

IN YI Journal



International Network on Youth Integration

The International Network on Youth Integration (IN YI), an international network for knowledge exchange and collaboration is proud to release Volume 4, Issue 1 of the IN YI Journal. Activities of the IN YI Network include, amongst others: 1. An exchange of information about members' and other's publications; 2. Organization of Visiting Scholar/Post-doctoral exchanges between members' institutions; 3. Collaboration on new proposals (with different members of the IN YI taking the lead, depending upon source of funding and research focus); and 4. Collaboration on workshops/presentations at international conferences.

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EDITORIAL



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As 2013 comes to an end, it gives us great pleasure to bring to you another issue of INYI Journal. In this issue, Dr. Gakuba Théogène-Octave paper, titled “Integration process of young sub-Saharan African migrants in Switzerland (Geneva and Vaud districts)” examines multiple dimensions of integration among sub-Saharan African migrants in Switzerland. Dr. Théogène-Octave’s work is filling an important gap in examining an under-studied population of migrants. Additionally, by considering multiple dimensions of integration in the post-migration context, it provides an in-depth examination of integration of sub-Saharan African youth migrants.

We are delighted to feature Dr. Michaela Hynie’s work as a featured member in this issue. Professor Hynie has been a long-standing member of INYI. We are also very pleased to welcome Ms. Nuisha Ghazban and feature her work. We also welcome Dr. Chang Su, the inaugural Lillian Wright Postdoctoral Fellow in Maternal-Child Health. Dr. Su is currently examining social support experiences of Chinese-Canadian mothers who have children with disabilities. We also congratulate INYI Member,

Professor Fernando Nunes and his colleagues for the creation of Canada’s first Lusophone Studies Association (please see page 12 for details).

We would like to bring your attention to two Information Sheets we have produced based on our Mothers Project (please see page 12 for a write-up by Ms. Wajma Soroor on a related event). Information Sheet 1 provides an overview of the study’s findings and Information Sheet 2 focuses on emerging policy recommendations. Both information Sheets 1 and 2 can be found on our website: www.yorku.ca/nkhanlou

With my very best wishes for a happy holiday season,

Nazilla Khanlou

York University, Canada

Guidelines for Manuscript Submissions

International Network on Youth Integration (INYI) Journal

The INYI is an international network for knowledge exchange and collaboration. INYI members are invited to submit short manuscripts based on their research/ teaching/ practice/ policy initiatives related to the broad area of youth integration. For additional information on INYI please see <http://www.yorku.ca/nkhanlou/in yi.html>

Guidelines for manuscript submissions to the INYI Journal

Outline

1. Title
2. Author(s) name and affiliation
3. Brief abstract (up to 75 words)
4. Five keywords
5. Main text (minimum 500 words to maximum 1500 words in length) to include:
 - a) Introduction
 - b) Description of initiative
 - c) Discussion/ conclusion/ and implications for youth integration
6. References
7. Acknowledgement(s)
8. Contact information for primary author

Style and formatting

1. Manuscripts should follow American Psychological Association (APA) style*
2. Manuscripts should be double-spaced and submitted as a WORD file
3. Please send your manuscript via email to the Editor and indicate in the subject line of your email: INYI Journal Manuscript Submission + your name

* For additional information on APA Style see “The Basics of APA Style” at:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Permissions

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Process

1. Submitted manuscripts are by invitation (INYI members are encouraged to correspond with the Editor regarding potential manuscript ideas)
2. Once a decision has been made on the relevance of the submitted manuscript to the INYI Journal, the Editor will provide stylistic feedback and/ or other suggestions as necessary prior to the final publication of the manuscript copyright.

Copyright

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Dr. Michaela Hynie

INYI Featured Member

Meet Dr. Michaela Hynie

Michaela Hynie received her PhD from McGill University in social psychology. She is currently an Associate Professor of Psychology at York University, Toronto, Canada, and Associate Director of the York Institute for Health Research. Dr. Hynie's youth-related research focuses on social norms, social support, and family relationships, and how these factors are affected by and interact with culture, migration and socio-economic conditions. Her research is conducted with immigrant and refugee families in urban and suburban Canada, as well as in rural and urban communities in India, Nepal, Rwanda and South Africa.

Dr. Hynie's work has been funded by a number of different agencies including the Social Science and Humanities Research Council of Canada, the Centre for Research in Immigration and Settlement, and the Lupina Foundation. She uses both qualitative and quantitative methods and her work is informed by

community-based research (CBR) approaches. Consistent with the CBR approach, in addition to academic publications, her research outcomes have included community-developed information handbooks about mental health, presentations to government, health and community organizations, community fact sheets, digital stories, theatre, and documentary films.

Recent projects include work on mental health needs with Canadian youth of Somali descent; settlement challenges faced by Karen refugees in Canada and Australia in relation to different national settlement policies; identifying and preventing maternal depression in Rwanda; and exploring the effects of social, environmental, and policy contexts on community adaptation to climate change in Canada, India and Nepal.

Selected Publications

Hynie, M., Shakya, Y., & Guruge, S. (2012). Intergenerational relationships through the eyes of Afghan, Karen and Sudanese refugee youth in Canada: Role reversal or resettlement champions? *Journal of Canadian Ethnic Studies*, 44 (3), 11-28.

Casale, M., Rogan, M., Hynie, M., Flicker, S., Nixon, S., & Rubincam, C. (2011). 'Gendered' perceptions of HIV risk in a high HIV-prevalence setting and implications for prevention programming. *African Journal of AIDS Research*, 10 (S1), 301-310. doi: 10.2989/16085906.2011.637728

Shakya, Y., Guruge, S., Hynie, M., Akbari, A., Malik, M., & Htoo, S., Khogali, S. A. M., Murtaza, R., & Alley, S. (2010). Aspirations for higher education among newcomer refugee youth in Toronto: Expectations, challenges, and strategies. *Refugee*, 27, 65-78.

Su, C. & Hynie, M. (2010). Effects of life stress, social support and cultural norms on parenting styles among Mainland Chinese, European-Canadian and Chinese-Immigrant mothers. *Journal of Cross-Cultural Psychology*, 1-19.:doi: 10.1177/0022022110381124

Rogan, M., Hynie, M., Casale, M., Jobson, G., Flicker, S., Nixon, S. & Dawad, S. (2010). What about peer norms? Evidence on gender, violence and HIV risk from a poor urban community in KwaZulu-Natal, South Africa. *African Journal of AIDS Research*, 9(4), 355-366.



Nuisha Ghazban M.A., B.Sc

INYI Featured Member

Meet Nuisha Ghazban M.A., B. Sc.

Niusha Ghazban (M.A., Ryerson University; B.Sc., McMaster University) is a fourth year PhD candidate at Ryerson University, Toronto. Her scholarly interests in developmental psychology include the study of social-cognitive development, emotion regulation in children and acculturation dissonance. Her doctoral dissertation examines the effects of maternal speech and singing (i.e., lullabies and playsongs) on infants' physiological and behavioural responses. Her studies highlight the notion that music and song are a form of "distal communication" that can regulate infants' stress and attention when physical proximity is not possible. Singing can also strengthen the caregiver-infant bond and offers a way to provide sensitive care to premature infants and hospitalized children. In collaboration with Dr. Morton Beiser, she is also pursuing her interests

examining how dissonant acculturation and language barriers affect children's self-esteem, depressive symptoms and overall mental health. She has presented at various professional meetings such as International Conference on Infant Studies (ICIS) and Society for Research in Child Development (SRCD). She has served three consecutive terms as the student representative in the Canadian Psychological Association (CPA) Developmental Section, and is currently the student representative in the Advanced Interdisciplinary Research on Singing (AIRS).

Selected Publications

Beiser, M., Wickrama, K.A.S, Watson, P., & **Ghazban, N.** (Submitted). Dissonant Acculturation, Parenting, and Mental Health among Southeast Asian Refugee Youth. *Journal of Family and Marriage*.

Ghazban, N., Trehub, S., Russo, F., Boudreau, J. P. (In preparation). The Behavioural and Physiological Effects of Maternal Singing and Speech on 10-Month-Old Infants.

Ghazban, N. and Boudreau, J.P. (2013). *Jean Piaget*. In Ross S. (Ed). London: Routledge Encyclopedia of Modernism.

Ghazban, N., Russo, F., Trehub, S., Boudreau, J. P. (2013). *Impact of Lullabies and Playsongs in Regulating Infants' Stress*. Poster presented at the Society for Research in Child Development (SRCD), Seattle, WA.

Ghazban, N., Labine, D., Stein, R. (2010). *Why Developmental Psychology Matters in Canada*. Roundtable Conversation facilitated at 71st Canadian Psychological Association (CPA), Winnipeg, Manitoba.

Integration process of young sub-Saharan African migrants in Switzerland (Geneva and Vaud districts)

Author: Gakuba Théogène-Octave, PhD, University of Applied Sciences Western Switzerland, Haute- Ecole de Travail Social de Genève, theogene-octave.gakuba@hesge.ch

Abstract: The article refers to our study on the integration process of sub-Saharan African migrants in Switzerland (Geneva and Vaud districts). We considered three dimensions of integration: education and professional insertion; identities and cultural memberships; and the perception of physical and mental health states. Our non-representative sample was heterogenous and composed of 26 young people (14 born in Switzerland or arrived before 6 years and 12 young people arrived after 6 years). The qualitative research methods used were: semi-structured interviews with youth, social, health and education professionals and with persons in charge of some sub-Saharan African migrant associations. A questionnaire on physical and mental health was also given to the sample of young people.

Keywords: Integration; young migrants; sub-Saharan Africa; Switzerland

Introduction

In Switzerland, African immigration is recent, in contrast to traditional European immigration characterized by migrant workers coming from Germany, France, Austria and Italy before and after the second World War (Piguet, 2004). African presence in Switzerland became significant between 1970s to 1990s with the arrival of asylum seekers from Eritrea, Ethiopia, Zaïre (the current Democratic Republic of Congo) Angola and Somalia. This is the period during which nationals of certain African countries were fleeing from civil wars (Angola and Somalia), dictatorial systems (former Zaïre) and famine, more particularly in Ethiopia and in Eritrea in the latter case. During the last ten years, the number of sub-Saharan Africans in Switzerland has increased due to the presence of refugees from conflict-stricken countries (Burundi, Ivory Coast, Liberia, Democratic Republic of Congo, Sierra Leone, Rwanda) and persons from West Africa (Burkina Faso, Cape Verde, Guinea, Mali, Nigeria, Senegal, Togo) who left their country of origin to seek better living conditions in Europe (Efionayi- Mäder, Moret & Pecoraro, 2005). The data from the Swiss Federal Office of Statistics show that almost all African nationalities are represented in Switzerland, including persons from English-speaking and Portuguese-speaking countries. The biggest numbers of nationals from sub-Saharan Africa mainly come from the Democratic Republic of Congo, Somalia and Angola. They live mostly in French-speaking districts (Geneva;Vaud). In German-speaking districts, a big number of Africans live in Bern and Zurich.

Compared to other foreign communities, sub-Saharan African migrants present special characteristics. One of them is the traumatic events that many migrants from war-torn countries have gone through. They also face low socioeconomic conditions with difficulties in having access to jobs (Eyer & Schweizer, 2010). African migrants in Switzerland also suffer from prejudices, stereotypical and sometimes racist behaviours against them (Batumike, 2006).

Description of initiative

Our research examined how the integration process of young people from sub-Saharan African migration is carried out in Switzerland. The sample was composed of 18-25 year-old young people. We considered two groups: those who were born and did schooling in Switzerland (second generation youth) and those who were born and did compulsory schooling abroad (first generation).

As research methods, we used semi-structured interviews, observation and a questionnaire on physical and mental health. We conducted semi-structured interviews with youth, social, health and education professionals and with persons in charge of some sub-Saharan African migrant associations. Topics discussed in the interview include: training, employability, living conditions and social participation; cultural Identity (transmission of cultural values of the origin society, perception of the Swiss society in relation to the original society; experiences of discrimination. The observed was activities of some professional integration structures for young migrants. A mental and physical health questionnaire was used to study the health of young migrants.

Literature Review

Education and training of children and young migrants

In Switzerland, education and training of young migrants (Italians, Spanish and Portuguese) has had the attention of several researchers (Alleman- Ghionda & Lusso-cesari, 1986; Bolzman, Fibbi & Vial, 2003; Cattafi-Maurer, Abriel, Dasen, Carli, Lack, Peccoud, & Perregaux. (1998), Cesari-lusso, 1997; Darbellary & Lusso-cesari, 2003; Doudin, 1998; Gretler, Gurny, Perret- Clermont & Poglia, 1989). The causes of school difficulties for migrant children have a link with the family and social contexts, as well as with the Swiss reality (such as problems of communication in the official language of the host society, conflict due to differences of values).

Cultural identity of young migrants

In France, a significant amount of research was carried out on identity construction among adolescent and young immigrants, especially those who were born or grew up in the resettlement country (cf. Camilleri, 1980; Smet, Ducoli & Kulakowsky, 1984; Dinello, 1985; Ditisheim, 1995; Ezembe, 1996). For most of these authors, identity difficulties that the adolescent immigrant is faced with are related to the depreciation of the language and culture of origin, the conflicts of cultural influences (culture of origin with host culture), and the ambiguity in identity indicators.

Physical and mental health of young migrants

The effects of migration and exile on health are a current issue. According to Santé Canada (1999), new immigrants and refugees are likely to go through upsetting experiences linked to their acculturation because of various factors such as economic circumstances, negative attitudes and loneliness, which have an effect on their physical and mental health. Other research on the promotion of mental health of young immigrants was conducted in Canada by Khanlou, Beiser, Cole, Freire, Hayman & Kilbride (2002). These authors were interested in factors that contribute to or undermine the self-esteem of young immigrant students in secondary schools. They mention factors such as school (school success), self-esteem, social relations (friends, parents, and entourage), lifestyle and future plans (success in school, professional levels and good communication with parents).

Findings

Demographics of the sample

The sample was composed of 26 young (9 girls and 17 boys) people aged 18 to 25 years. Fourteen children were born in Switzerland or arrived before the age of 6 years, group called "second generation youth." The other 12 were born abroad and arrived after 6 years and are "the first generation.

The sampling technique "boule de neige" was used to refer to young people, which is a heterogeneous group of different countries in sub-Saharan Africa. The majority of young people (15) who agreed to participate in the survey had divorced parents, two young people had lost both parents, a youth lived with one parent and another youth had parents who still live in Africa.

With regards to the employability of parents, although the parents had secondary school and university level education in Africa, the majority were jobless in Switzerland, and others were receiving social assistance.

Key findings

- Concerning education, almost all young migrants put a lot of care in studying and were convinced that it is the only way to help them have employment and a better future. The majority of young migrants were satisfied with their education and gave different reasons: training that corresponds to their aspirations; very good education; multidisciplinary training; and pride in being selected for the training.
- About cultural identity, the analysis of the interviews conducted with young sub-Saharan African migrants on their cultural and national membership show that most of this youth accepted their double or triple cultural and national membership. All the youth interviewees, including those who were born or grew up in Switzerland, remained attached to their origins, to the traditions and to the language of their country of origin or of their parents. Some spoke and wrote correctly the language of the country of their origin, others were learning it or understood it.

- Regarding physical and mental health, analysis of the questionnaire data revealed a good state of health among the youth of our sample. However, second generation young migrants seemed to live under the influence of the consumer society and often expressed problems linked to anxiety, fatigue and sleep ; as opposed to first generation youth migrants who scarcely complained about anxiety and fatigue, and were reluctant to consult a health professional.

Discussion

In terms of education, some young people who were born in Switzerland or arrived before the age of 6 years were able to have excellent schooling results without problems until higher education. However, others had some school difficulties because they were either not motivated or not well oriented, and therefore had to choose another system. The research results also reveal problems at the level of school orientation for young migrants some of whom had to struggle hard to be oriented in general studies. The problem of school orientation for young migrant in German-speaking Switzerland (Bern, Zurich) is also mentioned by Becker, Jäpel and Beck, M. (2011). For these authors, this problem is often linked to weak financial and cultural background of the parents of the young migrants.

Concerning their identity, the language of the country of origin is for these young people a symbol of their cherished identity. In most of the cases, parents play an important role in conveying the cultural values of the country of origin. The majority of the young interviewees had gone to their country of origin during holidays. Such a return is for them an occasion to know their origins, their history and to have elements of answers to such questions as "What am I?", "Where do I come from? ", "Where do my parents come from?". However, we found three young people who had identity confusion and who defined themselves as foreigners in Switzerland and foreigners in the country of origin. Two others accepted the identity of their parents' country of origin in Africa but rejected Swiss identity. The latter felt they were foreigners despite their Swiss nationality, because of the negative representation of the African community by Swiss society through the media. It should be noted that although these young persons had identity confusion, they did not feel torn between the two cultures and they manage to forge ahead in a positive way without psychological problems. The well-being of these young people can be justified by their integration capacity. We can note that in some cases, young migrants may have a problem of identity confusion that can lead to psychological problems (Von Overbeck Ottino and Ottino, 2001)

About the physical and mental health of young sub-Saharan African migrants, although we cannot make generalizations because of the limited size of the sample, the results on the health of these young (first generation and second generation) corroborate the results of other studies which compared the health of young migrants of first generation and those of second generation. Indeed, the analysis of the results from 18 studies selected by Renard and Doumont (2004) on immigration and the health of adolescents show that first generation adolescents present a state of physical and behavioural health conditions generally better than that of second generation adolescents.

Conclusion/and implications for youth integration

In order to facilitate the integration process of young young sub-Saharan African migrants in Switzerland, we can propose the following recommendations, some of which take into account the opinion of the people interviewed in our research:

- To promote actions which help young migrants to remain attached to their origins and to their cultures: Such actions could include organising courses in the mother tongue; homecoming trips to the country of origin; and projects of solidarity and development in the country of origin. Studies on African-American adolescents show that being sensitized on one's own origins and one's cultural membership can be a factor in boosting school success (Ezembe, 1996);
- To enhance the recognition of the young Swiss of African origin who feel rejected by Swiss society: Actions against prejudices and racism towards Africans and foreigners, as well as a positive representation of Africa in some media could enhance this recognition;

- To enhance collaboration between migrant families and the school of the host district (Canton) in Switzerland: This type of collaboration would allow parents and young migrants to know the educational system of the host country, and to be involved actively in their school orientation.

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- The direction of the High School of Social Work of Geneva (Haute Ecole de Travail Social de Genève), for putting at our disposal the necessary material means to carry out the study ;
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- The professionals of many institutions who agreed to participate in our research.

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Dr. Chang Su

INYI New Member

Dr. Chang Su received her MA in Educational Psychology in Northern East Normal University at 1997 in China. She received her PhD in Social and Personality Psychology at York University in 2010. Dr. Su has over ten years of teaching experience in psychology area, she taught different psychological courses in both China and Canada. She has taught undergraduate level courses at Ryerson University, York University and University of Northern British Columbia. She also taught Introduction to Psychology, Developmental Psychology and Abnormal Psychology in China. She has been working with Dr. Gordon Flett on cross cultural comparisons of the relationship between perfectionism, perfectionistic self-presentation and mental health on undergraduate students. They co-authored a series of studies on perfectionism and mental health on Chinese primary school students, high school students and junior high school students in mainland China. She is currently a Lillian Wright Post Doctoral Fellow with Dr. Nazilla Khanlou.

The office of Echo Chair in Women's Mental Health Research invites you to visit our website for information on past and future events:
www.yorku.ca/nkhanlou

Selected Publications & Presentations

- Su, C., & Hynie, M. (2011). Cross-cultural comparison of parenting stress and social support on maternal depression. Chinese Journal (published in English). In a book "Managing Ethno-Cultural Diversity in China and Canada: Comparative Perspective", *Shang Hai Jiao Tong University Press*, (978-7-313-08194-0), p 154-165.
- Su, C., & Hynie, M. (2011). Effects of Life Stress, Social Support and Cultural Norms on Parenting Styles among Mainland Chinese, European-Canadian and Chinese-Canadian Immigrant Mothers. *Journal of Cross-cultural Psychology*, 42 (6), 945-963.
- Su, C., Flett, L. G., Ma, L., Guo, L. R., & Hewitt, L. P. (Aug. 2012). Perfectionism Educational Stress and Academic Burnout in Chinese Adolescents. American Psychological Association, Orlando, States.
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- Flett, L. G., Su, C., Hewitt, L. P. Ma, L., & Guo, L. R. (Jun. 2012). Perfectionism, shame, defeat, depression, and social anxiety in Chinese Adolescents. Canadian Psychological Association, Halifax, Canada.
- Su, C., Flett, L. G., Ma, L., Guo, L. R., & Hewitt, L. P. (May. 2012). Perfectionism and Parental Criticism in Defeat Feelings and Entrapment in Chinese Students. Canadian Psychological Association, Chicago, Canada.
- Flett, L. G., Besser, A., Greene, A., Su, C., & Hewitt, L. P. (Nov. 2011). Perfectionistic self-presentation, self-efficacy, and social anxiety. Association of Behaviour and Cognition Therapy, Toronto, Canada.
- Su, C., Flett, L. G., Guo, L. R., & Hewitt, L. P. (Jun. 2011). Perfectionistic self-presentation, shame, loss of face, social anxiety, and depression in undergraduate students in China and Canada. Canadian Psychological Association, Toronto, Canada.
- Cho, K., Hynie, M., & Su, C. (Jun. 2011). Do self-concepts mediate cultural differences in the self-regulation of shame? Canadian Psychological Association, Toronto, Canada.

Upcoming Events

Inaugural Conference of Canada's first Lusophone Studies Association

Portuguese is one of the world's 10 most ubiquitous languages, and is spoken by approximately 3% of the world's population.¹ It is the national language of nations in the Americas, Europe, Asia and Africa, the so-called "Lusophone nations" (Luso being a term that designates a Portuguese cultural and/or linguistic influence). Immigrants from these nations are also scattered in large communities throughout the world, with major concentrations in the United States, Canada, France and other European destinations. Despite this fact, relatively little attention has been paid by Canadian academics to the Portuguese-speaking world. This is now about to change, with the creation of Canada's first *Lusophone Studies Association* (LSA).

In October of 2011, a group of academics and community members met at York University and voted to initiate the process of the creation of this Association. An international *Working Group* was tasked with the responsibility of implementing the first steps. This *Working Group* is now organizing the Inaugural Conference of the *Lusophone Studies Association*, which will be held from October 29 to November 1, 2013, at York University (see the conference website: <http://lsa.apps01.yorku.ca/2012/11/lsa-inaugural-conference/>).

The LSA will serve to promote the scholarly study of the Lusophone world, as well as networking opportunities in support of academics working in related areas. Lusophone studies (the study of this Portuguese-speaking world) is a broad interdisciplinary area that includes the many crossroads, perspectives and contexts that have contributed to this diaspora. This will include the integration of Lusophone youth (ex. Portuguese, Brazilian, Angolan, etc.) to their diverse nations of migration and within Canadian society.

Membership in the LSA will be open to academics, students and interested members of the Lusophone communities at large. Prospective participants may register for this conference, through a combined conference registration and LSA membership fee of CDN\$50. Interested readers can visit the LSA website at <http://lsa.apps01.yorku.ca/> or send a cheque, or International Money Order, in the name of the "Lusophone Studies Association", C/A Robert A. Kenedy, 124 Winters College, York University, Toronto, Ontario, M3J 1P3, CANADA.

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Recent Events

Mothers Speaking Up: Pertinent Study from York University Takes a Closer Look at Mom's of Children with Disabilities.

By: Wajma Soroor

What are the barriers and facilitators to social support for immigrant mom's of children with disabilities? How do the health, education and social services sectors respond to the need for social supports for families who are caring for a child with health challenges? Nazilla Khanlou, Principal Investigator of the Mothers Project looks at these questions. The study aims to understand the barriers and facilitators of social support of immigrant mom's of children with disabilities, and includes interviews with mothers and stakeholders from health, education and social services sectors. This study becomes especially pertinent as Dr. Khanlou and team have found a dearth of both research and policy supports in this area. With study interviews now complete, the team is compiling data and hoping the results will contribute to positive changes in the social supports of moms who parent and care for their children with disabilities.

To these ends, on May 6, 2013 the Office of Echo Chair in Women's Mental Health Research hosted a CIHR funded **Café Scientifique** entitled, "**Mothers Speak Up! On Parenting Children with Disabilities: Implications for Moms wellbeing and support**" at Holland Bloorview Kids Rehabilitation Hospital.

This forum included open dialogue and discussion related to moms' access to social supports as well as stories of the lived experiences of two mothers and service providers. Dr. Khanlou and team hope the shared discussion served as a starting point to a larger dialogue with the broader community about serving the needs of all moms of children with disabilities.

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