

# 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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## INYI Journal

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## EDITORIAL

In this issue of the INYI Journal we focus on graduate students and their scholarship. The research article from Ms. Esra Ari (PhD Candidate at the University of Western Ontario), titled “Multiculturalism: An antidote to racism or untouched inequalities”, presents on a comparative study of two second-generation Canadians. Ms. Ari examines the social and economic integration of Jamaican-Canadian and Portuguese-Canadian youth through interviews conducted in Toronto as part of her doctoral dissertation. Ms. Babitha Shanmuganandapala (MSc in Nursing Candidate at York University) provides us with a summary of the finding from the 2013/2014 Health Behavior in School-Aged Children (HBSC) report. The HBSC (<http://www.hbsc.org/>) is an international and longitudinal multi-country initiative of the WHO spanning over 3 decades.

In relation to international focus, in this issue we feature Dr. Georges Danhouno and his international activities in the areas of health and social determinants of health. Dr. Luz Maria Vazquez also reports on an international workshop she attended in Mexico in September titled “Denaturalizing climate change: Perspectives from critical adaptation research”. I am also grateful for Dr. Vazquez’ support as Editorial Assistant to this INYI Journal.

Nazilla Khanlou  
York University

## *INYI Featured Member: Dr. Georges Danhoundo*



**Georges Danhoundo** is the Melghen Wright Postdoctoral Fellow at the office of the Women’s Mental Health Research, supervised by Dr. Nazilla Khanlou. He will focus on the topic of global maternal-child health. Dr. Danhoundo is an Adjunct Professor in the Faculty of Health at York University. He was Part-Time Professor in the department of sociology at the University of Ottawa and conducted policy analysis at World Vision Canada. He completed his Ph.D. at Laval University in Sociology, addressing widows’ and orphans’ conditions in Burkina Faso. Prior to that he studied at the Graduate Institute of International and Development Studies of Geneva (Switzerland) where he completed his Master’s Degree in International Development. Georges’ expertise is in global health. His education, research, teaching and work span three continents (Africa, Europe and North America), which lends a truly global perspective to his insights. Originally a citizen of Benin, West Africa, his lived experience in Africa endows him with a deep understanding of global health issues. During his nine years research experience in Benin and Burkina Faso he worked on a series of issues including the social determinants of health, maternal and child health, human rights and health, global health governance, global health policy, global health research, sociology and anthropology of childhood and international development. He is passionate about the challenges faced by African marginalized and vulnerable groups in accessing health care or interacting with health care systems. He is devoted to research involving

observation and interviews) in sensitive areas and conditions. As Research Collaborator at the National Institute of Statistics and Economic Analysis of Benin he conducted a number of field research studies in the poorest households in Benin. Supported by a York Incentive Grant, he conducted qualitative research on “Health policy challenges in implementing malaria preventive measures among pregnant women and children” in Benin’s lake areas where houses are built on the lake. He conducted in-depth interviews with government decision-makers, community health workers, midwives, pregnant women and their families. In Burkina Faso, he witnessed widows’ and orphans’ struggles in the poorest households of Ouagadougou, the capital city. He was the Training Project Manager of the Demographic and Statistical Monitoring Unit of the Francophone Zone (ODSEF) in Quebec, responsible for managing the capacity building program for African institutions and liaised with institutions in Benin, Burkina Faso, Ivory Coast, Mali, Togo, and the Democratic Republic of Congo. Georges formed partnerships with the Benin Ministry of Health and related health organizations. His current research provides specific information on the cross-cutting factors (economic, cultural, social, institutional and political) undermining the successful implementation approaches and strategies to prevent malaria among pregnant women and children in Africa. His work creates a strategic opportunity to elucidate the complex variables that affect program success, so as to generate evidence for the formulation of a rational malaria prevention policy in African countries.

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### Selected Publications

**Danhoundo, G.** & Khanlou, N. (2016). Family Ties and Mental Health of Orphans in Ouagadougou (Burkina Faso). Does the Gender of the Dead Parent Matter? *International Journal of Mental Health and Addiction*, pp 1–13. DOI:10.1007/s11469-016-9717-8

**Danhoundo G.,** Wiktorowicz M.E., Yaya S. (2016). Governance of malaria prevention: How decision makers’ and pregnant women’s sensemaking contribute to unintended consequences. *Health Care for Women International*. 12:1-15. DOI:10.1080/07399332.2016.1234483

**Danhoundo, G.** (2014). Les orphelins et leur famille en Afrique. Une réflexion sur les logiques d’acteurs autour du soutien aux enfants orphelins chez les Mossi à Ouagadougou (Burkina Faso). Thèse de doctorat en sociologie, Québec : Université Laval.

**Multiculturalism: An antidote to racism or untouched inequalities?  
A comparative study of second-generation Jamaicans and second-generation Portuguese in Toronto**

Esra Ari, PhD Candidate, University of Western Ontario

**Abstract:** This research examines the effects of “race” and “class” on the economic and social integration of second-generation Jamaicans (n=23) and Portuguese (n=20) in Canada. This qualitative study uses interview data to compare the role of multiculturalism in the integration of two second-generation immigrant groups. I find that the integration of these two groups differs based on their visible minority status and their social class. These results are important to develop policies for the integration of racialized native-born youth into a multiethnic society.

**Keywords:** second-generation immigrants, integration, multiculturalism, segmented assimilation

**Introduction**

One out of twenty people in Canada is foreign-born (Statistics Canada, 2015) and the number of children born to foreign-born immigrants in Canada -second-generation- is growing fast (Statistics Canada, 2015; Statistics Canada, no date-a). Second-generation is “constituted by immigrants’ children who are born and raised in the receiving society or, in some definition, merely raised there” (Silberman, Alba, Fournier, 2007, p. 1). From 2006 to 2011, the second-generation grew from 15% to 17.4% of the total Canadian population (Statistics Canada, 2015). Furthermore, three out of ten among the second-generation belong to a visible minority group.

Canada has witnessed a drastic change in its ethnic composition since 1962. The Canadian government had to abandon its long-standing country-of-origin immigration selection system because European societies were no longer able to provide sufficient labour for the demands of Canadian labour market (Green and Green, 1999; Simmons, 2010). Canada, hence, started to recruit immigrant workers from diverse ethnocultural backgrounds. In Canadian immigration history, this was a clear shift towards non-European sources of immigrants to Canada (Reitz & Banerjee, 2007, p.1).

With the significant increase in the number of immigrants of colour, the context of immigrant integration in Canada has changed. During the first half of the 20th century, the classic linear assimilation model was guiding immigrants’ integration (Driedger, 1996, p. 30- 31; Plaza, 2006, p. 211). Linear assimilation is the process whereby new immigrants are expected to blend into the larger national culture (Driedger, 1996, p. 27) and to turn into undistinguishable members of the receiving country (Allahar, 2010, p. 72). The increasing ethnic diversity of Canadian society made this challenging, and led to the rise of the official policy of multiculturalism in 1971 (Reitz and Banerjee, 2007, p. 35).

Multiculturalism, as an official policy, guarantees that all minorities and immigrants can keep their distinct culture in the process of integration into the host society and have equal access to economic, social, and political institutions (Fleras & Elliott, 1996, p. 328). However, various research and my interviews reveal that holding a visible marker of being racially different has been an obstacle to the integration process of immigrants of colour even for Canadian-born youth (Abada & Linn, 2011; Allahar, 2010; Ari, 2016; Aydemir, Chen & Corak, 2006; Brown & Parekh, 2010; Codjoe, 2001, 2006; Davis, 2012; Henry, 1994; James, 2010, 2011; Plaza, 2006)

The specific focus of this paper is to understand the effectiveness of Canada’s official multiculturalism policy in

integration into Canadian society for young second-generation immigrants of colour, Jamaicans, and young second-generation non-visible minority group, Portuguese, in Toronto. My interviews with these two groups highlight the explanatory power of 'segmented assimilation' theory in Canada (Ari, 2016). I find that the outcomes of the integration process for Portuguese and Jamaican youth differ based on whether their minority status is visible or not and their social class. Multicultural ideology, hence, works in diverse ways for young second-generation immigrants.

## **Methodology**

This paper is based on forty-three interviews with second-generation Jamaicans (N=23) and second-generation Portuguese (N=20) in Toronto, which I conducted for my PhD dissertation. Each interview was an average of 90 minutes in length. Because of this paper's specific focus on youth, the data for this manuscript comes from thirty-two interviews with second-generation Jamaican-Canadian and Portuguese-Canadian youth who are between the ages of 18 and 35. Seven of the interviewees were Jamaican men, twelve were Jamaican women, nine were Portuguese women, and four were Portuguese men. When transcribing the interviews, I identified major themes, and then used these themes for coding the interview data.

It was initially difficult to access to Jamaican and Portuguese communities due to being an outsider to these communities. However, after getting access, my positioning allowed me to develop a perspective on complex social issues, concepts, and the relationships between them. My own social positioning as a doctoral student and as a first-generation (foreign-born) immigrant to Canada informed my interactions with my participants. I shared my personal history including the country I came from, my ethnic minority status in Canada, and some opinions when asked, which built a stronger communication and rapport with my informants. Indeed, I was not simply an outsider as Dowling (2010, p. 36) tells us a researcher is never "simply either an insider or an outsider" since I had sometimes similar characteristics such as social class, age, and minority status with some of my participants. My outsider status, on the other hand, benefited my research because my informants made an extra effort to provide detailed explanations and examples to me.

In this research study, there was a smaller number of male participants relative to the number of women. However, my interviews with male participants were enough to determine the major differences in men's and women's experiences. The research was approved by the Western University Health Science Research Ethics Board on February, 2015 until February 2016.

## **Background**

Black Caribbean immigration to Canada has been a highly racialized process because of the immigration policy of Canada. This policy made a clear distinction between "preferred" and "non-preferred" immigrants which excluded immigrants outside of Europe. There was a specific interest in attracting only white immigrants from northern and western Europe and the United States (Hawkins 1991:26-27). The entry of blacks was actively discouraged specifically because they were perceived as mentally inferior and unable to govern themselves which originated in the history of slavery and colonization. (Satzewich, 1990; Calliste, 1993/1994; Jakubowski, 1999; Plaza, 2001). Still, black Caribbeans were sometimes allowed in because of the need for cheap labour in some industries such as steel plants and mines (Calliste, 1993/1994, p.131; Plaza, 2001, p.43). However, it was not until 1955 that a significant number of Jamaicans entered Canada. When British women withdrew from domestic work in drastic numbers, and traditional countries were not able to send immigrants to fill their places because of the economic boom after World War II, one hundred women were recruited from Caribbean countries under the West Indian Domestic Schema; seventy-five of them were Jamaicans (Hick & Allahar, 2011, p. 28, Satzewich, 1990, p.337, Plaza, 2001, p. 51). These women had to have at least an eighth grade education, pass the medical examination, be single, and work as domestics for at least one year upon their arrival to Canada. Indeed, most of the applicants for domestic work were

teachers, secretaries, clerks, and so on, but they used this scheme as a legitimate tool to get into Canada (Plaza, 2001, p. 51).

After the withdrawal of the racist immigration policy in 1962, and the adoption of the point system in 1967, immigration from the Caribbean increased drastically until 1985 (Plaza, 2001, pp.54-58). Jamaicans are the most populous group among the Caribbean groups in Canada. As of 2011, the number of people who claimed Jamaican nationality was 256,915, which makes up 0.8% of the total Canadian population (Statistics Canada, no date-a), and a majority of Jamaican-Canadians live in Toronto (Statistics Canada, no date-c). The economic well-being of Jamaicans is more fragile compared to the national average. In 2011, while the unemployment level was 11.4% for Jamaicans, the national average was 7.8% (Statistics Canada, no date-a). Furthermore, poverty statistics are alarming for the Jamaican community with a rate of 20.1% compared to a Canadian average of 14.9% (Ornstein 2006a, Statistics Canada, no date-a).

On the other hand, Portuguese immigrants, coming from southern Europe, were positioned between preferred and non-preferred immigrants. Portuguese immigration officially started in 1953 when Canadian and Portuguese governments cooperated to bring in five hundred and fifty men to work in agriculture and manual jobs (Higgs, 1982, p. 7). Immigrants from Portugal at that time largely came from rural and poor areas, and did not have more than a primary school education, and hence they have been overrepresented in unskilled and manual employment such as construction, manufacturing, and low skilled service jobs (Higgs, 1982; Nunes, 1998). During the 1980s, Portuguese immigration peaked, and Portugal was the eleventh most important origin country sending immigrants to Canada (Simmons, 2010, p. 126). Although immigration from Portugal continued in the 1990s, the number of Portuguese immigrants went down significantly, and, in the 2000s, it was no longer a major source country for Canada (ibid). As of 2011, there were 429,850 individuals who claimed Portuguese origin, which was 1.3 % of the total Canadian population, and a significant number of them are in Toronto and Montreal (Nunes, 1998; Statistics Canada, no date-a). The Portuguese in Canada, despite their low education level, have a lower rate of unemployment at 7.7% than the Canadian average of 7.8% (Statistics Canada, no date-a) and lower rates of poverty compared to the Canadian average (Ornstein, 2006a, 2006b; Statistics Canada, no date-a). However, Portuguese-Canadians today are still overrepresented in manual and unskilled jobs.

### **Theory, Evidence, and Discussion**

My interviews with second-generation youth highlight the importance of segmented assimilation theory in the Canadian context (Ari, 2016). This theory was developed to understand the economic and social integration of racial or new second-generation -the children of racial minorities- in the United States (U.S.) (Gans, 1992; Portes & Zhou, 1993; Zhou, 1997; Zhou & Kim, 2006). Essentially it suggests divergent outcomes of the integration process for the second-generation because of the increasing ethnic/racial diversity of immigrant groups after 1960s and recent changes in the economy due to the move from industrial to post-industrial society (Portes & Zhou, 1993, p. 82; Zhou, 1997, p. 884). This theory argues that visible minority second-generation cannot become indistinguishable from the host society like European-origin second-generation immigrants because of various kinds of racisms and changing economic conditions in receiving developed countries (Gans, 1992, p. 174). Some visible minority second-generations, particularly working-class blacks and Latinos, are blocked from assimilating and get trapped by poverty in a post-industrial economy and cannot achieve upward mobility like previous European-originated second-generation immigrants.

The segmented assimilation and blocked assimilation models are based on research in the U.S. context and it is unclear the extent to which these models apply in the Canadian context. Canada differs from the U.S. in many ways such as higher level of educational attainment of Canadian second-generation visible minority groups compared to non-visible minority groups (Boyd, 2002; Reitz and Banerjee, 2007; Statistics Canada, 2011a). Furthermore, the

socio-historical differences between Canada and the U.S., including the history of race relations, slavery, civil war, and the number of blacks in the U.S. could make the use of this theory challenging in Canada (Boyd 2002).

However, there has been some body of work confirming the main argument of segmented assimilation theory in Canada (Abada & Linn, 2011; Ari, 2016; Aydemir, Chen & Corak, 2006; Brown & Parekh, 2010; Codjoe, 2001, 2006; Davis, 2012; Henry, 1994; James, 2010, 2011; Plaza, 2006). For instance, Aydemir, Chen and Corak (2006) found blocked educational mobility for some visible minority groups, especially for sons of immigrants from the Caribbean, Central and South America (p. 13). Furthermore, the findings based on higher level of educational attainment which refuse the segmented assimilation model within Canada do not provide an explanation for discrimination in institutions such as schools and labour market and in everyday life. A detailed analysis reveals that higher educational attainment of some second-generation immigrants of colour does not mean that they are not prone to be used as cheap and flexible labour (Allahar, 2010). For instance, although the educational level of Jamaicans is higher than Portuguese, their employment income is lower than Portuguese (Statistics Canada, 2011b).

My interviews show that segmented assimilation model applies in Canada depending on visible minority status and social class. In the labour market, some of my Jamaican participants, even the ones employed in decent jobs complained about having white supervisors with lower education, and racist attitudes of clients such as not wanting to be served by blacks. Participants in this study who are in transition from school to work explained that sometimes they face difficulty in job searching because of their addresses, such as Jane and Finch area where high number of black Canadians live, on their resumes. Black youth, as my interviews indicate, are stereotyped as “lazy, not being smart enough, violent, gangsta, and loud” among their teachers and society at large. They are disproportionately assigned to special education classrooms (Brown & Parekh, 2010, p. 42; James, 2011, p.467) and applied courses to pursue college education instead of university sometimes regardless of their will.

Sarah (pseudonym) tells her schooling experiences as:

It was my first time being exposed to those stereotypes... When you are in middle school you don't think that there may be an issue because of the color you are. Not just the people, even the education system itself. You walk in there and teachers already have that idea of oh my God a Jamaican.... you are almost expected to fail. It was almost like you know when it comes time for like scholarships and that sort of things you are overpassed or you are not smart enough for... while I was there, I was always expected that I would be delayed kid. I would be the one that didn't do well in math or sciences because oh no the Asians always have that... So it was always the thing of trying to keep up because they think you are less than what you really are (Ari, 2016).

Portuguese youth coming largely from working-class families, on the other hand, according to the literature (Anisef, Brown, Phythian, Sweet & Walters, 2008; Brown 1999, 2006, 2010; Nunes, 2008, 2014; Ornstein 2000, 2006a, 2006b) and my interviews, have significant educational problems, especially male Portuguese, including high drop out rates, underachievement, overrepresentation in special education classes, lack of familial guidance and role models, parents' limited English to help with school work, and being labelled as “troublemakers” at school. For instance, Portuguese students had the highest dropout rates among all language groups with 43% in 2006 in the TDSB (Brown, 2006, p.15). However, compared to Jamaican second-generation youth, they are strongly connected to Canada and are proud of being a Canadian. It can be expected that by future generations, descendants of Portuguese immigrants will be indistinguishable part of Canadian society because there is not a resistance towards Portuguese community by the 2000s. This is not to deny the structural problems Portuguese youth face mostly originating from their working-class background. However, they don't see discrimination as a major problem on the ground of their ethnic identities.

Tom (pseudonym), working in construction, 33 years old second-generation Portuguese, said:

I feel grateful of being a Canadian citizen. We live in the best country in the world. We have the rights we want.

We have every opportunity to do what we want to do. Freedoms, health care, education. You can become what you want to do in this country. If you work really hard, you can get what you want (Ari, 2016)

Black youth are also exposed to racial profiling, and find their daily lives restricted. Jamaican youth are followed for the suspect of theft at stores or male second-generation Jamaicans are stopped by police on the street and asked information without any concrete ground, which renders their integration process different than non-visible European originated immigrants.

Mike (pseudonym), a university student, 25 years old, tells his experience with police as:

I feel like I am harassed by police officers only because of my skin colour... or where I do live as well. I live in Rexdale....so I feel like I am discriminated against because I am a black male even if I am not doing anything or not causing trouble. An example of that is me being pulled over for like why are you walking? ... being pulled over while riding my bike, police asking questions where you are going? Can I see ID? What did I do? Just walking on the street? Those are instances that are discriminating (Ari, 2016).

Second-generation Jamaican youth face unique integration challenges stemming from systemic and institutional racism. However, this does not mean that all second-generation blacks experience blocked assimilation. While my middle-class Jamaican participants are more integrated in Canadian institutions, have more interaction with the rest of the society, and are better equipped to struggle with racism, working class second-generation are more disenfranchised from their social and economic rights in Canada due to their social class.

### **Conclusion: The Role of Multiculturalism in Integration**

Diverse integration experiences of second-generation youth have shaped their perception of multiculturalism. There are significant variances within and between groups in their experiences of integrating into Canada depending on social class and visible minority status.

The ideology of multiculturalism shapes the integration of second-generation Jamaicans and Portuguese in three main ways. First group, all Portuguese youth and one-third of Jamaican youth for this study see multiculturalism as an inclusive model which creates a safe space for diversity and an opportunity to be exposed to different experiences such as ethnic food and festivals. Second-generation Portuguese youth regardless of their social class, within the context of this study, are not likely to experience ethnic tensions. On the other hand, Jamaican youth consider multiculturalism as an effective tool for fighting racism. Nevertheless, in spite of their belief in multiculturalism, some working-class Portuguese see some various affirmative action policies as an unfair treatment towards whites including themselves such as affirmative action in the hiring process.

Second, another one-third of black youth think that multiculturalism might not work in an ideal way but it is a positive step to achieve better resource distribution and to struggle against discrimination in the areas of labour market and education, and in their everyday lives. Third, to the rest of Jamaican youth, multiculturalism works as a hegemonic device which leaves systemic and institutional inequalities intact and maintains social order in a country with diverse ethnic and racialized groups. They think their everyday lives are imbued with different levels of racism, and state by paying lip services to multiculturalism distracts Canadians from structural inequalities. They do not consider Canada as home although born and raised in Toronto.

One clear difference among these two groups deserves attention. Skin colour of second-generation Jamaicans has reduced their chances of integration. Outcomes of integration differ along the lines of "race" and ethnicity in Canada which holds multiculturalism as an official policy. Although some black youth try to integrate into Canadian society, they face resistance because of the stereotypes about black people and structural constraints. In spite of the

guarantee of equality under Multiculturalism Act (1988), second-generation immigrants face systemic challenges. Findings indicate that these challenges cannot be overcome easily for future generation blacks although youth have some control over their lives. Policies should aim to change the receiving society and its institutions as well instead of developing policies solely focusing on immigrant population and their children to make Canada more welcoming to racialized youth.

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## **Health Behavior in School-Aged Children: Summary of the 2013/2014 WHO Survey**

Babitha Shanmuganandapala, BScN, RN  
York University

The following piece summarizes the key findings of the 2013/2014 Health Behavior in School-Aged Children report 'Growing up unequal: gender and socioeconomic differences in young people's health and well-being'.

Youth between the ages of 11 and 15 face unique stresses and challenges such as mounting academic expectations, shifting peer and family relationships, and the emotional and physical transformations associated with the transition into adolescence. During this transition period, youth start developing and exercising the ability to making independent decisions that may influence their health and health related behavior. Behaviours developed at this critical stage of the life-course can continue into adulthood and affect multiple aspects of their health.

For over 30 years, the WHO has examined and delivered data on 11-, 13- and 15 year old boys' and girls' health, well-being, social environment, and health behavior through the collaborative cross-national study Health Behavior in School-Aged Children (HBSC). Using random sampling, data are collected in all participating countries and regions through school-based, self-report surveys. By studying young people's health in their social context, researchers hope to understand how these aspects impact young people's health during their transition into adolescence. HBSC uses study results at nationwide and worldwide levels to obtain new insight into young people's health and well-being, understand the social determinants of health, and inform policy and practice to improve young people's lives.

The most recent international HBSC report 'Growing up unequal: gender and socioeconomic differences in young people's health and well-being' offers findings from the 2013/2014 survey, on the health of approximately 220,000 young people from 42 countries in Europe and North America. Participating countries included Finland, Norway, Austria, Belgium, Hungary, Israel, Scotland, Spain, Sweden, Switzerland, Wales, Denmark, Canada, Latvia, Poland, Belgium, Czech Republic, Estonia, France, Germany, Greenland, Lithuania, Russian Federation, Slovakia, England, Greece, Portugal, Ireland, the former Yugoslav Republic of Macedonia, Netherlands, Italy, Croatia, Malta, Slovenia, Ukraine, Iceland, Luxembourg, Romania, Armenia, Bulgaria, Albania and Republic of Moldova. This report places a special emphasis on how gender and socioeconomic differences affect the way that youth mature and develop. Topics covered by the survey included social context (relationships with family, peers and school), health outcomes (perceived health, mental health, injuries, and topics related to body weight), health behavior (eating habits, oral health and physical activity), and risk behaviors (use of alcohol, tobacco and cannabis, sexual behavior, fighting and bullying). Family and peer support, migration, cyber-bullying and serious injuries are new topics of focus included in the report.

The report indicates that the protective role of a family actually disappears during this life stage, particularly for girls as perceived support from friends stays constant. In terms of interactions and communication related to technological advances, youth participating in everyday electronic media communication with peers proves to be an increasing trend; however, large variations exist between countries/regions, emphasizing possible cultural factors also playing a role. Data related to cyber-bullying revealed that this form of bullying remains less common than traditional bullying. There also appeared to be significant differences in youth's experiences at school, specifically concerning how much they like school and feel pressured by school work. This may be due to the different school systems in varying regions; however, younger boys and older girls are noted to be more likely to experience this type of stress.

Findings on girls also indicate a marked decline in subjective well-being during the years of adolescence. In addition to school stress being a possible factor in influencing lower levels of mental well-being, girls' body dissatisfaction was also found to increase significantly during this period. This trend was especially noted in Western and central European countries, even though actual weights remained stable. The study found that on average, one in five girls

reported fair or poor health by age 15 with half of them experiencing multiple health complaints more than once a week. Additionally, girls report the lowest levels of life satisfaction, daily breakfast consumption and physical activity. However, in terms of positive behaviors, girls are more likely to include fruit and vegetables in their diet and brush their teeth, while boys are more likely to be physically active. Other gendered findings include boys being more likely to experience injury, be involved in physical fights, drink alcohol and smoke tobacco more often. These results may seem discouraging; however, when compared to previous surveys, the findings indicate a significant overall decline in substance use, fighting, and bullying victimization among boys and girls in many countries and regions.

Findings related to family affluence show that youth from “low-affluence families tend to have poorer health, lower life satisfaction, higher levels of obesity and sedentary behaviors, poorer communication with their parents, less social interaction via social media and lower levels of support from friends and family.” (WHO, 2016, pg.233). Better outcomes were reported by youth from high-affluence families. The relationship between family affluence is not as strong for risk behaviors and school experience which may indicate that irrespective of family socioeconomic status, school environments can be of support to youth’s health and development. It is of importance to note that health related behaviors are also affected by structural determinants of health- the social and economic systems of each country as well as social and cultural norms.

Some of the policy recommendations include: the usage of new communication technologies for health related information dissemination; prevention programs early and with a “gendered lens” for gender identified issues; integrating oral health promotion with general health promotion; increasing access to sexual health services and contraceptives; using a Health in All Policies approach to address subjective mental health; interventions to prevent drug experimentation, adoption and access; systemic approach to address obesity through school food environment, provision of healthier foods, safe neighborhoods and opportunities for physical activity; injury prevention through use of legislation, product/environmental changes, promotion of safety devices, and education; support the establishment and maintenance of social relationships by increasing such opportunities i.e. for peer interaction in safe and structured settings; and lastly, more programs that promote positive parenting.

In the ever changing global context, identifying youth related changes, trends and patterns are essential to recognizing, assessing, and addressing their physical and mental health needs. Healthy development during this crucial life stage can prevent health problems and translate into lifelong positive health habits. By recognizing the intersections of age, gender, class, social context within the individual, familial, community, and societal levels, we can increase the understanding of, and opportunities for healthcare and social systems to shape health promotion, public policies, practice/service delivery, and enhance further research for, and within, this population. The WHO’s HBSC report is a crucial and necessary tool for such positive actions worldwide.

#### **Reference:**

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## INYI Publications and Events

International Workshop “Denaturalizing Climate Change:  
Perspectives for Critical Adaptation Research”  
September 28-30 2016, Oaxaca, Mexico

Luz Maria Vazquez  
York University

This workshop was organized by the Sustainability Research Center, University of Bremen, and the Mexican research center CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social). Participants from international non-governmental organizations and academic institutions with studies from around the globe (Brazil, Mexico, Bangladesh, Australia, Philippines, Argentina, Colombia, United States, Germany, Pacific Islands), presented empirical research findings on adaptation policies and projects on the ground. The aim of this event was to discuss and develop decolonizing and re-politicizing perspectives on climate change adaptation. It was based on critical approaches to climate change such as political ecology, environmental history, feminist approaches, knowledge politics, and postcolonial indigenous perspectives, among others. As the workshop organizers explained, development projects are often driven by ideas of vulnerability to hazards, ecological resilience, and social innovation, with the aim to operationalize concepts of adaptation to climate change (Klepp & Chavez, 2016). However, these concepts and approaches are also used and presented in such a way that depoliticize the wide array of complex processes of climate change adaptation on the ground. Some of these predominant approaches are regarded as insufficient and “inadequate for capturing peoples’ multifaceted, dynamic livelihoods” (Klepp & Chaves, 2016). I presented the paper titled “Climate Change Adaptation Initiatives in Fishing Communities in the Gulf of Mexico” which discusses some of the challenges Mexican government officials seeking to implement adaptation projects in fishing communities in that region may face, considering the existence of local contentious socioeconomic, political and environmental issues. In sum, discussions in this workshop challenged predominant climate change approaches, echoing criticisms about “the various equity and human rights implications of using global frameworks that are redefining problems and identities, and how in this process local inhabitants’ perspectives and voices are being misrepresented” (Vazquez, 2014).

### References:

- Klepp, S & Chavez, L. (2016). Call for Papers: Denaturalizing Climate Change: Perspectives for Critical Adaptation Research. Oaxaca, Mexico.
- Vázquez, LM. (2014). Adaptation narratives: Climate change and environmental politics in Mexican coastal communities. PhD diss., York University.

### Community Event: Health Promotion for Immigrant Mothers of Children with Developmental Disabilities: What is relevant?

On September 23, 2016, our Office organized the Community Event: Health Promotion for Immigrant Mothers of Children with Developmental Disabilities: What is relevant?, at Holland Bloorview Kids Rehabilitation Hospital in Toronto.

Our goal was to present and discuss with the community, research findings from our qualitative study that examined what is relevant health promotion for immigrant mothers of children with developmental disabilities (DDs). The project explored the particular health promotion needs of immigrant mothers raising children with DDs in the Greater Toronto Area. This research took place between April-December in 2015.

Semi-structured interviews were conducted with 28 immigrant mothers of children with DDs. Study findings show that overall, mothers have clear and concrete ideas about ways to promote their wellbeing; but have significant time limitations due to consistent parenting and primary caregiving roles, and lack of mother-centered, flexible health promotion services.

The community event was a successful forum through which study participants, service providers and other members of the community exchanged ideas about immigrant mothers’ health promotion strategies.

This project was funded by the \$15K Challenge Funding, Women’s College Hospital

You can learn more about the project through the following links:

- Project Video at <http://nkhanlou.info.yorku.ca/>
- Project Information Sheet#7 <http://nkhanlou.info.yorku.ca/files/2014/12/Info-Sheet-7-Health-Promotion.pdf>

### INYI PUBLICATIONS

Khanlou N, Haque N, Davidson D, & Dastjerdi M. (2016). Voices of immigrant mothers of children with disabilities: Availability and use of social support. Toronto: York University.

Khanlou N, Vazquez LM, Mustafa, N, Jones, G., & Yoshida, K. (2016). Health Promotion of Immigrant Mothers of Children with Developmental Disabilities. Information Sheet #7. Toronto: York University.  
<http://nkhanlou.info.yorku.ca/files/2014/12/Info-Sheet-7-Health-Promotion.pdf>

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# Guidelines for Manuscript Submissions

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## **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://nkhanlou.info.yorku.ca/international/in yi/>

## **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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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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