Disadvantaged: Perspectives on, and Experiences of, Social Justice amongst Working-class Youth in Mainland Scotland's Smallest Council Area through the Lens of Nancy Fraser. In *Human Rights for Children and Youth* (Vol. 24, pp. 193–220). Emerald Publishing Limited. <https://doi.org/10.1108/S1537-466120190000024011>