



ANNUAL REPORT

Chair in Ethnic Relations

**Canada Research Chair in
Education and Ethnic Relations**

Université de Montréal



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June 1, 2010 – May 31, 2011

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1. PRESENTATION

The Chair in Ethnic Relations, created in June 1991, through a joint initiative of the *Faculté des arts et des sciences* (FAS) and the *Faculté des sciences de l'éducation* (FSE), has three mandates:

- To develop and strengthen research activities in the field of ethnic relations, particularly by exploring new research problems and approaches and defining programs with a comparative and international perspective;
- To contribute to the dissemination and exchange of knowledge in the field of ethnic relations, particularly by forging ties with other researchers and various players within the community;
- To play a role in establishing new faculty and inter-faculty teaching programs at the undergraduate and graduate levels.

In June 2003, the *Conseil d'orientation* appointed Professor Marie Mc Andrew in the *Département d'administration et fondements de l'éducation* (FSE), head of the Chair for a four-year mandate, which was renewed for an equivalent term in August 2007.



Marie Mc Andrew

From 2003 to 2005, the Chair's development plan was established and various initiatives were launched in order to develop a research program aligned with the new Chair holder's area of expertise, to define a strategy to increase the presence of the Chair within the community and to identify various avenues for obtaining the funding and infrastructure needed for its activities. These efforts resulted in the awarding by SSHRC of a Tier 1 Chair in June 2006 under the general theme of the role of formal education in the maintenance or transformation of ethnic relations (commonly referred to as the Canada Research Chair in Education and Ethnic Relations).

From a theoretical standpoint, this Chair pursues a better understanding of the impact of social determinants on educational interventions in multi-ethnic settings, as well as of the resistance it generates, seeking to better identify the potential contributions of education to producing or reducing inter-ethnic inequalities and identity boundaries. Four strategic objectives are pursued:

- To ensure better coordination of Canadian research on the role of education in ethnic relations through, among other things, the intensification of comparisons between provinces and between the two language groups, and the integration of various disciplinary and methodological perspectives;
- To support the emergence and sharing of synthesized, socially-relevant knowledge and its use by decision-makers, educational players and community organizations;
- To enhance the visibility of Canadian expertise at the international level and promote the development of partnerships with researchers and decision-makers in immigrant receiving countries or multicultural emerging countries;
- To promote training and intra-provincial and international exchanges for new and future researchers.

Since June 2006, a single annual report integrating all the activities led by the Chair holder has been produced, with the consent of the *Conseil d'orientation* (to reflect the integration, the expression “the Chair” is used in the report, instead of “the Chairs”).

This report covers the period between June 1, 2010 and May 31, 2011. It is divided into

three main sections. The first provides an overview of achievements in terms of research, national and international partnerships, teaching, presence within the community, and the development of our infrastructure. The second section presents some of the development prospects for the Chair in 2011-2012. The third section provides an exhaustive list of the publications and papers by the Chair holder as well as the researchers, post-doctoral fellows and graduate students affiliated with the Chair.

2. ACHIEVEMENTS 2010-2011

RESEARCH



Component 1 – Culture, Socialization, Curriculum

Activities carried out under this component are organized around three main themes:

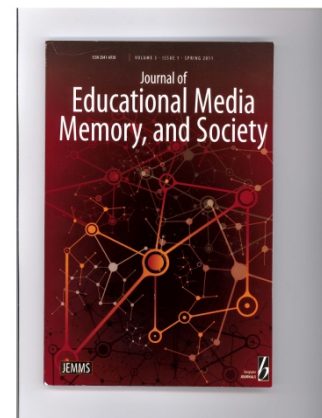
1) The Representation of Civilizations, Religions and Minorities in Teaching Materials

During the first three years of its existence (2006-2009), and in collaboration with Denise Helly (INRS-UCS) and Mehrunnisa Ali (Ryerson University), the Chair carried out the major project **Ethnic Relations and the Construction of the Curriculum: Treatment of the Muslim World in Quebec and Ontario Teaching Materials** (SSHRC 2005-2009). This project permitted to

track the evolution of the place and representations of this issue over ten years, to better understand the impact of various factors on the authors and publishers of textbooks (factors such as the initiatives of Muslim community lobby groups, perceptions of current world events, or the influence of other societies), and to identify the training needs of teachers from various disciplines (see Annual Report 2008-2009 for a synthesis of results).

In the wake of the dissemination activities carried out in 2008-2009 and in 2009-2010 (see Annual Reports for those years), this year we finalized the diffusion of this project's results by means of a special issue titled "Teaching about Islam and the Muslim World: Formal and Real Curriculum" in *Contexts: the Journal of Educational Media and Memory*. co-edited by the Chair, our 2007-2009 post-doctoral fellow Amina Triki-Yamani, and the former director of the Georg Eckert Institute for International Textbooks Research in Germany, Falk Pingel. This issue presents three articles deriving directly from the project, these being "Islam and Muslim Culture in Quebec French Language Textbooks over Three Periods: 1980s, 1990s, and Present" (B. Oueslati, M. Mc Andrew, and D. Helly), "The Reduction of Islam and Muslims in Ontario's Social Studies Textbooks" (M. Ali, N. Salem, B. Oueslati, and

M. Mc Andrew), and "*Perceptions du traitement de l'islam et du monde musulman dans les manuels d'histoire par des enseignants du secondaire au Québec* (High School Teachers' Perceptions of the Treatment of Islam and of the Muslim World in History Textbooks in Quebec) (A. Triki-Yamani, M. Mc Andrew and S. El Shourbagi). It also includes French (M. Estivalèzes), Catalan (L. Samper Rasero and J. Garreta Bochaca), and German (G. Jonker) analyses of the treatment of Islam in textbooks in these respective societies.



Nevertheless, as announced in the Annual Report for 2009-2010, the bulk of efforts in this research theme was dedicated to analysis of the **curricular treatment of Judaism, and of Quebec and Canadian Jewish communities** within the framework of a broader project funded by the SSHRC (2010-2013) on the role of education in the relationship between the Jewish community and Quebecers of other origins (see pages 8 and 9 with regards to ethno-specific schools and pages 19 and 20 with regards to the educational impact of activities initiated by the community).

Led by Marie McAndrew and Mireille Estivalèzes (Université de Montréal), this component aims to analyze in light of knowledge and debates from multiple disciplines, the treatment of various issues relating to Judaism and to Jewish communities in Quebec and in Canada in Quebec programs, and French and English language teaching materials at the secondary level in subjects such as history and citizenship education, as well as religious culture and ethics. An advisory committee of the Quebec Jewish Congress, involving both university and school representatives, reacts to our work. An analysis of training needs for teachers in various milieus and disciplines is also anticipated in 2011-2012.



Mireille Estivalèzes

The project involves an important comparative dimension, both with analyses made on Islam and the Muslim world in the framework of the first project, and with other studies carried out in France on the curricular representation of Judaism and the Jewish community by Mireille Estivalèzes and Joëlle Allouche-Benayoun, a researcher from the *Institut universitaire d'études juives Elie*

Wiesel de Paris (Elie Wiesel University Institute for Jewish Studies, in Paris), who is affiliated with the project.



Sivane Hirsch

For the duration of the project, we can count on the presence of Sivane Hirsch as post-doctoral fellow, whose doctorate was jointly earned through the Université Laval and the Université Paris-Descartes, and whose thesis treated conceptions of spirituality among Quebec, French, and Israeli university students. Last year, financed by the Jewish Community Foundation and the Combined Jewish Appeal, Sivane Hirsch realized a preliminary analysis of specific sub-teams, namely, **the treatment of the Holocaust and of the history of Jewish communities in Quebec textbooks, within a more limited range of material (essentially French language high school textbooks for history and citizenship education)**. These analyses, whose preliminary results were described in the 2009-2010 Annual Report, gave rise this year to two publications by the Chair titled: *“Le traitement de l’Holocauste dans les manuels scolaires de langue française d’histoire et d’éducation à la citoyenneté au Québec”* (The Treatment of the Holocaust in

French-Language Textbooks in History and Citizenship Education in Quebec:) and “*La représentation de la communauté juive dans manuels scolaires québécois*” (The Treatment of the Jewish Community in Quebec’s Textbooks). They also gave rise to four presentations, among others, “Teaching the Holocaust in Quebec: A Study of the Formal Curriculum” to the National Task Force on Holocaust Education, Remembrance and Research in Toronto on May 16, 2011. Two articles are currently in preparation. We anticipate to submit the first, in French, to the *Revue des sciences de l’éducation* at McGill. It will address the treatment of the Jewish community. Meanwhile, the second, in English, will be submitted to *Contexts: the Journal of Educational Media and Memory*. It addresses teaching of the Holocaust. We have also shared our conclusions and exchanged ideas on upcoming phases of the project during an information seminar specifically directed to our partners in the Jewish community, as well as to key people in the Ministry of Education, Leisure and Sports (MELS), which was held on February 9, 2011.



This year, our researchers began analysis of the third theme, that of Judaism, mainly found in textbooks for ethics and religious culture, although not exclusively here. Given that this course is offered in all primary and secondary grades, and that the study of various religions is at the heart of the program’s educational aims, the material for analysis is much broader and less confined than in the case of the other two themes. For this reason, the researchers will proceed using a methodology that is somehow

different than that used in the previous studies. Given that the manuals may address Judaism in different contexts, an initial quantitative assessment will determine the terms and the themes that are most often used to refer to the study of this religion. Then an analysis of more specific content of different sequences will permit to better understand the image established by this presentation of Judaism in general and of its reality in Quebec in particular.

The preliminary results of these analyses will be presented during a session in the XIIIth Conference of the Association for Intercultural Research (ARIC), organized by the Chair, which will take place in Sherbrooke between June 19 and 23.

2) The Taking into Account of Cultural and Religious Pluralism

The core of the Chair's activities under this second theme focused on the issue of ethno-specific schools, notably Jewish ones, and the debates that they stir, such as those concerning their impact on educational and social integration, within the framework of the larger SSHRC project mentioned above.



Micheline Milot



Valérie Amiraux

Under the supervision of Micheline Milot and Valérie Amiraux, Canada Research Chair in the study Religious of Pluralism and Ethnical (Université de Montréal), this project seeks to clarify, through the empirical study of prevailing educational practices in such settings, the often normative debate that opposes 1) partisans of ethno-specific schools who consider these to be conciliatory channels between citizenship requirements and the development of minority cultures, and 2) opponents, who denounce such schools as obstacles to the future integration of students who attend them. In 2010-2011, in addition to the two researchers in charge, the team included the Chair holder, as well as doctoral student Stéphanie Tremblay. During this period, the team realized a **comparative analysis of the legal, curricular, and financial frameworks of ethno-specific schools in Quebec, Canada and France**, as well as an **assessment of empirical research that has been carried out on such institutions in different parts of the world** (this sub-project received specific funding from the MELS). This first study, for which a preliminary report was submitted last April, allows us to make the following observations.

First of all, the comparative examination of legal frameworks highlights a very large spectrum of normative dispositions regarding private schools. Meanwhile, the analysis permits to locate within schooling arrangements, a type of “asymmetry” between the legal recognition of Christian

schools (Catholic and Protestant), and the status of those from other religious traditions. This was as much the case in Canada as in France. As for the review of the international literature on empirical and evaluative studies in ethno-specific schools, it permitted to nuance, in several aspects, the often superficial debates on the matter. Several studies showed that such schools deploy various strategies that allow the integration of scientific theories from the mainstream curriculum into their religious reading of reality, encourage an amount of reflexivity among students in their application of religious norms and foster a certain openness to cultural pluralism in a global society.



Stéphanie Tremblay

We also started to organize the empirical research that we aim to carry next year in four Jewish secondary schools of different linguistic and religious backgrounds with interviews with representatives of the community (such as with the Association of Jewish Schools), as well as with heads of some Jewish schools recognized by the MELS. These last interviews (total anticipated: 8) should be finalized by the end of August,

permitting to target with greater rigour the four schools expected to be the object of a more in-depth study. As part of this second phase, we are particularly interested in avenues for conciliation between the common mandatory curriculum, and the religious curriculum at the heart of these institutions, as well as in the long-term impact that these can have in the development of social identities and networks among the youth that attend them. Interviews with teachers in the two co-existing programs (regular and religious) are planned, as well as with parents and former students. Additionally, we aim to observe in-class teaching practices and the norms that prevail throughout given schools.

Furthermore, the Chair has sustained **its ties with diverse French partners, among these at the Université Lumière-Lyon 2 and the Institut National de la Recherche Pédagogique (INRP – National Institute of Pedagogical Research)**. More specifically, this year the Chair holder participated in a colloquium organized by the INRP titled ***La diversité, la pluralité identitaire et l'école*** (Diversity, Plural Identities and the School), in which she presented a paper on the challenges in reconciling historical memories with disciplinary demands in the teaching of history within divided societies, based on *“Les majorités fragiles et l'éducation : Belgique, Catalogne, Irlande du Nord, Québec* (“Fragile Majorities and Education: Belgium, Catalonia, Northern Ireland, Quebec”) published last year by the PUM. That

paper, *“Majorités fragiles, pluralisme et éducation : les leçons de l’enseignement de l’histoire au Québec”* (“Fragile Majorities, Pluralism and Education: Lessons from History Teaching in Quebec”), will be published shortly in *“École et Nation”* (INRP, co-edited by B. Falaize, Ch. Heimberg, and O. Loubes). Nevertheless, we are still awaiting the publication of *“Le particulier, le commun, l’universel : la diversité culturelle à l’école”* (“The Particular, the Common, the Universal: Cultural Diversity at School”) at the University of Rennes Press, co-edited by J.M. De Queiroz, F. Lantheaume, F. Gautherin, and M. Mc Andrew. The book arises from our past collaborations with the Joint Research Unit on Education Research and Policy within this same institute. The publication addresses themes such as ethnic categorization, accommodations and the forms of resistance that these stir, as well as controversies surrounding the teaching of specific disciplines. The delay in this respect has to do, in part, to the unavailability of one of our French partners, and in other part to administrative and structural problems that have recently affected the INRP. If these delays persist, the Chair plans to take the lead by realizing a publication on this side of the Atlantic, either focusing only on texts treating Quebec or on the full collection of articles which are finalized for the most of them.

3) Intercultural Training of School Personnel and their Attitudes towards Diversity



Geneviève Audet

Between April 2009 and March 2011, the Chair welcomed FQRSC post-doctoral fellow Geneviève Audet, who explored the **use of the case studies method in the intercultural training of future teachers**. This project involved working with future teachers as they analyze, in groups, narratives about intercultural education practices collected among exercising teachers (this dimension formed part of her doctoral study). The goal of these analyses was to generate discussion, even debate, on the topic at hand, as a means of getting students to take a stand on a given problem and to evaluate the relevance of the response by the teacher, as well as to construct a representation of the challenges to quality educational interventions in pluri-ethnic settings. The preliminary results of that project, for which the report will be submitted in August 2011 and which will be the subject of a presentation at the XIII Colloquium of the ARIC on June 20 in Sherbrooke, can be summarized as follows:

Analysis of the student deliberations first shows that, while many forwarded a line of argumentation around cultural diversity in their debates, they also approached the problem from other angles. In fact, for these students, the practical problem is not reducible to one single intercultural dimension, even when the case concerns a child “from another culture”. It was argued that the case could relate to problems of class control, professional insertion, or also relationships with families. Nevertheless, when students used intercultural arguments when positioning themselves in term of the intervention, they generally situated themselves on levels quite advanced in the typology previously developed (Audet, 2006), which is based on six necessary factors in sustaining an authentic relationship to a child “from another culture”. By drawing on these factors, the students generate a negotiated representation of the relationship to the Other that is anchored in practice, a representation that they will be able to apply in their future work. More hands-on analyses will permit to specifically document the way in which the students mobilize these factors, therefore allowing them to clarify for themselves issues in this early, practice-anchored training.

Geneviève Audet was also responsible for developing a network that brings together

researchers from CEETUM and other universities, as well as partners, all interested to maximize the use of research results in the training of school personnel, and to support the active appropriation of these contents, as well as their translation into professional skills. In this respect, she took responsibility for the organization of the Study days on Inclusive Education described on pages 20 and 21, that were held in April 2011. She will also ensure the follow-up of this event, both with regards to various publications that will come out of it (a more operational synthesis, as well as the Proceedings) and the specific actions to be carried out among partners in order to support the network created on this occasion.

Component 2 – Equal Opportunities and Equity



This component includes three main themes:

1) The Academic Performance and Educational Pathways of Quebec Youth of Immigrant Origin

In order to highlight the Chair’s national and international leadership on this topic of great strategic importance, the Chair took the initiative to bring together the researchers at CEETUM, as well as key partners working on issues related to school success, within the framework of an

FQRSC team in partnership with the Services to Cultural Community Unit (in French, DSCC) and the Research, Statistics, and Information Unit (in French, DRSI) of the MELS.

In addition to the Chair holder, the **Research Group on Immigration, Equity and Schooling (GRIES)** brings together seven university researchers (these being: from the Université de Montréal, Françoise Armand, Fasal Kanouté, Jake Murdoch and Jène Rahm; from the INRS-Culture, Urbanisation et Société, Jacques Ledent; from UQAM, Maryse Potvin, and from the Université de Sherbrooke, Michèle Vatz-Laaroussi), one government researcher (Alain Carpentier, DRSI, MELS), as well as one college researcher (Sylvie Loslier, Cégep Édouard-Montpetit). The team also includes as active members Claire Chamberland, head of the DSCC until last May, Georges Lemieux, from the same office, and Elismara Santana, from the DRSI. Together, these people are currently engaged either in quantitative studies of educational pathways and performance among youth of immigrant origin, or in various studies of mainly qualitative nature, exploring the role of personal, family, and community factors, as well as of policies, practices and institutional dynamics in this phenomenon. Support obtained from the FQRSC (2010-2014) focuses on three objectives: **a meta-analysis**

of results and a modeling of factors identified in projects focusing on mandatory schooling and adult education; the development of comparative analyses at the regional, national, and international levels, and finally, the extension of such studies to post-secondary education and to transitions towards the job market.



Standing from left to right: Christine Paré, Françoise Armand, Sylvie Loslier, Maryse Potvin, Rachid Ait-Said, Valérie Sayset, Georges Lemieux, Alhassane Balde and Elismara Santana
Sitting from left to right: Jacques Ledent, Marie Mc Andrew, Claire Chamberland and Fasal Kanouté

In the pursuit of its goals, the Chair can count on the contributions of post-doctoral fellow Alhassane Balde, who holds a doctorate in demography from the Université Paris-Descartes. The multidisciplinary skills acquired during his graduate studies, such as his experience of participating to large teams and carrying out projects that associated quantitative and qualitative methodologies, constitute an important asset for realizing the mandate that he has been given. On the one hand, this is to support the Chair holder in coordinating the team and linking with partners, and on the other hand

to collaborate with the synthesis and transfer of results by the team.



Alhassane Balde

In 2010-2011, the team dedicated the core of its activities to carrying out the two first objectives, in order to pave the way for **the publication of a scientific paper and a dissemination document that was postponed to Year 3 of the project** (see point 2 for national and international comparative analyses). This intense sharing and critical examination of our respective data was carried out together with our principal partners from the MELS, as well as with various partners from education and community milieus. Graduate students who are under the supervision of team members and working on these issues, were also associated with the process. As we can see under point 4, this work is carried through our traditional *Practitioner-Researcher Seminars* that this year became the *GRIES Seminars*. These are now more targeted, both in terms of the topics debated and the participating public, but they are also more demanding with respect to the preparation and the requested reading. This year,

emphasis was put on **the projects already completed by team members and partners**, while next year we anticipate focusing on work in progress, as well as on the theses and dissertations of our graduate students. The seminars have also permitted us **to compare our results with those in research groups of a more general nature**, who do not orient their interests around the question of immigration, but who still address it indirectly. Notably, this was the case with Michel Janosz' team, the Research Group on Social Environments (FQRSC 2010-2014), where a targeted collaboration is in development.

Beyond this long-term endeavour, growing collaborations between researchers on the one hand, and between researchers and our partners on the other, have already given rise to several offshoots, both with regard to the extension of existing research or the realization of new studies and with dissemination and transfer of research results.

Thus, several spin-offs (supported by the MELS) of the major research carried out by Marie Mc Andrew, Jacques Ledent and Jake Murdoch in 2009-2010 on **The Academic Success of Young Quebecers of Immigrant Origin in High School**, got under way and will be pursued next year.

First of all, **the results of this study** (see the 2009-2010 Annual Report for a detailed description and main conclusions) will be analyzed further from four angles. First, more

precise comparative analyses of regional (Montréal, suburbs, medium-sized cities, outlying areas) and generational (first versus second) differences will be carried out. Second, some topics such as the particular trajectories of students still enrolled in adult education nine years after their entrance into secondary school, or methodological questions such as the specific impacts of different types of factors, will be further explored.



Jacques Ledent



Jake Murdoch

Another initiative follows data emerging from **ten portraits focusing on each of the regions of origin studied** (seven in the French sector, three in the English). This year, it gave rise to ten reports prepared by master and doctoral students. These were aimed at better grasping differences between countries of origin and languages lumped together under meta-categories such as regions of origin, as a means of better directing ministerial actions, among other things towards communities for which the general analysis indicated a negative profile for educational success (there is still an

embargo on the public dissemination of these results until targeted efforts for transferring them to community organizations and school personnel that work with specific groups have been realized). Nevertheless, considering that **the difficult situation experienced in school by many students of South Asian origin**, and more specifically those originating from Pakistan and Bangladesh, has been well-documented, one qualitative study **aims to grasp the factors at the heart of this situation, as well as the best possible interventions for responding to them.** This will begin in the month of August, in two schools with a high proportion of this student population. The study will involve two graduate students (Masha Makshei, Université de Montréal, and Theophano Georgiou, McGill University), who have respectively carried out the statistical portrait of South Asian students in the French and English sectors.



Masha Bakhshaei and Theophano Georgiou

Keeping on the topic of research, an application will also be submitted shortly to Quebec's Access to Information Commission, in order to **merge the databases used in the project *La réussite scolaire des jeunes Québécois issus de l'immigration au secondaire*** (The Academic

Success of Young Quebecers of Immigrant Origin in High School) and ***Aller plus loin, ensemble: Évaluation de la stratégie d'intervention Agir autrement*** (Go Further, Together: Evaluation of the Intervention Strategy of 'Behaving Differently'). On the one hand, this initiative will permit to strengthen weaknesses in the ethnic indicator and the indicator for subsequent diploma accreditation in the major study carried about by Janosz' team on academic involvement in schools located in disadvantaged areas. On the other hand, it will allow to fill in important gaps revealed by the GRIES team's meta-analysis in terms of knowledge about the impact of personal and family factors as well as of specific practices carried in educational institutions on the academic success of immigrant origin students.

Regarding dissemination of results, in addition to a special issue of the *Canadian Issues* Journal on the academic achievement of immigrant origin students, described in point 2, it is important to highlight the **creation of a knowledge transfer committee**, composed of representatives of the MELS and the GRIES, which has permitted, among other things, to ensure that our work will benefit from the support of the Research and Evaluation Service (SRE) responsible with the dissemination of various

results from the FQRSC-MELS joint initiative on academic perseverance (20-pages and three pages synthesis of two reports are currently in preparation by the staff of this unit). The team also organized a symposium on educational integration outside of large centres, in which most of our researchers and partners, as well as various experts on this subject from Quebec and internationally will participate, as part of the XIII Colloquium of the ARIC in Sherbrooke on June 22.

Moreover, even though **the extension of studies to post-secondary education and to transitions to the job market** did not constitute a priority during Year 1 of the team, developments in this respect advanced more rapidly than expected. For one, the project prepared by Fasal Kanouté, in response to the new call issued by the FQRSC and the MELS within their joint initiative on academic perseverance, addressing **adaptation of universities to their pluri-ethnic clientele**, particularly to recent immigrants, was accepted last April. Also, our college-level researcher, Sylvie Loslier, compiled a literature review on **the state of research relating to the school success of students of immigrant origin in colleges**. Her work revealed a major observation: there is nearly a total absence of general statistical data and of studies that go beyond one or two institutions. In the wake of this conclusion, a first statistical portrait of the characteristics of this college-level clientele, as well as its various pathways is in preparation at the DRSI, in

collaboration with the data committee of the GRIES and with representatives of the DSCC and the College and University Unit of MELS. As with the high school case, the data will differentiate between students of first and second generations but to reflect the specificity of the college sector, the categories of permanent residents and of foreign students who integrate directly at the college level will be added.

Beyond this team work, we must also underscore a project financed by the MELS on **the factors influencing the choice of language of instruction at the college level among young Allophone or immigrant origin Quebecers** who were required to comply with Law 101 during primary and secondary schooling. Marie Mc Andrew, Jacques Ledent, and Gérard Pinsonneault – a researcher associated with the Chair, who has carried out a long career in the research unit of the Ministry of Immigration and Cultural Communities (MICC) – are responsible for that project. It focuses on the impact of the more or less favourable characteristics of migratory flows towards French, and on the variable rates of secondary graduation and access to college among various communities, on the long-term evolution of the phenomenon. The pathways at the university level of more recent cohorts, for which data is available,

will also be explored, in order to determine if decisions taken during college reveal subsequent linguistic choices or reflect instead a strategy of maximizing their linguistic abilities. Finally, a comparative examination will be made to determine to what extent the behaviour of students of immigrant origin differs from that of other students in Quebec in this respect.



Gérard Pinsonneault

This project, funded in 2009-2010, was announced in last year's Annual Report, but problems relating to accessing the database due to a restructuring of the IT system at the MELS, and to a work overload at the DRSI, forced us to delay the deadline. The database was finally acquired last April and the first descriptive tables will be available for examination by mid-June.

2) Influencing Factors and Favourable Conditions to Educational Success among Minorities: National and International Comparisons

Considering the diffusion of a major project last year," *La performance et le cheminement scolaires des jeunes issus de l'immigration à Montréal, Toronto et Vancouver*" ("Academic Performance and Educational Pathways of Youth

of Immigrant Origin in Montreal, Toronto and Vancouver”), work carried out under this theme has been more limited. It has consisted of, in the first place, the **publication of the special issue of the *Canadian Issues Journal* on the academic achievement of immigrant origin students**, based on the international colloquium on this theme hosted by the Chair in November 2009. This piece brought together fourteen articles coming from various societies. Five were from Quebec, clearly reflecting the work of the GRIES, four from the rest of Canada, presented by our partners in the above-mentioned project, and by our 2008-2009 post-doctoral fellow, Henda Ben Salah (see the 2009-2010 Annual Report), and five from the United States (2), Flanders, Catalonia, and Israel. The Issue also constitutes an excellent window on recent works by the Chair in this domain for an international audience (whether written in French or in English, all the articles are accompanied by a 1,000 word summary in the other language), as well as for a broad local audience (all the while respecting academic rigour, it involves short articles of 2,500 words, making the presentation more appealing). Furthermore, while the majority of the studies are of a quantitative nature, several also comprise a qualitative dimension. As seen above, this feature

constitutes one of the major objectives of our team.



To avoid becoming dispersed, this year we have decided to strengthen the **collaboration on this issue with three partners**. In the first place, this involves **Carola Suarez-Orozco, who has supervised at the University of New York, a five-year longitudinal study of students of immigrant origin in three US States**. Among other things, this study is characterized by an innovative association between quantitative and qualitative data (such as relating community strategies to systemic factors) in the study of the phenomenon.



Carola Suarez-Orozco

Carola Suarez-Orozco has thus been invited to give a one-day seminar to the team of researchers, partners, and students of the GRIES

in order to help us better grasp the theoretical framework of our meta-analysis and to identify various gaps in current work on Quebec. We anticipate that such gaps may be remedied through new studies or by the critical and contextualized taking into account of various US results on these questions. She also presented, on December 9th, a conference titled “Understanding Variations on the Academic Achievement of Immigrant Origin Students”, to a broad audience that coincided with the launch of the above-mentioned work on the academic achievement.

The **collaboration with Flanders** (see the 2009-2010 Annual Report) was greatly intensified this year. Among other things, we invited Professors Philip Hermanns, Johan Leman and Christine Timmerman to lead a one-day seminar with researchers, partners and graduate students of the GRIES, in which they presented the theoretical framework, the methodology, and the results of a large project that they are currently carrying out on educational success among students of immigrant origin in Flanders. That multi-dimensional project, that combines quantitative and qualitative approaches, touches on the personal experience and academic involvement of students, as well as on systemic practices and logics that prevail within educational institutions. It also looks

at family and community strategies that support or inhibit the progression of students through their studies. Johan Leman and Philip Hermanns also presented a conference at the Université de Sherbrooke titled “*La scolarisation des enfants de migrants dans le contexte complexe de la Flandre et de la Wallonie*” (“The Schooling of Children of Migrants in the Complex Context of Flanders and Wallonia”). Once again, this allows us to highlight the inter-institutional character of the GRIES, as well as the influence of the Chair outside of Montreal.



Philip Hermanns



Johan Leman

Following this intensive seminar, we submitted an application to the **Commission mixte de Coopération Québec-Flandre** (The Quebec-Flanders Joint Cooperation Commission) in order to further structure our exchanges and to render the comparison of our 2010-2014 research results more systematic.

Three Quebec trips and five Flemish trips were granted, allowing us to invite a portion of the Flemish team to return next year. This will occur within the framework of a seminar in which we will bring together researchers from our teams

who are working on common issues or using similar methodologies. We are also envisioning hosting a joint public event of larger reach that will take place in Brussels in January 2013.

On another note, the visit by **Jean-Paul Payet, who directs a multi-disciplinary team associating quantitative and qualitative researchers at the Université de Genève who address questions of discrimination and equality in education among immigrant populations**, was the opportunity to begin exchanging on prospective collaborations. This visit, that gave rise to meetings between a number of researchers and the participation in a GRIES seminar, will be extended by a corresponding visit by the Chair with researchers of the team on the sociology of education, planned for next September.

3) Antiracist Education and Intervention

The Chair did not carry out specific research on this question this year, given that a large part of our work on educational pathways of students of immigrant origin touches upon this directly or indirectly. Notably, this is the case with particularly innovative work carried out on adult education by Maryse Potvin (UQAM), in which systemic dynamics and evaluation and steaming practices that

produce exclusion and discrimination are specifically explored.



Maryse Potvin



Benoît Côté

The program on the role of education in the relationship between the Jewish community and other Quebecers, mentioned above, also includes a third component focusing on the **educational impact of sites of memory and community initiatives on the intercultural and antiracist education of Quebec students**, under the supervision of Maryse Potvin, who is associated with Benoit Côté (Université de Sherbrooke) and the Chair. This year, the core of activities focused on mapping the activities carried out by the Jewish community in the school context, in light of the literature on the necessary conditions for the development of intercultural and antiracist attitudes and abilities among students. A thematic analysis of teaching material produced by six organizations, complemented by interviews with individuals in charge, was carried out and will be the focus of an article submitted to a peer-reviewed journal within the year.

The team also began organizing the empirical research to be carried as of September 2011, in

four secondary schools. It aims to evaluate the impact of one of these initiatives, the visit of the Montreal Holocaust Memorial Centre and the follow-up teaching activities on the student's knowledge and attitude about the Jewish community, as well as on their abilities to generalize lessons drawn from an example of extreme genocide that occurred "far-away and long-ago" to less glaring situations of human rights abuses "here and now". Two post-doctoral fellows, Paul Zanazanian and Geneviève Audet, worked successively on this project that will, upon carrying out fieldwork, involve undergraduate (performing and processing of quantitative questionnaires) and doctoral students (carrying out interviews and observations). We also benefit from a partnership with the Montreal Holocaust Memorial Centre in terms of access to the research field and in the definition of the project, that among other things is facilitated by the integration to the team of the person responsible for teaching activities at the Centre, Sabrina Moisan, who obtained her doctorate in History Curriculum at the Université de Montréal.

With regards to the dissemination of research results and the mobilization of actors, the theme of antiracist education and intervention constitutes one of the domains in which the Chair has most invested this

year. Indeed, we hosted our **major annual event** this year around this question, by means of study days held on April 27 and 28 in collaboration with CEETUM, the MELS, and the Tolerance Foundation, titled ***Pour une éducation inclusive au Québec : pratiques, recherche et formation*** (Towards an Inclusive Education in Quebec: Practices, Research and Training). This event, under the responsibility of our post-doctoral fellow Geneviève Audet, brought together a broad public, more than a hundred people, not only researchers and graduate students, but above all practitioners in community and school milieus. The study days focused on three objectives: to develop a common understanding of the concepts and debates associated with inclusive education (a term under which multiple currents are gathered and that aims to develop skills among all students to live in an egalitarian and pluralist society); to permit the sharing of various initiatives carried in school and community milieus on this subject; and finally to favour the appropriation of results of various studies by practitioners. The study days therefore adopted an unconventional format alternating between formal plenary presentations and a number of workshops in which exchange and the co-construction of knowledge and perspectives was favoured.



Gaétan Cousineau

One of the most appreciated presentations was made at the closing of the conference, in which Gaétan Cousineau, the President of the *Commission des droits de la personne et de la jeunesse* (Commission of Human Rights and Youth Rights) gave an overview of the conclusions and recommendations on the Report on Racial Profiling and Systemic Discrimination of racialized youth that was scheduled to be made public only a few days later. In the long-term, one of the objectives of this initiative is to establish a network for reflecting on and intervening in the name of inclusive education in Quebec. Several avenues were advanced upon in this respect during these two days, whose relevance will be examined during a meeting of various partners to be held in August.

Component 3 – Policies and Practices from a Comparative Perspective



Under this component, based mainly on secondary data, the Chair seeks to establish and develop comparative, synthesized and relevant knowledge on the policies and practices related to ethnic relations in schools, and to the schooling of national minorities or immigrant groups. Activities are centered on three fields of study.

1) The Education of Immigrants in Other Canadian Provinces and Immigrant-Receiving Countries

Work carried out specifically in this area has been limited this year. Nonetheless, we consider that almost all our work, such as on **the educational pathways and performance of students of immigrant origin and on the schooling of religious minorities** that includes an important comparative dimension, contributes to this component. Furthermore, this dimension will be particularly prominent in the literature review and the meta-analysis that the Chair and the GRIES' post-doctoral fellow are currently preparing on factors that influence educational success in migration countries.

2) Schooling of Host Communities and of Newcomers in Double Majority Societies

Following last year's publication of a major book on this issue, *"Les majorités fragiles et l'éducation : Belgique, Catalogne, Irlande du Nord, Québec"* ("Fragile Majorities and Education: Belgium, Catalonia, Northern Ireland, Quebec") (PUM), that gave rise to launches in both North America and Europe (see 2009-2010 Annual Report for a description of the work and these events), the activities of the Chair under this theme have been less intensive this year. Nevertheless, we continued to disseminate the results of that long-term work in various fora. First of all, as mentioned above, conclusions addressing the teaching of history in contexts of contested memories were presented last October in the Colloquium *"La diversité, la pluralité identitaire et l'école"* ("Diversity, Plural Identities and the School") hosted by the INRP. The Chair was also associated with Quebec's office in Barcelona and the Universidad de Barcelona's Centre for Research on Socio-linguistics and Communication (*Recerca en Sociolinguística i Comunicació*) in organizing a **public panel on October 21, 2010 in Barcelona, on the relevance of Quebec-Catalonia comparisons in the study of relationships between pluralism and education**. That panel, in

which the Chair presented in Spanish the main conclusions of her book, brought together more than fifty researchers and participants from government and community groups. Finally, some results of the book, on the **role and the limits of the use of education to transform relationships between majority and minorities**, were presented to a wider American and English-Canadian audience during the **50th Annual Conference of the Comparative and International Education Society, to which the Chair was invited to give the prestigious George F. Kneller Lecture in a plenary session**. We would also highlight that the book was a **finalist in the non-fiction category for the Governor General's Awards for 2010**, and that a contract was recently signed between the McGill Queen's publishing house and the Université de Montréal Press in order to pave the way for an English version that will ensure larger international diffusion. The translation just recently began and, with a degree of optimism, we may expect a publication for the beginning of Winter 2012.

Furthermore, as mentioned above, the collaborations with Flanders and particularly with the Interculturalism, Migration and Minority Research Center, moved forward significantly on questions of academic success and educational pathways (see pages 18 and 19). Nevertheless, we had to postpone the development of a proposal on the second theme, around which contacts and relationships have been developed

for several years, on the role of education in the relationship between the two linguistic communities. This interest group brings together Rudi Jansens (*Vrije Universiteit Brussel*), Laurence Mettewie (Université de Namur), Patricia Lamarre (Université de Montréal) and Benoît Côté (Université de Sherbrooke), but has been delayed due to the heavy workload of two of the Quebec researchers. Nevertheless, Rudi Jansens recently received funding from his university permitting him to develop a **network on multilingualism and divided cities**, bringing together researchers from Quebec, Flanders, Catalonia, Ireland, and the Netherlands, in which the **role of education systems** constitutes a main theme. It is anticipated that Patricia Lamarre will participate in the first meeting of this network next September, which should enable the re-launching of comparative works on linguistic uses, identities, and ideologies in such contexts, under the aegis of the CEETUM's new component *Langues, identités, relations intergroupes* (Languages, Identities, Inter-Group Relations).

As a means of developing and restarting the area, not only from a comparative perspective but first and foremost in the Quebec and Canadian context, the Chair can also rely on a new association with Marie-Odile Magnan, who we welcomed as a post-

doctoral fellow in March 2011 (FQRSC 2011-2013), but who recently landed the position of adjunct professor in the *Département d'administration et fondements de l'éducation* at the Université de Montréal. From work that she carried out during her doctoral studies and during her short period as a post-doctoral fellow, respectively on the identity trajectories of English-language university students and on the identity and aspirations of young South Asian immigrants largely living in an Anglophone sphere, Marie-Odile Magnan intends to study various issues related to **education and linguistic boundaries in Quebec, such as the impact of socialization in one or the other linguistic networks on the identity construction of youth.**



Marie-Odile Magnan

3) Pluralism and Education in Multicultural Emerging Countries

As in previous years, the Chair's activities under this theme principally focused on India and on key partners: the Jawaharlal Nehru University (JNU), the National University for Educational Planning and Administration (NUEPA), and the University of Assam at Silchar. Collaborations focused on participation in mutual events and the exchange of perspectives intended to lead to

more concrete activities, such as the pursuit of common research. However, this turned out to be more complex than planned. Among other things, this was due to the lack of logistical support within the Indian universities in general, and more specifically to the lack of availability on the part of our partners. With the JNU and specifically the Center for Canadian, US and Latin American Studies (CCUSLAS), with whom the CEETUM signed a formal partnership agreement, we have had to postpone a seminar aiming at broadening the number of Indian, Quebec, and Canadian researchers interested in developing collaborations in the field of multiculturalism, equity and diversity.

This seminar's proposal, titled **"Rethinking Equity in India and Quebec: Towards Inclusive Societies"** (see the 2009-2010 Annual Report for an exhaustive description of objectives, format and participants) was submitted this past Fall to the Shastri Indo-Canadian Institute and the SSHRC that, unfortunately, could not follow up on our application. After several consultations, we have somewhat redefined the project by insisting more on interculturalism and federalism, as a means that it may fit the goals of the **research funding program in matters of inter-governmental affairs and Quebec identity of the Secretary for Canadian Inter-Governmental Affairs at the**

Government of Quebec. Reworked, it was submitted at the start of April 2011 and, in the case of a positive response, we hope to be in a position to host the event at the end of September.

The contacts with India have also been strengthened by a **visit by the Chair to our three partner institutions last December.** In addition to presenting the results of the Chair's various projects, this trip permitted clarification on the nature of the collaboration with the University of Assam at Silchar, a more recent contact, and to generate interest among colleagues from other Indian universities in the project on the role of Muslim schools in India. This has been discussed for several years with Najma Akhtar, Director of the Department of Educational Administration at the NUEPA (see the 2009-2010 Annual Report for a description of the objectives of the project).

With the University of Assam, we have agreed to organize a **seminar**, to be held probably next December in Silchar, on the **relationships between biological and cultural diversity**, under the aegis of the Department of Life Sciences at that institution. Between four and five researchers from the Université de Montréal should participate in this, particularly from the new Centre for Biodiversity, as well as a researcher from Education or Social Sciences interested in issues of education connected to this theme.

We have also established ties with Farida Khan and Alam Arshad of the *Jamia Millia Islamia* in Delhi, one of the main Muslim universities in India. They are interested in becoming involved in the project on the role of Muslim schools in access to education among girls, to be carried out in collaboration with the NUEPA. We anticipate submitting a proposal to the Shastri Indo-Canadian Institute in August. This new deadline seems more realistic, given that the Chair is expected to benefit from a sabbatical year between June 2012 and June 2013, in which she may dedicate several months to this project, directly in the field.

With regards to the **mobility of graduate students**, on both sides, more substantial developments are to come. The Chair, in partnership with the Faculty of Education and the Department of Political Science at the Université de Montréal, obtained an important grant from of the **Students for Development Program** of the Canadian International Development Agency (CIDA), responding to the second priority of that instance, to “ensure a better future for children and youth.” Our Indian partner institutions are targeted for this project, which will permit three graduate students who are supervised by researchers affiliated with the Chair or with CEETUM, to carry out **studies or work experience, related in full or**

in part to their doctoral research, on subjects such as the equal access to education for linguistic, religious, and aboriginal minorities; the adaptation of policies, programs and interventions to their realities and needs; or on the production of teaching material that permits the integration of aboriginal knowledge into the mainstream curriculum.

The preparation of this proposal has also been an opportunity for the Chair to formalize and render more concrete ties that we have maintained for several years with Professor Reinaldo Fleuri, President of the ARIC (2009-2011) and Director of the group ***Nucleo Mover Educacao Intercultural y Movimentos Sociais*** at the *Universidade Federal de Santa Catarina* in Brazil. The centre is one of the most dynamic in Brazil in the domain of **antiracist education and more broadly popular education, with the aim of combatting the marginalization of multiple excluded groups**. The expertise that we find here, strongly vested in informal education, is complementary to the work of the Chair, which prioritizes formal education. This affiliation would thus be beneficial for some of our doctoral who could carry out a research stint there. Three trips have been attributed to us for this purpose by the CIDA for the period of 2011 to 2015. Further, we expect to be able to assign very rare sojourns to foreign students coming to the Université de Montréal (three in total for all the partners and authorities involved), to welcome one of

Professor Fleuri's students or colleagues whose interests would coincide with those of the Chair and its partners. Altogether, the potential ties, including the possibility of a more formal agreement between the CEETUM and the *Nucleo Mover Educacao Intercultural y movimientos sociales* will be discussed during a visit by Professor Fleuri on June 16 and 17, when he will also meet with the Dean and several colleagues from the Faculty of Education.



Reinaldo Fleuri and Marie Mc Andrew

We should also highlight a collaboration that equally falls under the second theme, that of schooling among **national communities in double majority societies**, that is in development with the **Université St-Joseph and the Université Antonine in Lebanon**. This project benefits from already established ties maintained by the Chair and several researchers associated with the Chair with André Daher of the Université Antonine, who we hosted in 2003-2004 as a post-doctoral fellow of the Research Group on Ethnicity and Adaptation to Pluralism in Education

(GREAPE), then supervised by the Chair. At that time, André Daher studied the complexity of citizenship education in contexts of double majorities and of conflicts of allegiance. His work focused on evaluating to what extent Canadian and Quebec expertise in that field developed in a less extreme situation could be transfer to post-conflict societies just emerging from violent conflicts. While on an uncoming stint as a visiting researcher funded by the Chair and by the International Relations Unit at the Université de Montréal, André Daher will begin to organize, with Marie Mc Andrew, a joint Colloquium to be held in Beirut next Spring, on the theme of education in divided societies. This event will address not only various relevant curriculum issues but also the impact of more or less segregative structures. Discussions will also be carried out on a more general collaborative framework between our respective teams on questions tied to education and pluralism.



André Daher

TEACHING

The course **PLU 6040 – Éducation et rapports ethniques** (Education and Ethnic Relations) is a unique seminar that offers students from various

faculties and often from other universities, who are interested in issues regarding education and inter-group relations, an opportunity to share their thoughts and to meet a vast range of researchers working on these issues from various disciplinary angles, methods and theories. This year, fourteen colleagues coming from three departments in the FSE and from the Faculties of Theology and Nursing at the Université de Montréal, as well as from the UQAM, the Université de Sherbrooke, the INRS-Urbanisation, Culture et Société, as well as the University of Leuven and the Université de Genève presented their work or their research interests. They were grouped under four broad thematic areas (theoretical perspectives, adaptation to diversity, school-community ties, and educational equity and success). This year, registration in the course was unfortunately rather limited (seven students from three Faculties), but we intend to pursue more active advertising of the course for next Fall.

RESEARCH TRAINING

In 2010-2011, the Chair supervised six doctoral students, of which one recently submitted his thesis. As we can see in the list at the end of this section, the subjects of these students are directly linked to the components of the Chair's research program.

They also largely come from abroad or from other Quebec universities (three doctoral students), testifying to the important role that the Chair has in establishing a research network both internationally and nationally.

The Chair was also able to benefit in 2010-2011 from the presence of four post-doctoral fellows, of which three worked directly on the Chair's research program, respectively on the analysis of teaching material (S. Hirsch, SSHRC Team 2010-2013), the intercultural training of school personnel (G. Audet, FQRSC 2009-2011), and academic success of immigrant students (A. Balde, FQRSC Team 2010-2012). The activities of these fellows were described under the respective sets of issues. Further, as mentioned above, Marie-Odile Magnan joined the Chair in March 2011 (SSHRC 2011-2013) to develop the area of education and linguistic boundaries, a task that she will continue to pursue under her new responsibility of adjunct professor at the *Département d'administration et fondements de l'éducation*.

The award of the FQRSC team grant also had a significant impact on the training of our students. We have been able to provide five supplementary grants to doctoral students working on issues of educational achievement, supervised by the Chair and by various researchers who are members of the GRIES. The students were also directly affiliated with all of the seminars held by the

team, enabling them to develop broader methodological skills and to grasp both quantitative and qualitative approaches in the study of the educational integration of students of immigrant origin, all the while creating meaningful ties with a network of government, school and community partners that traditional training would not allow them to develop.

Post-Doctoral Fellows

- AUDET, Geneviève. Diversité culturelle l'école : formation par la méthode des cas à l'intention de futurs maîtres (Cultural Diversity in the School: Training Future Teachers Using the Case Studies Method). April 2009 - March 2011.
- BALDE, Alhassane. Méta-analyse des résultats et modélisation des facteurs influençant la réussite éducative des élèves issus de l'immigration (Meta-analysis of Results and Modeling of Factors Influencing the Educational Achievement of Students of Immigrant Origin). August 2010-
- HIRSCH, Sivane. La représentation de l'Holocauste, de la communauté juive québécoise et du judaïsme dans les manuels scolaires québécois (Representations of the Holocaust, of the Jewish Community in Quebec and of

Judaism in Textbooks in Quebec). August 2010-

- MAGNAN, Marie-Odile. L'expérience de l'école de langue française à Montréal : regards sur l'identité et les aspirations des jeunes immigrants d'Asie du Sud (Experiences of French Language Schooling in Montreal: Perspectives on Identity and Aspirations among Young South Asian Immigrants). March 2011-June 2011

Thesis (Ph.D.)



Abdoul Ouedraogo



Ming Sun

- BAKHSHAEI, Mahsa. La réussite scolaire des élèves persanophones à Toronto et à Montréal : facteurs familiaux, communautaires et systémiques (Academic Success among Farsi-Speaking Students in Toronto and in Montreal: Family, Community and Systemic Factors). Supervisor, 2007.
- CHARKAOUI, Adil. La perception de l'Islam et des musulmans chez des professeurs

québécois de sciences humaines au secondaire (Perspectives of Islam and Muslims among Quebec High School Teachers in the Human Sciences). Supervisor, 2007.

- NORMAND, Michelle. Du « vivre ensemble » à l'école secondaire en contexte de diversité culturelle et religieuse : analyse des pratiques enseignantes sous l'angle de la réflexivité et de l'éthique en enseignement ("Living Together" in High Schools Marked by Cultural and Religious Diversity: An Analysis of Teaching Practices from a Reflexive and Ethical Teaching Perspective). Supervisor, 2000.
- OUEDRAOGO, Abdoul. Processus d'intégration et de rétention des immigrants dans les régions non métropolitaines. Analyse d'une cohorte de jeunes migrants installés dans des villes moyennes du Québec (Processes of Integration and Retention of Immigrants in Non-Metropolitan Areas: Analysis of a Cohort of Young Migrants to Medium-Sized Cities in Quebec). Co-Supervisor, 2006.
- SUN, Ming. La réussite scolaire des élèves d'origine chinoise : impact des facteurs personnels, communautaires et structuraux (Academic Success among

Students of Chinese Origin: the Impact of Personal, Community, and Structural Factors). Supervisor, 2008.

- TREMBLAY, Stéphanie. La socialisation scolaire marginale en contexte libéral : le cas des écoles juives, musulmanes et Steiner de Montréal (Marginal Educational Socialization in a Liberal Context: the Case of Jewish, Muslim and Steiner Schools in Montreal). Supervisor, 2009.

THE CHAIR'S PRESENCE WITHIN THE COMMUNITY

The Chair maintained an intense program of structured public activities organized around three areas:

- Brown-bag seminars, the second or third Friday of each month, in which Canadian and international researchers are invited to present their work, following a recent publication or *ad hoc* opportunities. Four activities of this type were held bringing together a quite varied, but regular public (generally around thirty individuals).

In addition to the contribution of our American, Flemish and Swiss partners, of the project on academic students of immigrant origin, described in pages 18 and 19, we should highlight two important activities in this respect. The first, ***La mémoire de la Shoah et les défis de son enseignement*** (Memory of the Shoah and Challenges to its

Teaching) (November 2, 2010), which was co-organized with the Holocaust Memorial Centre and the CEETUM's Education and Ethnic Relations component, enabled a diverse audience of about fifty people to become familiar with the work carried out by four researchers or speakers from the *Memorial of the Shoah*, one of the most important French institutions in the field. This noon conference was preceded by a meeting between these people and other representatives of organizations active in Quebec in this matter, enabling to discuss potential collaborations, such as the organization of a summer school that may take place in 2012.

The second panel, held on February 24, 2011 as part of the 13th Colloquium for Students and Young Graduates of the CEETUM, allowed us to highlight, before approximately forty people, the work of nine post-doctoral fellows and doctoral students affiliated with the Chair working on issues of immigration, schooling and of achievement.

- The GRIES Practitioner-Researcher Seminar is held on the last Friday of each month. As described above, this year our traditional Practitioner-Researcher Seminars were entirely dedicated to

beginning the synthesis and the meta-analysis that we are carrying out on the situation and factors that influence educational achievement among students of immigrant origin. The seven meetings brought together, from a closed guest list, team members and their graduate students, other colleagues or students interested in this issue, as well as several partners from the MELS, school boards, or partner organizations. The themes debated addressed theoretical perspectives for analysing relationships between educational achievement and ethnicity, the results of various quantitative studies on the pathways of students of immigrant origin or of various sub-groups carried out in Quebec by team researchers and our partners at the MELS, exploration of the impact of various personal, linguistic, familial or systemic factors in this respect, as well as similar projects carried out abroad.

- A Major Annual Colloquium or Event



Our major activity this year consisted in organizing study days on April 27 and 28, 2011

intituled *Pour une éducation inclusive au Québec : pratiques, recherches, formation*

(Towards an Inclusive Education in Quebec: Practices, Research, Training). As indicated above (page 21), the format adopted for hosting this event was committed to its goal of maximized participation and the development of a researcher-practitioner network. The format involved alternating between traditional presentations and workshops devoted either to sharing of experiences or to the presentation of more concrete initiatives. The variety of contributors was impressive. Among the formal presentations, we should mention the opening address of Maryse Potvin, who presented a **wide panorama framing the context in which inclusive education developed, the debates that it has generated, its reception, and obstacles faced in Quebec with respect to this matter.**

We also highlight the very illuminating illustration that Benoit Côté gave, of the **potential contribution that social psychology can make to the critical analysis of the forces and limitations of a community-based program of intercultural nature**, such as that of the Tolerance Foundation which celebrated fifteen years in existence at the colloquium itself.

With respect to innovative initiatives debated, these focused on systemic or

institutional change, educational and extra-curricular practices, as well as the initial and in-service training of school personnel. Several presentations highlighted the work of researchers and partners associated with the Chair (for instance, Françoise Armand on the micro-program for in-service training in multi-lingual and inner-city educational settings, Dean Louise Poirier on the certificate for recently immigrated teachers at the FSE, or Sabrina Moisan, of the Holocaust Memorial Centre on “Anna’s suitcase” and the “Heart of Auschwitz” teaching material). We also would like to note the participation of two representatives of the Ontario Ministry of Education, who presented their province’s strategy for equity and inclusive education. As mentioned above, the synthesis of conclusions from this event should be available shortly, and a number of other outcomes, such as the publication of the Proceedings, are currently being discussed.

In addition to these activities organized *in situ*, the Chair and other researchers, students or research assistants associated with the Chair presented in a number of events organized by our partners, as well as in the media. The presentations touched on issues such as educational achievement of immigrant origin students (particularly students of Asian origin); interculturalism in education, and more broadly within Quebec society; integration of new arrivals into the job market; and the assessment of

outcomes, twenty years after the launching of the policy statement *Let's Build Quebec Together*.

HUMAN RESOURCES

Our coordinator, Christine Paré, carried out her regular responsibilities of managing ties with people associated to the Chair and its partners, the funding and organization of our events, as well as the production of various documents.



Christine Paré

Part of her time was dedicated to updating our website: www.chereum.montreal.ca.

This constitutes the national and international showcase of the Chair. It is here that our reports in French and English, our updated program, our different publications, and our activities are posted.

As with last year, Christine Paré was supported in her responsibilities in part by students at the Bachelor's or early Master's levels assigned to specialized tasks (filing, event organization), and in part by doctoral candidates and post-doctoral fellows or by

various professionals assigned to given files (among these, Amina Triki-Yamani in the production of two collective works under the aegis of the Chair; Geneviève Audet in the organization of the colloquium on inclusive education; Alhasane Balde on supervising the six master and doctoral students who produced the ten portraits on educational achievement according to region of origin; Zehra Sahin in the organization of the PLU course, and finally Ming Sun in documentary research). Thanks to the efforts made by all these people, the Chair enjoys an efficient and functional infrastructure that permits it to achieve its research activities and training of students, as well as to enhance its presence within the community.

The Chair also benefits from the support of personnel at CEETUM, where it is located, notably from Chantale Simard, administrative assistant; Juliette Gosselin, secretary; and Josefina Rossell, coordinator.

3. DEVELOPMENT PROSPECTS

The 2010-2011 year was a period of intense development in the establishment of two new lines of research, that fall under our two first components e.g., on the one hand "Culture, Socialization, Curriculum," for the SSHRC program on the role of education in the relationship between the Jewish and other Quebecer; and on the other hand "Equal Opportunities and Equity," as part for the FQRSC program on the school

success of immigrant origin students, that has permitted us to create the Research Group on Immigration, Equity and Schooling. In the first case, we have significantly advanced in preliminary preparing two innovative research fields on ethno-specific schools and on the educational impact of sites of memory, all the while pursuing work already begun analyzing the curriculum. In the second case, intense sharing between researchers, graduate students and partners forms the first milestone in preparing a major meta-analysis of work done both in Quebec and abroad on educational achievement among youth of immigrant origin, while a number of our team's researchers have taken up or intensified their investigations relating to this issue at various levels of the school system.

In 2011-2012, the core of the Chair's research efforts will therefore focus on the pursuit of activities anticipated in these two programs, whose comparative dimension will intensify, with France concerning the teaching of the Holocaust, and in a more general manner the role of education for the Jewish community, and with Flanders and Switzerland, on the issue of educational achievement of immigrant origin students, especially through the significant support obtained in this respect from the *Commission mixte de coopération Québec-Flandre*. Developments

are also anticipated with India on the more general theme of education and equity, as the application submitted to the Quebec *Secrétariat aux Affaires intergouvernementales canadiennes et de la francophonie canadienne* to host a bilateral workshop on the development of inclusive societies next Fall has recently been granted. New collaborations involving Brazil and Lebanon will also be developed.

In the area of dissemination, the 2010-2011 year saw significant activities. The Chair produced four book chapters published or forthcoming, five articles published in prestigious national and international journals, four articles appearing in professional journals, as well as thirteen research reports either written or supervised by her. We must also highlight the two publications carried out under the aegis of the Chair, two special issues of *Contexts: the Journal of Educational Media and Memory*, and of *Canadian Issues*, respectively addressing the treatment of Islam in teaching material and academic achievement of immigrant origin students. These efforts will be pursued in 2011-2012, but at a less intense rhythm given that the two main programs of the Chair will be in the field research phase. Nevertheless, we anticipate an English version of "*Les majorités fragiles et l'éducation : Québec, Belgique, Catalogne, Irlande du Nord*" ("Fragile Majorities and Education: Quebec, Belgium, Catalonia, and Northern Ireland"), as well as a collective publication arising from the Colloquium

Pour une éducation inclusive au Québec: politiques, pratiques, formation, likely in the form of a special number in the journal *Education Canada*, and various articles or book chapters.

The Chair also maintained its presence in the community through its numerous well-attended public events, as well as its significant contribution to the training of future researchers, through the recruitment of full-time doctoral students and post-doctoral fellows of international caliber. Particularly, the April 2011 study days on inclusive education permitted us to highlight the expertise of the Chair and of its associated researchers and post-doctoral fellows working in the area of anti-racist education. Funding for the FQRSC team also supports our central role in the training of graduate students in all Quebec institutions interested in the integration and educational achievement of students of immigrant origin. These activities will continue to be pursued during 2011-2012. It should also be noted that the Chair will be more directly associated with the CEETUM's Education and Ethnic Relations component as the Centre has recently obtained a renewal of its FQRSC funding for the upcoming six years. This association with CEETUM will lead to the joint-organization in May 2012 of a first annual colloquium hosted under this new

program, on the role and limits of training and of direct involvement of researchers in the development of inclusive institutions.

4. PUBLICATIONS, PAPERS, AND SCIENTIFIC ACTIVITIES

PEER-REVIEWED PUBLICATIONS

Published and Forthcoming Books

De Queiroz, J-M., Gautherin, J., Lantheaume, F. and Mc Andrew, M. (eds.) (forthcoming in 2011). *Le particulier, le commun, l'universel : La diversité culturelle à l'école* (The Particular, the Common, the Universal: Cultural Diversity in the School). Rennes: Presses Universitaires de Rennes.

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Mc Andrew, M. (2010). Immigration and Diversity at School: the transition towards pluralism. In S. Gervais, C. Kirkey et R. Janssens (eds.), *Quebec Questions: Quebec Studies for the 21st Century*. Oxford University Press (p. 287-304).

Mc Andrew, M. (2010). Multilingüisme, immigraciò i educaciò: una perspectiva comparada (Multilingualism, Immigration and Education: a Comparative Perspective). In J. Pallach (dir.), *Multilingüisme i pràctica educativa. VI Simposi: llengua, educaciò i immigraciò*. Universitat de Girona (p. 39-68).

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Challenges of Ethnic Indicators). In J-M. De Queiroz, J. Gautherin, F. Lantheaume and M. Mc Andrew (dir.) *Le particulier, le commun, l'universel : La diversité culturelle à l'école*. Rennes : Presses Universitaires de Rennes.

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an Analysis of the Nature of Organizations and Projects Funded by the Canadian Multiculturalism Program (1983-2002). In *Canadian Ethnic Studies/Revue canadienne d'études ethniques*, vol. 40(3), 2011, 149-169.

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Ledent, J. and Mc Andrew, M. (with the collaboration of R. Aït-Saïd). La réussite scolaire au secondaire des jeunes des communautés noires: une analyse statistique multivariée (The Educational Success of High School Youth from Black Communities: a Multi-Variate Statistical Analysis). *Cahier québécois de démographie*.

Ledent, J., Aman, C., Murdoch, J., Walters, D. and Mc Andrew, M. Academic Performance and Educational Pathways of Non-Native Speakers in High School: a Comparison of Montreal, Toronto and Vancouver. *Canadian*

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OTHER PUBLICATIONS

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Mc Andrew, M., Ledent, J., Murdoch, J., Aït-Saïd, R. *La réussite scolaire des élèves issus de l'immigration au secondaire* (The Academic success of Students of Immigrant Origin). Ministry of Education, Sports and Leisure, Montréal, August 2010.

Hirsch, S. *Le traitement de l'Holocauste dans les manuels scolaires de langue française d'histoire et d'éducation à la citoyenneté au Québec* (The Treatment of the Holocaust in French-Language Textbooks in History and Citizenship Education in Quebec). Research Report under the supervision of M. Mc Andrew, Canada Research Chair on Education and Ethnic Relations, Montréal, January 2011.

Hirsch, S. *La représentation de la communauté juive dans les manuels scolaires québécois* (The Treatment of the Jewish Community in Quebec's Textbooks). Research Report under the supervision of M. Mc Andrew, Canada Research Chair on Education and Ethnic Relations, Montréal, January 2011

Bakhshaei, M. *La réussite scolaire des élèves issus de l'immigration au secondaire: Portrait des jeunes Québécois originaires de l'Afrique du Nord et du Moyen-Orient, secteur français* (The Academic Success of Immigrant Origin Students

in High School : Portrait of Young Quebecers Originating from North Africa and the Middle East, French Sector). Under the scientific supervision of M. Mc Andrew and A. Balde. Ministry of Education, Leisure and Sports (MELS). Montréal, April 2011.

Bakhshaei, M. *La réussite scolaire des élèves issus de l'immigration au secondaire : Portrait des jeunes Québécois originaires de l'Asie du Sud, secteur français* (The Academic Success of Immigrant Origin Students in High School : Portrait of Young Quebecers Originating from Southern Asia, French Sector). Under the scientific supervision of M. Mc Andrew and A. Balde. Ministry of Education, Leisure and Sports (MELS). Montréal, April 2011.

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Georgiou, T. *The Academic Success of Immigrant Origin Students in High School: Portrait of Young Quebecers Originating from South Asia, English sector.* Under the scientific supervision of M. Mc Andrew and A. Balde. Ministry of Education, Leisure and Sports (MELS). Montréal, April 2011.

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Mc Andrew, M. and Chamberland, C. (2010). La réussite scolaire des élèves issus de l'immigration au Québec : engagement ministériel et résultats de recherches récentes (The Academic Success of Immigrant Origin Students in Quebec: Ministerial Involvement and Recent Research Results). In M. Mc Andrew, M. Potvin and A. Triki-Yamani (eds.), La réussite scolaire des élèves issus de l'immigration. *Canadian Issues*. Winter 2011, p. 9-14.

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Mc Andrew, M. (2011). Reasonable Accommodation: A Tool in the Development of Pluralist and Inclusive Schools? In Ghosh, R. and McDonough (eds.), "Diversity and Education for Liberation: Realities, Possibilities, and Problems". *Canadian Issues. Special Issue*. 55th annual Conference of The Comparative and International Education Society. Spring 2011, p. 47-50.

Scientific Colloquia, Conferences, Events

Mc Andrew, M. "The Muslim Community and Education in Quebec: Controversies and Mutual Adaptation in a Comparative Perspective". 14th World Congress of Comparative Education Societies, Istanbul, 16 June 2010.

Mc Andrew, M. "Schooling in a French-Speaking but Pluralistic Society: Changes and Outcomes". Quebec Summer Seminar, Center for the Study of Canada, State University of New York, Montréal, 2 August 2010.

Mc Andrew, M. and Ledent, J. «La réussite scolaire des jeunes Québécois issus de l'immigration au secondaire». Séminaire du Groupe de recherche Immigration, équité et scolarisation (GRIÉS), Montréal, 1 October 2010.

Mc Andrew, M. President, Session "Education, Hate and Prejudice, Global Conference on Human Rights and Diverse Societies". Chair Hans and Tamar Oppenheimer in International Public Law, Montréal, 8 October 2010.

Mc Andrew, M. "Majorités fragiles, pluralisme et éducation : les leçons de l'enseignement de l'histoire au Québec". Seminar La diversité, la pluralité identitaire et l'école, INRP and the Universidad Autónoma de Barcelona, 21 October 2010.

Mc Andrew, M. «Las mayorías Frágiles y la Educación: Bélgica, Cataluña, Irlanda del Norte, Quebec: Una presentación general con un acento particular sobre las comparaciones Quebec-Cataluña». Public panel, Canada Research Chair on Education and Ethnic Relations, Centre de Recerca en Sociolingüística i Comunicació, Universidad de Barcelona and the Quebec Office in Barcelona, Barcelona, 21 October 2010.

Mc Andrew, M. "The Management of Ethno-cultural Diversity in Higher Education". Education Research and Development Foundation, Guwahati, 13 December 2010.

Mc Andrew, M. "The Management of Ethno-cultural Diversity in Higher Education". Conference organized by the University of Assam at Silchar, 15 December 2010.

Mc Andrew, M. "The University of Montréal at a Glance: a General Presentation and Discussion of

Potential Collaborations”. Conference organized by the University of Assam, Silchar, 16 December 2010.

Mc Andrew, M. «L’adaptation à la diversité culturelle et religieuse en milieu scolaire : bilan et nouveaux défis». Colloquium: La laïcité et le pluralisme culturel et religieux dans la société québécoise, Canada Research Chair on Democracy and Sovereignty, UQAC, Chicoutimi, 31 March 2011.

Mc Andrew, M. Discussant, panel “Equality of Opportunity and Diversity: Political Philosophies, Educational Policies and Practices in France with a Comparative Perspective from Québec”. 55th Annual Conference of the Comparative and International Education Society Montréal, 2 May 2011.

Mc Andrew, M. Key-note speaker, George F. Kneller Lecture. “Can Education Transform Society? A Critical Perspective on the Quebec case”. 55th Annual Conference of the Comparative and International Education Society. Montréal, 3 May 2011.

Mc Andrew, M. «L’éducation au Québec contribue-t-elle au développement d’une société pluraliste et inclusive ? Les acquis et les obstacles». International Symposium on Interculturalism. Dialogue Québec-Europe Montréal, 27 May 2011.

Professional Colloquia and Training Workshops

Mc Andrew, M. «Peut-on changer les attitudes et les stéréotypes ? Rôle et limites des activités de sensibilisation interculturelle auprès des jeunes». Conference hosted by the Tolerance Fondation, Montréal, 19 August 2010.

Mc Andrew, M. discussant, Panel «Enseigner l’holocauste dans les écoles secondaires anglaises, l’efficacité et les défis de l’enseignement de la Shoah». Holocaust Memorial Centre, Montréal, 18 October 2010.

Mc Andrew, M. Paneliste, «Les 20 ans de l’Énoncé de Politique sur l’immigration et l’intégration *Au Québec, pour bâtir ensemble*», CEETUM et Association des études canadiennes, Montréal, 17 mars 2011.

Mc Andrew, M. Panelist. «L’interculturalisme : une intégration sociale. Colloquium of the Liberal Party of Quebec. L’interculturalisme : un modèle d’intégration sociale et économique du Québec». Montréal, 28 May 2011.

Colloquia Organization and Dissemination Activities

The Chair’s Brown-Bag Seminar: Rudi Janssens, *Vrije Universiteit Brussel*. «Quel enseignement pour la jeunesse d’une métropole multiculturelle ? Le cas de Bruxelles», Montréal, 29 September 2010.

Research Group on Immigration, Equity and Schooling (GRIES) Seminar: Ming Sun, Université de Montréal. "Factors Influencing the Success of Immigrant Students: A Literature Review"; Marie McAndrew, Université de Montréal and Jacques Ledent, INRS. «La réussite scolaire des jeunes Québécois issus de l'immigration au secondaire». Montréal, 1 October 2010.

Research Group on Immigration, Equity and Schooling (GRIES) Seminar: Jrene Rahm, Université de Montréal. «Le rôle et les formes de participations des jeunes dans des programmes parascolaires et communautaires en milieu pluriethnique»; Michèle Vatz-Laaroussi, Université de Sherbrooke. «Les collaborations familles immigrantes-école : pour promouvoir la diversité et la reconnaissance des stratégies familiales et scolaires»; Li Harnois and Lude Pierre, MELS. «Le partenariat école-famille-communauté : points de vue de parents réfugiés ou immigrants de Joliette, Lanaudière "and" Les collaborations école-famille-communauté : points de vue d'enseignants et de professionnels non enseignants». Montréal, 29 October 2010.

The Chair's Brown-Bag Seminar: Georges Bensoussan, Iannis Roder, Tal Bruttman and Karel Fracapane, Memorial de la shoah. «La Mémoire de la Shoah et les défis de son

enseignement». Montréal, 2 November 2010.

Research Group on Immigration, Equity and Schooling (GRIES) Seminar: Maryse Potvin, UQAM. «Les jeunes de 16-24 ans issus de l'immigration en formation générale des adultes»; Elismara Santana, MELS. «Document statistique sur les élèves de 16-24 ans inscrits en formation générale des adultes en 2006-2007». Montréal, 10 November 2011.

Public conference hosted by the Chair: Carola Suarez-Orozco, Université de New York. "Understanding variations in the academic trajectories of immigrant youth". Montréal, 9 December 2010.

Research Group on Immigration, Equity and Schooling (GRIES) Seminar: Carola Suarez-Orozco, Université de New York, "Conducting Mixed Methods Research". Montréal, 10 December 2010.

Brown-Bag Seminar organized by the Chair and the Research Group on Immigration, Equity and Schooling (GRIES): Johan Leman and Philip Hermans, Université catholique de Leuven. «La scolarisation des enfants de migrants dans le contexte complexe de la Flandre et de la Wallonie». Université de Sherbrooke, 19 January 2011.

Research Group on Immigration, Equity and Schooling (GRIES) Seminar: Christiane Timmerman, Université d'Antwerpen and Philip

Hermans, Université catholique de Leuven. "School careers of youngsters in secondary education in Flanders". Montréal, 21 January 2011.

The Chair's Brown-Bag Seminar: Alhassane Balde, Université de Montréal. «Éducation, famille et pauvreté en Guinée rurale». Montréal, 4 February 2011.

The Chair's Brown-Bag Seminar: Jean-Paul Payet, Université de Genève. «L'intégration scolaire des enfants d'immigrés en France: évolution des politiques et du discours au cours de la dernière décennie». Montréal, 17 February 2011.

Research Group on Immigration, Equity and Schooling (GRIES) Seminar: Françoise Armand, Université de Montréal. «Les services d'accueil»; Alain Carpentier and Georges Lemieux, MELS. «Le cheminement des élèves inscrits à l'accueil». Montréal, 18 February 2011.

Public panel hosted by the Chair. «Immigration et scolarisation : enjeux d'une réussite». Mahsa Bakhshaei, Université de Montréal and Theophano Georgiou, McGill University. «Réussite scolaire des jeunes Québécois originaires d'Asie du Sud au secondaire»; Justine Gosselin-Gagné and Gina Lafortune, Université de Montréal. «Le bénévolat communautaire comme soutien à

la résilience pour des élèves d'origine immigrée»; Alhassane Balde, Université de Montréal. «Ethnicité et stratégies parentales d'éducation en Guinée rurale»; Élodie Combes, Université de Montréal. «Recension des écrits empiriques sur la favorisation du développement de l'écriture en langue seconde»; Michela Claudie Ralalatlana, Université de Montréal. «Biographie langagière et trajectoire d'apprentissage : outil d'apprentissage du français langue seconde et processus favorisant la persévérance aux études des femmes immigrées»; Rita Saboundjian, Université de Montréal. «Enseigner la compréhension de texte en français langue seconde à des élèves allophones immigrants nouvellement arrivés en situation de grand retard scolaire, scolarisés dans des classes d'accueil du secondaire»; Tresa Murphy, Université de Montréal. «Conceptions d'enseignants d'accueil et du régulier sur l'intégration linguistique, scolaire et sociale d'élèves immigrants allophones dans des écoles secondaires montréalaises». The CEETUM's 13th Colloquium for Students and Recent Graduates, *Immigration et scolarisation : Enjeux d'une réussite*. Montréal, 24 February 2011.

Research Group on Immigration, Equity and Schooling (GRIES) Seminar: Michel Janosz, Université de Montréal. «Le programme de recherche du GRES portant sur l'engagement scolaire et son rôle sur la réussite scolaire»; Isabelle Archambault and Kristel Tardif,

Université de Montréal. «L'engagement scolaire chez les populations issues de l'immigration». Montréal, 18 March 2011.

Study Days. «Pour une éducation inclusive au Québec : pratiques, recherches, formation», Montréal, 28-29 April 2011.

MEDIA PRESENCE

Jobboom Interview, Dur, dur pour les immigrants de s'intégrer au boulot, Magazine Jobboom, vol. 11, n° 6, November 2010.

Interview with Désautels en direct, Comparaison entre l'éducation occidentale et l'éducation asiatique, Radio Canada, Montréal, 9 February 2011.

Pinsonneault, G., Mc Andrew, M. Weinstock, D *et al.* L'immigration : non aux quotas par origine! Published in the Gazette (Montréal, 10 May 2011), Le Devoir (Montréal, 19 May 2011).

OTHER PRESENTATIONS OF THE CHAIR WORK BY AFFILIATED RESEARCHERS, POST-DOCTORAL FELLOWS AND STUDENTS

Jacques Ledent, researcher, INRS

Scientific Colloquia, Conferences, Events

Murdoch, J., Ledent, J. and Mc Andrew, M. "Academic performance of youths of

immigrant background in Canada: A study from Quebec". The European Population Conference. Vienna, Austria, 2 September 2010.

Ledent, J., Aman, C., Garnett, B., Murdoch, J., Walters, D., and Mc Andrew, M. "Academic Performance and Educational Pathways of Non-Native Speakers in High School: A Comparison of Montreal, Toronto and Vancouver". The Life Course Perspectives on Immigration workshop. The Immigration Thematic Committee of the Population and Life Course Strategic Knowledge Cluster. Montreal, 4 June 2010.

Maryse Potvin, researcher, UQAM

Published Book Chapters

Potvin, M. et Mc Andrew, M. (2010). Racisme et antiracisme en milieu scolaire francophone à Montréal : politiques, pratiques et perceptions d'intervenants (Racism and Antiracism in Montreal French Language milieus: Policies, Practices and Perceptions). In G. Thésée, N. Carignan and P. Carr (eds.) Les faces cachées de la recherche interculturelle. Paris : L'Harmattan.

Forthcoming Books Chapters

Potvin, M. (2011). Reasonable Accommodation Crisis: A State of Ethnic Relations in Contemporary Québec. In D. Rodríguez-García (ed.) Managing Immigration and Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration. Montreal and Kingston: McGill-

Queen's University Press, Queen's Policy Studies Series.

Potvin, M. (2011). La crise des "accommodements raisonnables" : Discours journalistiques et discours populaires (The "Reasonable Accommodation" Crisis: Media and Public Discourses. In Agbobli, C. and Hsiao, G. (dir.) La communication interculturelle et internationale. Montréal: Les Presses de l'Université du Québec.

Professional Journals

Potvin, M. (2010) Discours sociaux et médiatiques dans le débat sur les accommodements raisonnables (Public and Mediatic Discourses during the Debate on Reasonable Accommodation). In *Nos Diverses Cités*, no. 7, Spring 2010, p. 83-89. Also available in English.

Scientific Colloquia, Conferences, Events

Potvin, M. «Discours sociaux et médiatiques pendant la crise des accommodements raisonnables au Québec». Human Sciences Colloquium, Cégep Ahuntsic, Montreal, 21 March 2011.

Potvin, M. «L'éducation inclusive et anti-discriminatoire». Study days « Pour une éducation inclusive au Québec : pratiques, recherches, formation » organized by the Canada Research Chair in Education and

Ethnic Relations, the Ministry of Education, and CEETIM. Montreal, 28 April 2011.

Geneviève Audet, post-doctoral fellow

Professional Journals

Audet, G. (2011). Composer avec la diversité culturelle en classe de maternelle : résultats d'une analyse de récits de pratique enseignants (Managing Cultural Diversity in the Kindergarten: Results from the Analysis of Narrative on their Practices by Teachers). In *Journal of International Migration and Integration (JIMI)*, vol. 12(1), p. 43-60.

Audet, G. L'interculturel en classe : pour la prise en compte de la spécificité culturelle dans l'intervention (Interculturalism in the Classroom: Why We Should Take Into Account Cultural Diversity in our Practice). In *McGill Journal of Education* (Forthcoming, 2012).

Audet, G., Dejean, F. (Forthcoming). L'énoncé de politique « Au Québec pour bâtir ensemble » : vingt ans après. Regards croisés face aux défis d'aujourd'hui (Quebec Policy Statement Let's Build Quebec Together: Twenty Years After. Diverse perspectives on its Relevance to the Current Challenges), under the scientific supervision of M. Mc Andrew. *Canadian Issues*.

Sivane Hirsch, post-doctoral fellow

Scientific Colloquia, Conferences, Events

Hirsch, S. «L'enseignement éthique des religions, Regards croisés sur l'ethnicité et l'immigration : constructions, tensions, négociations». 13th CEETUM Colloquium. Montreal, 25 February 2011.

Hirsch, S. and McAndrew, M. «La communauté juive du Québec telle que est perçue à travers les manuels d'histoire québécois de langue française». 4th International Congress of the Belgium Association of Political Science (ABSP), Brussels, 21 April 2011.

Hirsch, S. "Teaching about the Holocaust in Quebec: a Study of the Formal Curriculum". National Task Force for Holocaust Education, Remembrance and Research, Toronto, 16 May 2011.

Hirsch, S. «Les manuels d'éthique et culture religieuse contribuent-ils à un meilleur vivre ensemble ?» 78th Congress of the ACFAS. Colloquium *Éthique et enseignement*. Sherbrooke.