

INYI Journal



International Network on Youth Integration

The International Network on Youth Integration (INYI), an international network for knowledge exchange and collaboration, is proud to release Volume 5, issue 1 of the INYI Journal. Activities of the INYI 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 INYI taking the lead, depending upon source of funding and research focus); and 4. Collaboration on workshops/presentations at international conferences.

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Dr. Nazilla Khanlou

INYI Journal

Editor: Dr. Nazilla Khanlou

Editorial Assistant: Luz Maria Vazquez

York University, HNES 3rd floor
4700 Keele Street
Toronto, ON, Canada, M3J 1P3

E-mail: owhchair@yorku.ca

Website:
<http://www.yorku.ca/nkhanlou/>

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EDITORIAL

In Winter of this year I had the pleasure of supervising one of the newest members of the INYI network, Ms. Jaqueline Macedo as a visiting PhD International intern. Ms. Macedo is a PhD Candidate at the University of Sao Paulo in Brazil and the focus of her work is on youth mental health promotion in school settings in Brazil. Several months after her internship, Ms. Macedo visited three projects of the Programa Escolhas in Portugal (see pages 10-11 of this issue).

Our gratitude to Mr. Pedro Calado, National Coordinator of Programa Escolhas, who continues to foster international collaboration focused on youth social inclusion. Mr. Calado leads a large scale national program with a particular focus on disadvantaged youth in Portugal, including immigrant and ethnic minorities.

Here in the province of Ontario in Canada, the Government of Ontario has launched a strategic framework that addresses youth health, education, inclusion, leadership, and other themes, to promote youth success and wellbeing (see page 13).

Professor Fernando Nunes examines closely the structural and institutional barriers leading to the underachievement of Portuguese-Canadian youth across 4 generations of Luso-Canadian youth (see pages 4-9). Applying a critical analytical lens, he points to its ramifications across society.

Congratulations to Professor Morton Beiser and his team for a newly funded research project focusing on refugee youth in Toronto and post-traumatic stress disorder (PTSD) (see page 12). It entails partnerships between researchers, service providers, and policy makers.

Thank you to all INYI members for informing us of their recent activities. A warm welcome to our new members! And thank you to Luz Maria Vazquez for her assistance with the INYI Journal.

With our best wishes for the upcoming new year,

Nazilla Khanlou
York University, Canada



INYI Featured Member

Meet Jaqueline Macedo, PhD candidate

Jaqueline Macedo earned a Master's degree in Nursing, with a concentration in mental health services in Brazil and was a faculty member at a Nursing School in 2011. Since 2012, she is a full-time doctoral student in Psychiatric nursing at the University of Sao Paulo, School of Nursing at Ribeirao Preto, Brazil, supervised by Professor Dr. Margarita Luis. Ms. Macedo's involvement with marginalized population groups in volunteering has influenced her research and academic choices. Her scholarly interests in drug misuse include the study of prevention of drug use in youth, psychiatric services of care, drug use surveys and qualitative studies. The focus of her doctoral thesis is on the prevention of substance use in middle school. The study has a qualitative approach and is a participatory research developed with middle school teachers, who attend to people of a low-income area in a city at Sao Paulo state, Brazil. The research has three phases: a) Participatory observation, to get familiarity and closeness with the field; b) Interview, to characterize and discovery the thematic universe of the participants about the drug use problem; and c) Focus groups, in which there were participatory discussions on how to deal with the students' drug use at school. As part of the participatory phase, a vignette about the presence of drug at school was constructed, based on the proximity with the field, thematic universe,

vocabulary and real situations shared with the participatory observation and interviews. Using this technique the participants completed the situations discussed in the vignette, increasing it with their experience, knowledge or insight about the theme. As the vignette's discussions were done through indirect questioning, using characters and an imaginary situation, participants had freedom to talk about the challenges on dealing with the student's drug use based on the their social context and educational system. In order to have worldwide knowledge about addiction, in 2013 Ms. Macedo was awarded with a Lois Widley Student Scholarship from the Foundation for Addictions Nursing, USA. Pursuing personal interests of epistemological knowledge in qualitative studies, with the collaboration of her supervisor, she also obtained from FAPESP (Sao Paulo research foundation) a Research Internships Abroad, which made possible for her to be a visiting international PhD student at York University, supervised by Dr. Nazilla Khanlou at Office of Women's Health Research Chair in Mental Health, Toronto, Canada, during the first semester of 2014.

Selected Publications

Luis M.A.V., Pillon, S.C., Costa Jr, M.L., Ferreira, P.S. & Macedo, J.Q. (2014). Pattern of psychoactive substance use by students—Ribeirão Preto. *Saude em Debate*, 38(102), 515-525. doi: 10.5935/0103-1104.20140048

Macedo, J.Q., Lima, H.P., Alves, M.D.S, Luis, M.A.V., & Braga, V.A.B. (2013). Practices in mental health services: interface with professionals' satisfaction. *Texto & Contexto - Enfermagem*, 22(4), 999-1006. doi: <http://dx.doi.org/10.1590/S0104-07072013000400016>

Macedo, J. Q. ; Silveira, M. F. A. ; Eulálio, M. C. ; Fraga, M. N. O. ; Braga, V. A. B. (2010). Social Representation of Nursing Care in Mental Health: qualitative study. *Online Brazilian Journal of Nursing*, v. 9, p. 3. doi: <http://dx.doi.org/10.5935/1676-4285.20103139>

Contact:
jaquelineqmac@gmail.com

The Underachievement of Portuguese-Canadian Youth: An Ongoing Phenomenon

Fernando Nunes, PhD

Associate Professor, Mount Saint Vincent University, Halifax, NS

Abstract: For nearly 4 generations, the youth of the Portuguese-Canadian community have been underachieving academically and dropping out of school earlier and in greater numbers, than most other youth. As a result, the Portuguese in Canada have had disproportionately low levels of frequency in post-secondary education, which are often comparable to those of Canada's Aboriginals. The author discusses some of the reasons for the perpetuation of this phenomenon: The ignoring of the underachievement of Luso-Canadians by anti-racism education scholars; the dismissal of existing research data and unwillingness to acknowledge the effects of systemic barriers, by the community's own political and business leadership; the belief amongst many that Portuguese-Canadian parents are at fault for the perpetuation of underachievement; the positioning of the Portuguese-Canadian community as a working-class, little-educated group; as well as a lack of programs that are specifically targeted to Portuguese-Canadian youth.

Keywords: academic achievement, Portuguese-Canadian, education, minorities, drop-out

Introduction: Background and Opinions Regarding this Problem

Research has indicated that, on average, the children of immigrants to Canada are achieving, in school, in levels that are roughly equal to their Canadian-born counterparts (Abada, Hou & Ram, 2009; Statistics Canada, 2008a; Worswick, 2001). However, in recent decades, scholars and community activists have highlighted the stubborn persistence of school drop-out and lack of entrance to post-secondary education, amongst a number of Canada's immigrant and minority communities (Anisef, Brown, Phythian, Sweet & Walters, 2010; Finney, Childs & Wismer, 2011; McKell, 2010).

This is the case with Portuguese-Canadian youth (also known as Luso-Canadians), of both Canadian-born and immigrant origin. For nearly 4 generations, the young people of this community have been performing at significantly lower academic levels, disproportionately represented in Special Education programs and dropping out of school earlier and in greater numbers, than most other youth (Anisef, Brown, Phythian, Sweet & Walters, 2008; Brown 1999, 2010; Brown, Cheng Yau & Ziegler, 1992; Cheng & Yau 1999; Cheng, Tsuji, Yau & Ziegler, 1989; Cheng, Yau & Ziegler 1993; Matas & Valentine 2000; Noivo, 1997; Nunes 1998, 2000; Ornstein 2000; 2006a; 2006b; Santos, 2004). Luso-Canadians in Toronto have also been more likely to say that they will not attend university, lack confidence in their ability to succeed in post-secondary education, work the longest average hours of part-time work and spend the fewest hours per week on homework (Cheng & Yau, 1999; Cheng, Yau & Ziegler, 1993; Larter, Cheng, Capps & Lee, 1982; Project Diploma, 2004).

Partly as a consequence to this ongoing dropout phenomenon, as well as the low levels of education of the immigrant generation, at the turn of the millennium only approximately 6% of all Luso-Canadians over the age of 15 had achieved a university degree (Matas & Valentine, 2000). In fact, the Portuguese in Canada have traditionally had levels of frequency in post-secondary education which are comparable only to those of Canada's Aboriginals (Matas & Valentine, 2000; Nunes, 1998, 2010; Statistics Canada, 2008b). This reality has led Michael Ornstein (2006a), in his report *Ethnoracial Inequality in Toronto* to describe Luso-Canadians as one of the groups "of most concern" (p. 51) and as suffering "extreme [educational] disadvantage" (p. 124-125).

Yet, the underachievement of Portuguese-Canadians has also largely been ignored by most education scholars, policy-makers, as well as the school system.

Firstly, this is a community of white, European origin amongst a dropout cohort that is today composed

entirely of peoples of visible minority and non-European roots. This fact has often led anti-racist scholars and activists to ignore, or even dismiss, the case of the Portuguese as an aberration of social class disadvantage, or to assume that Luso-Canadian students are not affected by structural racist barriers. This omission is exacerbated by the fact that the Portuguese largely do not display many of the same social problems of these other groups, (for example, living disproportionately in poverty, disenfranchisement from society, higher rates of youth crimes, etc.) (Nunes, 1998).

Secondly, the underachievement problem seems to be one that is predominantly affecting Portuguese-Canadian males. Census data indicates that while Portuguese men have been underrepresented in post-secondary institutions by approximately 30%, Portuguese-Canadian females seem to be attending college and university in the same frequencies as other Canadian females (Giles, 2002; Nunes, 2005). This has often led community members to view this problem as the result of the errant choices of individual young Luso-Canadian males, rather than systemic barriers to education.

Thirdly, the community's underachievement issue is not necessarily visible, at street level. Today, there is an abundance of young Luso-Canadian professionals in the cities of Toronto and Montreal, as well as large numbers attending college and university. This is evident in the institutional completeness of the Toronto Portuguese community, the prevalence of Luso-Canadian student associations, as well as the great many doctors and lawyers, who are listed in the community telephone directory (Guia, 2014).

Finally, there has been an ongoing reluctance amongst many of the Luso-Canadian political and business leadership to acknowledge this problem, or to attribute the causes to systemic educational barriers. While representatives from groups such as the Aboriginal and African-Canadian communities have frequently and vigorously confronted school and government officials on the role of racist practices and policies in perpetuating the under-schooling of their youth, the same has not been the case amongst the Portuguese-Canadian leadership.

In fact, many amongst this group feel that this issue has its roots in disadvantaging "community attitudes" of not valuing education, on the part Portuguese-Canadian parents (Nunes, 1998, 2004). Those who make this assertion often affirm that this problem will eventually resolve itself, once the immigrant generation passes on. They cite, as evidence, the example of the Italians and Greeks (whose own underachievement has largely disappeared). Others have come forward to openly question the quality and veracity of the data, the research methods used, the interpretations of scholars, or to categorically assert that this is a problem that only exists within the Toronto community (for example see the panel discussion in Kitts, 2008). Some of these individuals are adamant that underachievement is no longer a problem in the community and point to the fact that the graduation rates of Luso-Canadians have improved tremendously over the decades. Yet still others warn that advocating with school and government officials about this problem will only serve to stigmatize Luso-Canadian youth and thus further perpetuate this issue.

The Issue: What the Evidence Shows

Unfortunately, the available research evidence serves neither to validate the beliefs of these individuals explained above, nor supports their positions.

Firstly, data on this phenomenon has been conducted over the decades, in various cities across Canada, by numerous scholars and detailed in diverse and updated sources, including school board reports and census data (up to the 2006 Census - the last with reliable data on ethnicity and education) (see Nunes, 2010). Some of this evidence has illustrated how this is a persistent, longstanding problem, and how stereotyping of Luso-Canadian youth as culturally- and educationally-deprived, by their teachers, has been prevalent since the 1960's.

Secondly, there is ample evidence that unfavourable and discriminatory school practices are important contributing factors to this problem. For example, various scholars have identified disadvantaging school rituals, practices, teachers' expectations and curriculum offerings – such as streaming - which have been found to discourage the education of Portuguese-Canadian youth (for example see Janeiro, 1992; McLaren, 1986; Nunes, 2004). Alternatively, at least one study from Britain has illustrated how significant improvements amongst Portuguese students can be achieved by the adoption of a number of school-based strategies that can help to overcome existing barriers to school success (Demie & Lewis, 2010).

More compelling evidence of the influence of school practices is the disproportionate numbers of the community's children in Toronto who have been placed in remedial Special Education. While some community members, or teachers, may affirm that the decision drop out of high school is influenced by coercive community attitudes, it is clear that the actions and attitudes of parents can have no influence in the assessment of large numbers of Luso-Canadian children as "learning disabled." In this regard, the school system must be implicated, both in the way that Luso-Canadian children are evaluated, as well as in its failure to provide alternative programs for those who are being wrongly placed.

Thirdly, although over the past decades, graduation rates of Portuguese-Canadian youth have improved from lows of 30-40% to approximately 66% (Brown, 2010), the same has also occurred amongst the youth of other groups. In fact, despite the fact that the graduation rates of Portuguese-speaking students in the Toronto District School Board have noticeably increased over time, these still remain 10% lower than the overall levels for the TDSB (76%) (Brown, 2010; Presley & Brown, 2011). This reality reflects the fact that today's cohorts of Luso-Canadian students (most of who live within predominantly working-class families) are studying alongside the offspring of the newer waves of better-educated immigrant parents. Higher parental education levels are one of the factors that have been found to be most associated with superior educational achievement (Abada, Hou & Ram, 2008). Thus, relative to other children, Luso-Canadian youth continue to occupy roughly the same position as in previous decades.

Furthermore, the high visibility of professionals in the Toronto community does little to negate the ongoing underrepresentation of Luso-Canadians in middle- and upper-income positions. For example, the fact that Ontario currently has a Finance Minister who is of Luso-Canadian origin (Hon. Charles Sousa) in no way diminishes the reality that Portuguese-Canadians continue to be one of the most politically-underrepresented of Canada's large immigrant populations (Andrew, Biles, Siemiatycki, & Tolley, 2008).

Finally, apart from anecdotal accounts by community members about their neighbours' intentions, no direct research evidence has ever surfaced to suggest that Portuguese-Canadian parents value entering the workforce over education. In contrast, scholars like Noivo (1997) and Januario (1992) reported how parents in their studies hoped that their children could acquire the education that they didn't achieve, or lamented the fact that their children had dropped out. Furthermore, in a study that I am currently completing (Nunes, F. *Uncovering Barriers and Support Mechanisms in the Education of Portuguese-Canadian Youth*) not one interviewee, out of a group of about 150 stated that their parents had discouraged their further education (Nunes, 2010, March 30). In fact, those youth who were failing in school described how their parents would habitually yell, hit, or threaten to put them to work, in an effort to get them to improve (Nunes, 2010, November 18).

However, what is clear from this study is how many Portuguese parents neither participate actively in their children's education nor have the skills to help them, with their educational issues. When serious problems arose, these parents often dealt with these difficulties by reacting in an authoritarian fashion or giving their children an ultimatum to either improve their school performance, or go to work (Nunes, 2010, November 18). Many of these were not engaging with the schools, in order to find alternative ways to help their children, nor were they exploring alternatives to entering the workforce, (for example, community college, tutoring, etc.).

Discussion

What is emerging from my research is that the positioning of the Portuguese-Canadian community and its youth as a working-class, little-educated group plays a major role in the perpetuation of this problem (Nunes, 2004). In the large cities of Toronto and Montreal, Portuguese-Canadian male youth are affected by existing educational barriers, the association of the community to a working-class role, the negative stereotyping of teachers and others, as well as by the ready availability of working-class jobs for young males, which give these youth an alternative to a difficult school process (the same do not exist for females). In the smaller communities of Vancouver, Halifax and Winnipeg there appears to be little negative stereotyping of the community or the educational progress of its youth. Consequently, youth in these smaller centres perceive themselves as coming from a rich and vibrant culture and as being unique amongst their peers. The lack of available working-class

employment opportunities in cities like Halifax also means that education becomes a more attractive option for these youth.

The problem of underachievement is ultimately exacerbated by the lack of programs that are specifically geared to help Portuguese-Canadian students. Most ethno-specific programs that focus on at-risk youth, either offered by social service agencies, or Boards of Education, are geared towards visible-minority and Aboriginal youth. In fact, the only programs that specifically target Luso-Canadian youth are the *On Your Mark* tutoring program, which is run by Toronto's *Working Women Community Centre* and the student outreach programs of the York University and University of Toronto Portuguese Students' Associations. A drop-in program for at-risk youth focusing predominantly on Portuguese-Canadians, called the *Dufferin Mall Youth Services*, was housed in Toronto's *Dufferin Mall*, but had its funding cancelled a few years ago (Ferenc, 2011). Unfortunately, the closure of this program was met with deafening silence by most of the Portuguese-Canadian community leadership. This type of response is both a symptom, as well as a further enabler, of this community's difficult underachievement issue.

Conclusion and Implications

The persistence of underachievement across 4 generations of Luso-Canadian youth, along with the reluctance of the community's political and business leadership to acknowledge the role of structural and institutional barriers, will most likely serve to perpetuate this issue across subsequent generations. The consequences will most likely be the continuation of a lack of representation and voice for Luso-Canadians within the affairs of mainstream Canadian society, as well as the ongoing omission of the Portuguese from critical discussions of racist and exclusionary practices of the school system. This can only lead to the further absence of this group from the various equity initiatives, which directly result from these dialogues (for example, employment equity, anti-racist initiatives, etc.). Furthermore, with the passing of the immigrant and first generations, the assimilation of the newer generations into Canadian society and the lack of significant new immigration from Portugal, this issue will most likely fade from the public eye. This is particularly the case as the social, cultural and political impacts of the Portuguese in Canadian society become increasingly measured against those of the newer generations of better-educated, professionally credentialed immigrants and their descendants. The consequences of these changes for the community as a whole will increasingly matter much less than their effects on the prosperity and integration of individual Portuguese-Canadian families.

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INYI Community Project Review

“Programa Escolhas”: Promoting the inclusion of children and youth

Jaqueline Macedo

PhD candidate, University of Sao Paulo

In early September (2014), I had the grateful opportunity to visit and learn about initiatives offered by Programa Escolhas. My visit was made possible with the partnership and collaboration between Dr. Nazilla Khanlou, from York University and Mr. Pedro Calado, the National Coordinator of Programa Escolhas. Funding was given by FAPESP (São Paulo Research Foundation).

The Programa Escolhas is a national Portuguese program that aims to promote the social inclusion of children and young people who come from vulnerable socioeconomic backgrounds - mainly immigrants and ethnic minorities. Since 2001, this program has been funding, supporting and guiding hundreds of projects in multicultural communities, often located in disadvantaged neighborhoods. One of the main initiatives of these projects is to have staff onboard from these communities themselves (called *dinamizadores* in Portuguese). By doing this, the programs have the ability to more easily attract children, youth and families to learn about the projects and get involved. Another form of inclusion is that all coordinators and staff know and refer to participants directly by their names.

During my visit, Ms. Tatiana Gomes, team member of Programa escolhas’ coordination of the Lisbon area, introduced me to three projects that are carried out on the outskirts of Lisbon: “Novos Desafios” (New challenges), “Viv@cidade” and “Take.it”. The project “Novos Desafios” is located in Mira-Sintra and is carried out in *Casa Seis* (House Six). It aims to develop activities with children and adolescents focusing on informatics, tutoring, physical activities, folk dancing and sports entertainment. By giving opportunity to minority groups, such as African immigrants and European gypsies, this project involves parents and families by integrating them within the community. During the visit, we could also see the physical place of Casa Seis, which has classrooms, an informatics room, sports areas, as well as the manual products from youth’s classes - which use colors to represent their cultural background. We also had the opportunity to watch a class and be introduced to some participants who told us about their daily schedule and feelings about the project. The coordination group also presented the goals of the program, and a summary of the hundred activities they developed on the project.

The second project visited was “Viv@cidade”, located at Agualva-Cacém. This project has developed many activities focusing on tutoring, informatics opportunities, sports (soccer mainly), youth’s empowerment, job assistance help, and campaigns such as “Graffiti as an art, not a vandalism”. It has partnered with a children’s board that is accompanied on this project, which focuses on young people who have committed an offense. In our visit, the Viv@cidade’s coordinator showed us the activities that have been developed and their temporary location. We were also told about the difficulties children had gone through, as well as the feelings they had about the project being a safe environment for them.

The last project we explored was called “Take.it”. It is located close to a very touristic area next to Lisbon, and is also known as a problematic place for drug dealing. The acronym “Take.it” means Talent and Arts with Kreatividade and Entrepreneurship (*Talentos e Artes com Kreatividade e Empreendedorismo* in Portuguese). This project is located in two units within two neighborhoods, which are directed by the same coordinator. Two teams support each unit giving assistance for different youth populations, older than 18 years. The main initiative for this project is to develop activities involving art, drama, media and music, created by the youth themselves as a way to develop empowerment. During our visit we had the opportunity to discuss the activities with some youth, who showed their accomplishments through the project’s activities, in both the project’s house as well as in the community. One of the units was comprised of two small rooms that house hundreds of youth participants, but the project’s activities are not only located inside. Similar to the other projects of Programa Escolhas, the power of

this project is that it provides an alternative for youth to occupy their free time with positive activities that give them responsibilities, empowerment and pleasure.

I would like to thank the Programa Escolhas, especially Mr. Pedro Calado and Ms. Tatiana Gomes, for the opportunity to learn about these projects. I would also like to congratulate and commend the coordinators and staff members for the commitment they have for the projects' goals, and for their enthusiasm with every single participant.

For further information on Programa Escolhas please see (<http://www.programaescolhas.pt/>).

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Websites of the projects visited:

Novos Desafios: <http://www.youtube.com/user/novosdesafiose5g>

Viv@Cidade: <https://www.facebook.com/VivaCidade.AgualvaCacem>

Take.it: <http://www.youtube.com/user/TE5G>

INYI Initiatives, Publications and Events

Initiatives:

Lending a Hand to Our Future is a partnership involving researchers, decision makers, practitioners, immigrant service agencies and other community groups in Ontario. The partnership is dedicated to producing and using evidence-based research to improve health care services to children and youth new to Canada as well as to promoting the concept of shared responsibility among all sectors that deal with children and youth. The partnership recently received funding from the CIHR/Ontario Ministry of Health and Long Term Care Partnerships for Health Systems Improvement for a project to screen and assess refugee youth in Toronto for post-traumatic stress disorder (PTSD), to offer treatment with Narrative Exposure Therapy and to evaluate treatment effectiveness. The project will use and document the success of a “train the trainers” model to enhance the capacity of the health care system to deal with a highly prevalent and disabling condition. The project is an important component of a growing attempt to bring together all partners – health, education, child and youth services, citizenship and immigration -- that have a mandate to support the mental health of immigrant and refugee children and youth, to catalyze creative interactions among them, and to develop innovative solutions for one of Canada’s neglected challenges. For further information, contact Dr. Morton Beiser, mbeiser@psych.ryerson.ca

New Publications:

Khanlou N. & Wray R. (2014). A whole community approach toward child and youth resilience promotion: A review of resilience literature. *Journal of Mental Health and Addiction*, 12:64-79. You can have [free access](#) to this article at:

<http://link.springer.com/article/10.1007/s11469-013-9470-1/fulltext.html>

Khanlou, N., Haque, N., Sheehan, S., & Jones, G. (2014). "It is an issue of not knowing where to go": Examining the experience of immigrant mothers of children with disabilities from the service providers' perspective. *Journal of Immigrant and Minority Health*. You can have [free access](#) to this article at:

http://link.springer.com/article/10.1007/s10903-014-0122-8?sa_campaign=email/event/articleAuthor/onlineFirst%20%29

Jennings, S., Khanlou, N. & Su, C. (2014). Public health policy and social support for immigrant mothers raising disabled children in Canada. *Disability & Society*, 29(10), 1645-1657.

Upcoming Events

On February 23, 2015, the Office of the Women's Health Research Chair in Mental Health in collaboration with Dr. Mahdiah Dastjerdi (School of Nursing, York University) will hold the Seminar *The Role of Gender and Ethnicity in the Well-being and Integration of Iranian and Afghan Older Adult Immigrant Women in Canada*. This is a project funded by the \$15K Xchange Challenge, Women’s College Hospital. The event will include academic and community presenters.

Conference details:

Date: February 23, 2015

Time: 12:00- 2:30

Place: 280N York Lanes, York University. 4700 Keele St.

Toronto, ON

Canada, M3J 1P3

York University leading the Youth Research and Evaluation Exchange program
Luz Maria Vazquez

According to the Government of Ontario, in this 21st century, the multicultural diverse young population of the province is facing particular challenges: changing family structures, high levels of unemployment and competitive job markets (Minister of Children and Youth Services, 2014, p. 7). To help this population to navigate these changes, in 2013 the government launched the initiative ***Stepping Up: A Strategic Framework to Help Ontario's Youth Succeed***, aiming at supporting and improving the opportunities of vulnerable youth in the province. Presented as "the first-of-its-kind framework", this Framework looks at integrating youth's own voices and identified needs into youth-serving agencies who are providing them services. This initiative also integrates a wide range of themes such as: health and wellness; strong, supportive friends and families; education, training and apprenticeships; employment and entrepreneurship; diversity, social inclusion and safety; and civic engagement and youth leadership.

As part of this umbrella initiative, York University is leading a collaborative Youth Research and Evaluation Exchange program (announced on December 2, 2014). This program is in collaboration with the Government of Ontario and other academic institutions (Carleton University, Western University, Lakehead University, Laurentian University) and community organizations. Among its objectives are to provide guidance and support to grassroots organizations across five hubs in Ontario: Toronto, Thunder Bay, Ottawa, London and Sudbury. The idea is "to help grassroots organizations deliver services more effectively" (York University, 2014). The initiative will be led by York University's professor Uzo Anucha, who has "extensive experience working with youth-serving agencies" (York University, 2014), as well as by the University's award-winning Knowledge Mobilization Unit. The government will provide \$3.75 million for this initiative over two and a half years.

References

York University. (2014). *New program will help organizations provide better services to youth*. York University's Daily news. December 2, 2014. Toronto, Ontario. http://yfile.news.yorku.ca/2014/12/02/new-program-will-help-organizations-provide-better-services-to-youth/?utm_source=YFile_Email&utm_medium=email&utm_campaign=MorningEmail

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Ghazban, Niusha (Doctoral Student, Psychology, Ryerson University)

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Haque, Nasim MD, PhD (Evaluation Specialist, Critical Care Services Ontario)

Hynie, Michaela PhD (Associate Professor, Psychology, Associate Co-Director York Institute for Health Research, York University)

Khan, Attia (Doctoral Student, Department of Health Policy and Equity, Faculty of Health, York University)

Khanlou, Nazilla RN, PhD (INYI Founder, Women's Health Research Chair in Mental Health & Associate Professor, Nursing, Health, York University)

Lalonde, Richard N. PhD (Professor, Psychology, York University)

Nida Mustafa (Doctoral Student, Social & Behavioural Health Sciences, Dalla Lana School of Public Health, University of Toronto)

Nitkin, Debora (Isane Ratner) Kirschbaum PhD (Lecturer, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto; Participant Professor, Faculty of Medical Sciences, State University of Campinas)

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UNITED STATES OF AMERICA

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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>

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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.

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Editor Contact Information

Nazilla Khanlou, RN, PhD
INYI Founder and Journal Editor
Associate Professor, School of Nursing
York University, Toronto, Ontario, Canada
Email: nkhanlou@yorku.ca
website: www.yorku.ca/nkhanlou/

INYI Journal

Editor: Dr. Nazilla Khanlou

Editorial Assistant: Luz Maria
Vazquez

York University, HNES 3rd floor
4700 Keele Street
Toronto, ON, Canada, M3J 1P3

E-mail: owhchair@yorku.ca

Website:
<http://www.yorku.ca/nkhanlou/>

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