

Narratives of 1.5G Filipinx Youth Negotiating Ethnic Identity in Metro Vancouver

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Introduction:

The literature on 1.5G Filipinx youth indicated the importance of recognizing the impact of migration, transnational identity and the young immigrants' ability to navigate the school system and negotiate shifting ethnic identities because of language capacity learned in the Philippines.

Objective:

This research project aims to gain insights into the experiences of 1.5G Filipinx youth who reunited with their parents, how they adjust to their life in Metro Vancouver, and how they negotiate their ethnic identity in various interactions.

Methodology:

Narrative inquiry is a generative process that facilitates a respectful negotiation of entrance and exit from the midst of storied lives, co-construction and negotiation of ethnic identity layered by decolonizing concepts of *Sikolohiyang Pilipino*.

Narrative Threads across five Narrative Accounts:

- Disruption of attachment between mother and child (anger, abandonment)
- Tensions in the nuclear and extended families
- Lack of emotional and academic supports in school; hanging out with peers
- Gratitude, finding work to contribute to collective family income, exploring trades & post-secondary education

Implications of findings:

Research: Explore 12-15 months narrative study with 1.5G Filipinx youth ages 15 – 24

Practice: Use integrated assessment for newcomer youth at primary and high schools in Metro Vancouver

Policy: Integrate decolonizing concepts of *Sikolohiyang Pilipino* in acculturation process



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