



ANNUAL REPORT

Chair in Ethnic Relations

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

Université de Montréal



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and

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June 1, 2011 – May 31, 2012

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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* (*Faculté des sciences de l'éducation* or FSE), head of the Chair for a four-year mandate, which was renewed for an equivalent term in August 2007, and then for another two years in August 2012.



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 obtaining a Tier 1 SSHRC 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 in 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 major immigrant-receiving countries or multicultural developing 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 integration, the expression “the Chair” is used in the report, instead of “the Chairs”).

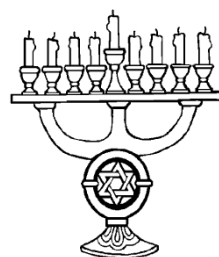
This report covers the period between June 1, 2011 and May 31, 2012. It is divided into

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 2012-2013. 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 2011-2012

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

The core of work carried out under this theme focused on the **curricular treatment of Judaism and Jewish communities in Quebec and Canada** as part of a wider 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 page 6 regarding ethno-specific schools and page 24 regarding the pedagogical impact of activities initiated by the community). Led by Marie McAndrew and Mireille Estivalèzes (Université de Montréal), this theme aims to analyze, in light of knowledge and debates in several disciplines, the treatment of various issues linked to Judaism and to Jewish communities in Quebec and Canada within curricular programs and Quebec's French language educational material at the secondary level, in History and in Citizenship Education, as well as in Ethics and Religious Culture. An analysis of the training needs of teachers working in diverse milieus and fields is also anticipated for the Fall 2012.



Mireille Estivalèzes

For the duration of the project, we can count on the presence of a post-doctoral fellow, Sivane Hirsch, who holds a joint doctorate from the Université Laval and the Université Paris Descartes, and whose thesis treated conceptions of spirituality among Quebec, French, and Israeli university students. The project involves comparison with the treat-

ment of Islam and the Muslim world from analyses carried out between 2006 and 2009, as part of the project *Relations ethniques et construction du curriculum: le traitement du monde musulman dans le matériel didactique québécois et ontarien* (translated: Ethnic Relations and the Construction of the Curriculum: Treatment of the Muslim World in Educational Material in Quebec and Ontario) (SSHRC 2005-2009), to which this year we added specific analyses of textbooks from the Ethics and Religious Culture program, which were not included in the original study under the responsibility of Amina Triki, post-doctoral fellow for the Chair from 2006 to 2008.



Sivane Hirsch



Amina Triki

Conclusions relating to the treatment of various events of historical importance, both in Canada and throughout the world, have already informed two research reports (see the 2010-2011 Annual Report), *La représentation de la communauté juive dans les manuels scolaires québécois* (translated: Representations of the Jewish Community in Quebec School Textbooks) and *Le traitement de l'Holocauste dans les manuels scolaires de langue française d'histoire et d'éducation à la*

citoyenneté (translated: Treatment of the Holocaust in French Language School Textbooks in History and Citizenship Education), as well as two articles. These were submitted this year, one to the journal *Nouveaux cahiers de la recherche en éducation*, and the other to the journal *Context: The Journal of Educational Media and Memory*.

Analyses addressing the more general treatment of Judaism in **textbooks for Ethics and Religious Culture** are ongoing. Six textbooks approved by the review board for educational material at the Ministry of Education, Leisure and Sports (MELS), as well as two activity books at the secondary level, were assessed according to an analysis grid adapted from the 2009-2010 investigation already mentioned, into the curricular treatment of Islam. Despite the small number of textbooks, the corpus is extensive, as more than 150 excerpts were identified for analysis.

Preliminary patterns emerging from the analysis can be summarized as follows. As is clearly suggested in the program, Judaism has significant visibility with regards to the presentation of sacraments and major narratives, a presentation which is generally thorough and nuanced. Regarding Quebec's Jewish community, we find an important recognition of the community's place in Quebec's

religious heritage. Nevertheless, sacraments and celebrations are often presented out of context or, by contrast, as though the practices are from abroad (most often from Jerusalem). The study does not, therefore, find any major limitations in the presentation of Judaism, but it does note several missed opportunities to better highlight for students the Jewish community's belonging to Quebec society.

As we have mentioned, these results were also compared with results from a new analysis of the treatment of Islam and the Muslim community in the same textbooks in Quebec, using a similar methodology. Several commonalities and some differences emerge.

There are numerous excerpts on Islam and Muslims in the collection of textbooks. In these, the Quebec context also occupies an important role, except that much like the Jewish example, when the texts treat religious sacraments, rules, and practices, they are almost never related to Muslims living in Quebec. What is more, these are essentially presented as belonging to new arrivals for whom community organization revolves around a site of worship, unduly emphasizing religious communitarianism among the community. As with Judaism, that study recommends portraying Quebec Muslims in more inclusive terms, and to highlight that they have values in common with other Quebecers, an approach which would favour a more appropriate percep-

tion of Muslim traditions and values, as well as a genuine inter-cultural dialogue that fosters living together.

Sivane Hirsch and Amina Triki presented these results at the 80th Congress of the ACFAS, which was held in Montreal this past May 10th and 11th as part of a panel organized by the Research Group on Ethical Education and Ethics in Education. An article was submitted to the *McGill Journal of Education* titled *Le traitement du judaïsme dans les manuels d'éthique et culture religieuse: une contribution à un meilleur vivre ensemble?* (translated: The Treatment of Judaism in Textbooks for Ethics and Religious Culture: A Contribution to Living Together Better?) (Hirsch, Mc Andrew and Estivalèzes), and another on Islam is in preparation.

2) The taking into account of cultural and religious pluralism

The Chair's activities as part of this theme focused on the question of **ethno-specific schools, notably Jewish ones, and debates that they raise**, among other things with regards to their impact on educational and social integration, as part of the broader SSHRC project mentioned above.



Micheline Milot



Valérie Amiraux

Under the leadership of Micheline Milot (UQAM) and Valérie Amiraux, Canada Research Chair in Religious Pluralism Studies (Université de Montréal), this project seeks to enlighten by way of an empirical study of prevailing teaching practices within educational institutions, the often stereotypical debate that opposes supporters of ethno-specific schools, who consider these to be avenues for reconciling the requirements of citizenship and of the development of minority cultures, and their opponents who denounce such schools as obstacles to the future integration of students who attend them.

In 2011-2012, the team, which in addition to two lead researchers included the Chair holder, as well as doctoral candidate Stephanie Tremblay, finished the **comparative analysis of legal, curricular, and financial frameworks of ethno-specific institutions in Quebec, in Canada, and in France. It also completed an assessment of empirical research carried out in such institutions throughout the world.** The report on this subject, submitted to the MELS last year, will be published in the Fall in the form of a monograph titled *Les établissements ethnoséparés au Québec, au Canada et en France: encadrements et impacts* (translated: Ethno-Specific Institutions in Quebec, Canada, and France: Frameworks and Impacts). The conclusions of the monograph were reported in the 2010-2011 Annual Report.



Stéphanie Tremblay

The core of 2011-2012 activities focused on carrying out a **field study in four Jewish schools selected for their contrasting characteristics**, as much linguistically (one French-language school, three English-language schools), as for the degree to which they integrate the religious dimension into school life, and for their identification as more or less orthodox. As part of the field study, which is nearly completed (some interviews and observations will still be carried out in Fall 2012), we are particularly interested in how each school bridges the compulsory curriculum with the religious one. We also explore the long-term impact that these institutions may have on the development of identities and social networks among youth who attend them. About fifty interviews with administrators, teachers of both co-existing programs (regular and religious), parents, and former students were carried out, as well as several days of in-class observations (in English, French, Math, Hebrew, Jewish Studies, and Liturgy Studies).

Fall 2012 will be dedicated to the analysis of this very rich material, for which a portion is the focus of Stéphanie Tremblay's larger doctoral thesis *La socialisation scolaire marginale en contexte libéral: le cas des écoles juives, musulmanes et Waldorf de Montréal* (translated: *Marginal Educational Socialization in a Liberal Context: the Case of Jewish, Muslim, and Waldorf schools in Montreal*). Without a doubt, this study will offer a more nuanced view of results from the ethno-specific schools from that which normally predominates in the media and among certain interest groups, in Quebec as well as elsewhere in the world.

3) Inter-cultural training of school personnel and attitudes towards diversity

This theme contained very significant developments for the Chair this year, among other things, through our association with two important initiatives in the Education and Ethnic Relations domain of the CEETUM. First, following the Study Days on Inclusive Education that the Chair hosted in April 2011, the Chair holder with Maryse Potvin (co-leader in that domain) and Micheline Milot (co-director of the CEETUM), organized jointly this past May 3rd and 4th, CEETUM's first annual colloquium since its re-structuring on the theme of ***Le développement d'institutions inclusives: formation, transfert de connaissances, accompagnement des milieux*** (translated: *Towards Inclusive Institutions: Training, Knowledge Transfer, and On-Site Support*).

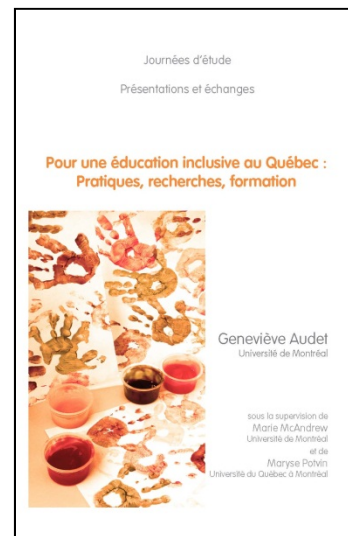
This colloquium was this year's major annual event for the Chair (see page 37). Among other things, it permitted us to broaden our attention for Towards Inclusive Institutions and the training of practitioners beyond the educational domain towards other professional fields, such as health, social services, municipal services, and the workplace. The colloquium also involved the **launch of a publication emerging from the Study Days on Inclusive Education**, realized by our 2009-2011 post-doctoral fellow, Geneviève Audet, who continues to work on several of the Chair's files.



Geneviève Audet

In addition to a heuristic framework on the notion of inclusive education, which can be very useful both for researchers and practitioners, one finds in this work insight into debates that occurred during the Study Days, specifically on accomplishments and obstacles in this matter at successive levels of the school system, as well as the presentation of various experiences of taking into account linguistic, cultural, religious, and social diversity. These experiences relate to policies and general strategies in the area of inclusive

education, training, and teaching practices. The document also presents recommendations addressed to educational authorities, to schools, as well as to universities, in order to foster the development of this field.



Second, still in collaboration with the Education and Ethnic Relations domain of the CEETUM, the Chair took the initiative this year to respond to the main recommendation addressed to universities during the Study Days. This consisted in the creation of a network of professors and sessional instructors responsible for the initial training of future teachers in Quebec universities, with regards to taking into account linguistic, cultural, and religious diversity. In order to achieve this, we set out to realize **a portrait of the initial training offered on ethno-cultural, religious, and linguistic diversity in programs directed at teaching personnel in Quebec universities**, led first by Corina Borri-Anadon, a doctoral student, and Julie Larochelle-Audet, a master's student, both

at the UQAM working under the leadership of the Chair and Maryse Potvin.



Julie Larochelle-Audet



Corina Borri-Anadon

Elaborating this portrait involved several steps. First, a quantitative assessment by institution and programs of study was carried out for all courses in this domain (487 in total). Second, 70 courses specifically focusing on the taking into account of ethno-cultural diversity in the educational context, according to their descriptions, were verified by contacting those responsible for them in order to confirm that they indeed address this theme and are still offered. The courses that were verified were then submitted to a preliminary analysis of their course plans, which would later be deepened with interviews with professors and sessional instructors responsible for teaching (see below).

A preliminary version of the portrait was presented at the ***Sommet des professeurs et chargés de cours engagés dans la formation interculturelle du personnel scolaire*** (translated: Involved Summit for Professors and Sessional Instructors in the Inter-Cultural Training of School Personnel) which took place on March 23rd as part of a first gather-

ing aimed only at individuals working in the initial training of teachers in mandatory courses with direct relation to this area. At this Summit, several challenges with regards both to the status and integration of courses within the various institutions, related to cultural, ethnic, and religious diversity, and to associated educational challenges. These were discussed by approximately thirty professors and sessional instructors from ten universities in Quebec, both Franco-phone and Anglophone.

A synthesis of these discussions and plans for action is currently in preparation, under the joint responsibility of Corina Borri-Anadon and Geneviève Audet.

The event offered the opportunity to closely involve the Cultural Communities Services Unit of the MELS in this endeavour. For one, the Director agreed to study the possibility of ensuring the annual recurrence of the Summit. A second summit in March 2013 may eventually be expanded to include those responsible for curriculum courses that relate to diversity, among others in History and in Citizenship Education, as well as in Ethics and Religious Culture. Meanwhile, the DSCC agreed to fund the completion of the portrait of what is on offer for diversity training, permitting us in the Spring to add direct, but optional courses, as well as to carry out a deeper review of contents, approaches, modes of evaluation, and principal challenges of this teaching by

way of interviews among about thirty professors and sessional instructors. That should be completed in the Fall 2012 semester. A portion of the Department's funding will also go to carrying out a literature review on the way that four contrasting approaches (multicultural and inter-cultural education, education on civics and rights, anti-racist education, and inclusive education) defined the basic forms of knowledge, attitudes and skills, that future teachers must master in order to act in an equitable and inclusive manner when they relate to students from diverse backgrounds.

Furthermore, this field will see substantial developments in the coming years, thanks to a recent grant from the SSHRC for a 2012-2014 project titled *L'enseignement sur la diversité ethnoculturelle en formation initiale et continue des professionnels de l'éducation dans les universités: développement du champ théorique et pratique, au Québec et dans une perspective comparative* (translated: Teaching Ethno-Cultural Diversity in the Initial and Continuing Training of Educational Professionals in Universities: Theoretical and Practical Training in Quebec and in Comparative Perspective). Under the leadership of Maryse Potvin, this project brings together several researchers from the Education and Ethnic Relations domain of the CEETUM. It has three goals: to elaborate a heuristic framework on the foundations and

paradigms of diverse approaches and to identify a perspective that best blends these approaches; to develop a common 'reference framework' of essential knowledge, attitudes, and skills; and to analyse the development of this field and the role that it occupies in education in Quebec, in Canada, and in other countries.

Another recommendation that came out of the Study Days is also in the process of being implemented. It involves the production by Maryse Potvin, of a **guide on inclusive and anti-discriminatory education** funded by the DSCC. This guide aims to offer means for better understanding the inclusive approach and developing a culture of inclusion in schools by using concrete examples of equitable and innovative practices. It prioritizes practitioners who work in educational institutions.

Finally, following the CEETUM colloquium held last May, Marie McAndrew and Maryse Potvin took up the development of a **network bringing together researchers from France, Switzerland, Belgium, and Quebec** involved in the initial and continuing training of teachers and other personnel in professional faculties with respect to intercultural and inclusive education. Those responsible for this network in the four countries are Maryse Potvin in Quebec, Margarita Sanchez in the Faculty of Education at the University of Geneva in Switzerland, Altay Manço in the Institute for Research, Training, and Action on Migration

(IRFAM) in Belgium, and Françoise Lorcerie in the Institute for Research and Studies on the Arab and Muslim World (IREMAM) and the National Scientific Research Centre (CNRS) in France. A first meeting of this network is anticipated in Switzerland for November 2012.

Component 2 – Equal Opportunities and Equity



This component includes three main themes:

1) Performance and educational pathways among students of immigrant origin in Quebec

In order to emphasize the Chair's leadership both nationally and internationally in this area of great strategic importance, we have taken the initiative to bring together researchers of the CEETUM, as well as key partners working on the question of educational achievement as part of an FQRSC partnership with the DSCC and the Direction de la Recherche (Research Unit) and the Direction des statistiques et de l'information décisionnelle (Unit of Statistics and Decision-Making information) of the MELS.



From left to right : Alhassane Balde, Maryse Potvin, Christian Rousseau, Georges Lemieux, Myriam Proulx, Valerie Sayset, Alain Carpentier, Jacques Ledent, Jrene Rahm, Kristel Tardif-Grenier and Marie Mc Andrew

In addition to the Chair holder, the **Research Group on Immigration, Equity, and Schooling (GRIES)** brings together seven university researchers (from the Université de Montréal, Françoise Armand, Fasal Kanouté, Jake Murdoch and Jrene Rahm, from the INRS-Culture et Société, Jacques Ledent, from UQAM, Maryse Potvin and from the Université de Sherbrooke, Michèle Vatz-Laaroussi), a government researcher (Alain Carpentier, DR, MELS), and a college-level researcher (Sylvie Loslier, Cégep Édouard-Montpetit). The team also includes as an active member Georges Lemieux from the DSCC. These people are currently engaged in either quantitative studies on the educational pathways and performance of youth of immigrant origin; in diverse, mostly qualitative studies exploring the role of personal, family and community factors; or in policies, institutional practices and school dynamics in this regard. The program supported by the FQRSC (2010-2014) has three objectives: **a meta-analysis of results and a modelling of fac-**

tors identified in projects relating to mandatory schooling and adult education; the development of comparative analyses on regional, national, and international scales, and lastly, the extension of studies to post-secondary education and to transitions towards the workplace.

To carry out its program, until December 2012 the Chair can count on post-doctoral fellow Alhassane Balde, who holds a doctorate in demography from the Université Paris Descartes. The multi-disciplinary skills that he acquired as part of his graduate studies, such as his experience in leading large teams and his elaboration of projects involving both quantitative and qualitative methodologies, have been important assets in realizing the post-doctoral program he was assigned. On the one hand, this program has been to support the Chair holder in leading the team and making linkages with partners, and on the other hand, to collaborate in the synthesis and knowledge transfer of the team's work. As anticipated in the FQRSC application, a 2012-2014 post-doctoral grant, which will begin during the Winter 2013, will focus on the extension of research to post-secondary education and to transitions towards the workplace.



Alhassane Balde

▪ **Mandatory schooling and adult education**

In 2011-2012, the team continued to dedicate the core of its activities to the first two objectives, and more specifically to the **preparation of a collective publication and of various documents aimed at transferring knowledge to practitioners**, whose publication is anticipated in Year 3 of the project (see point 2 for comparative analyses both nationally and internationally). This intensive exercise in sharing and critical examination of our respective data was carried out together with our principal partners at the MELS, as well as with diverse partners from the education and community milieus. Graduate students supervised by members of the team and working on these issues were also involved in the process. As can be seen in point 4, this work was rendered more concrete through GRIES seminars, which this year put emphasis on work that is underway, as well as on master's theses and doctoral dissertations of graduate students (as mentioned in the 2010-2011 Annual Report, Year 1 focused on projects already completed by team members and partners).

The Chair holder, as well as the post-doctoral fellow affiliated with the team, also realized a **meta-analysis of 15 quantitative studies**, which were carried out by GRIES and MELS researchers, **focusing on the educational pathways and performance of students of immigrant origin, and factors that influence these**. A **synthesis of the team's very diverse qualitative work** is also underway. In this regard, special attention is given to features that administrative data does not cover, or at least not sufficiently, among other things to family and community strategies, to school-family-community relations, to systemic factors that may hamper the success of students from certain communities, as well as to innovative practices worth promoting.

More specifically, the meta-analysis focusing on quantitative studies has permitted to draw the following conclusions.

1) With regards to the overall assessment, the descriptive data clearly illustrate that educational pathways (graduation, drop-out rate, and delays in studies accumulated two years after entering high-school) are less favourable among students of immigrant origin generally, than among the control group. Nevertheless, this is influenced mainly by the generally negative profile of first generation students, while second generation students often have an

equivalent or even better trajectory compared to students of third generation or greater.

- 2) However, performance indicators among students of immigrant origin are, overall, more positive. These students have equivalent scores to those of the control group on exams. They also more frequently choose the most demanding course in mathematics, a trend that confirms the valuing of education among populations of immigrant origin, which may also have a positive effect on student trajectories at the college and university levels.
- 3) Nevertheless, in both cases, inter-group differences (according to region of origin or language), as well as within each group, are marked. This cautions us to question both very broad observations about students of immigrant origin, and the use of ethnic labels that are too general with regards to certain groups. The statistical analyses illustrate that inter- and intra-group differences are essentially explained by the more or less favourable characteristics of students, even if there seems to be a lingering effect of ethnic origin once a range of other student characteristics is taken into account.
- 4) In addition to differences according to group of origin, the meta-analysis confirms a coherent impact, through several studies, of a number of common risk factors leading to the non-obtaining of a high school diploma among the

school population, be it academic delay in primary school or during secondary schooling, the diagnosis of learning difficulties, attendance in a public school, or the need for linguistic support in high school.

- 5) However, other factors often identified in leading to educational success do not sufficiently appear, or do not appear in a sufficiently clear enough manner to draw conclusions about the breadth or generalizability of their impact on students of immigrant origin. These include generation, socio-economic status of the family, level of entry into the school system, frequency of schools changes, whether French is the student's mother tongue or only their language of schooling, region of residence, as well as the degree of disadvantage and of ethnic concentration of the school. All of these dimensions therefore need to be better understood through qualitative analyses.

Beyond this long-term endeavour, collaborations built up between researchers on one hand, and between researchers and partners on the other, have already generated a number of spin-off projects, either deepening or starting new research, or increasing dissemination and knowledge-transfer activities.

As forecast in the 2010-2011 Annual Report, in collaboration with Marie McAndrew and Jake Murdoch, Jacques Ledent completed three of the four follow-ups anticipated for a general study on educational achievement among Quebec youth of immigrant origin in secondary school.

First, **an examination of regional variations** (island of Montreal, suburbs of Montreal, and Quebec outside of the Montreal metropolitan area) revealed that the target group outside of the Montreal area earned a diploma less often than on the island of Montreal, and especially in the Montreal suburbs. However, when the presence of students who entered the Quebec school system at the beginning or during high school was accounted for, as well as the rates of those who left the province prematurely (these being comparatively more common outside of the Montreal area), the graduation rate among the target group converged in all three zones at a similar level to that of the control group (third generation and greater).



Jacques Ledent



Jake Murdoch

With regards to the second follow-up, which was a **comparison between first and second generation students**, the results turned out to be more significant and compelling. The descriptive analy-

ses indicate that second generation students earn diplomas just as much as students of third generation and greater, while first generation students overall have a clear deficit in graduation rates (about 15 percentage points). Nevertheless, while the characteristics of first generation students are generally less positive, the statistical analyses paradoxically indicate that, all things being equal, these students tend more often to earn a diploma than those of second and third generations or greater. Nevertheless, important variations exist with regards to the range of these differences between generations, depending on the region of origin.

Finally, the analysis of the **specific profile of students who either obtained their diploma in the adult education sector, or who are still pursuing studies there nine years after their entry into high school**, confirms a number of hypotheses put forward in a qualitative study by Maryse Potvin *et al.* FQRSC-joint action, 2009-2012: *Les jeunes de 16-24 ans issus de l'immigration à l'éducation des adultes: cheminement, classements et orientation scolaire* (translated: 16-24 Year Old Youth of Immigrant Origin in the Adult Education Sector: Educational Pathways, Evaluation, and Placement).

While students in the target group attend the general stream of the adult education sector

(FGA) in a similar proportion to students in the control group, the adult stream is disproportionately frequent among students from specific regions of origin, particularly the Caribbean and South Saharan Africa. Moreover, several factors tend to increase the presence of students from the target group in adult education: being from the second generation (rather than from the first), having a weak familial socio-economic status, having been diagnosed with a learning difficulty, and having changed school often or attended public school, especially in a disadvantaged area. Furthermore, this profile is noticeably the same when we turn attention to factors that frame the non-obtaining of a secondary school diploma by students of immigrant origin within this sector.

Another initiative aimed at understanding the **problematic situation of students from South Asia**, and more specifically those originating from Pakistan and Bangladesh, is revealed in the general study on educational achievement, as well as in the portrait focusing specifically on this community within the French sector (see 2010-2011 Annual Report). The study carried out this year by two doctoral students, Mahsa Bakhshaei (Université de Montréal) and Theophano Georgiou (McGill University), in two schools with strong representation of this group, has focused on identifying factors at the heart of problems endured by these students, as well as the best interventions for responding to these. The report

was just submitted to the DSCC, which will examine the conclusions and recommendations shortly.



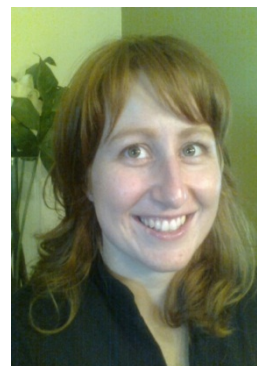
Mahsa Bakhshaei and Theophano Georgiou

Still on the topic of research, after a rather complex process of streamlining mutual expertise and databases, the GRIES and the Research Group of Educational Environments (GRES) (FQRSC 2010-2014), directed by Michel Janosz of the School of Psychoeducation at the Université de Montréal, submitted a joint application to the Access to Information Commission, so that the team for the project ***Aller plus loin, ensemble: évaluation de la stratégie d'intervention Agir autrement*** (Going further, together: Evaluation of the *New Approaches, New Solutions* Intervention Strategy) could be authorized to have access to the permanent codes of students from disadvantaged schools who answered this very broad survey. We aim to more precisely identify students of immigrant origin using the same indicators as in the study *La réussite scolaire des jeunes Québécois issus de l'immigration au secondaire* (translated: The Educational Achievement of Quebec Youth of

Immigrant Origin in Secondary School). These indicators are by birth country of the students and of their parents, as well as by mother tongue. In order to take into account some particularities related to the migratory process, the data on the educational status of respondents (i.e. graduation, dropout, perseverance) beyond the seven years covered by the initial study were also requested. The new project, funded by the DSCC and titled ***Étude de l'impact des facteurs psychosociaux et familiaux et des caractéristiques de l'environnement scolaire sur la persévérance des élèves issus de l'immigration en milieu défavorisé*** (translated: Study of the Impact of Psycho-Social and Family Factors, and of Features of the Educational Environment on the Perseverance of Students of Immigrant Origin in Disadvantaged Milieus), is under the joint leadership of Isabelle Archambault, Michel Janosz, and the Chair holder. It will allow us to explore to what extent these factors work in the same way for students of first and second generations, versus those of third generation or greater. In the short-term, specific analyses will be limited to certain sub-groups by region of origin who have a significant presence in disadvantaged contexts, all the while attempting to keep a balance in the profile of sub-groups with regards to cultural capital of families and educational perseverance. In the longer term, if further funding becomes available, we will contrast the situation of students of immigrant origin according to generation, to the seven main regions of origin

used in the GRIES-MELS study, as well as according to whether or not their language of schooling is the same as their mother tongue or language of use at home. The impact of school commitment of students may also be the subject of further studies. Together, these studies will allow us to answer important questions asked by our partners at *New Approaches, New Solutions* and the DSCC, on strategies for the design of policy, programs, and support mechanisms that aim to reinforce educational perseverance in milieus which are simultaneously pluri-ethnic and disadvantaged.

We would also note that the ties between the two teams will be intensified with the reception for a six-month period to the GRIES of Kristel Tardif-Grenier, a doctoral student in psycho-education whose master's thesis based on the data from the project *Aller plus loin ensemble: évaluation de la stratégie d'intervention Agir autrement*, focused on *La contribution du désengagement scolaire des amis et de l'accompagnement scolaire des parents au rendement scolaire d'élèves du secondaire nés en Haïti* (translated: The Contribution of the Lack of School Commitment of Friends and of the Educational Support of Parents in the Success of High School Students Born in Haiti).



Kristel Tardif-Grenier

There have also been numerous **diffusion** activities this year. First, the GRIES, and to a lesser degree the Education and Ethnic Relations domain of the CEETUM, supported the elaboration of **15 research pods** to summarize the results of studies carried out by its members, and to identify lessons at the policy and practice levels. These addressed the general and specific portrait by community, of educational achievement among students of immigrant origin, the role of extra-curricular activities in the development of skills among young immigrants, the portrait of immigrant reception services in the Montreal region, the evaluation of innovative projects promoting literacy in multi-lingual contexts, as well as the situation of immigrant-origin students in the adult education sector.

Moreover, the team organized this past May 7th and 8th, an important colloquium titled ***La réussite scolaire des élèves issus des groupes minoritaires: regards croisés*** (translated: Educational Achievement among Students from Minority Groups: Contrasting Perspectives) as part of the 80th ACFAS conference. About fifteen Quebec

researchers and students from the GRIES, as well as from various teams working on this topic in the outlying regions, presented their results under three broad themes: general assessments and influencing factors; relations between schools, families, and communities; and institutional dynamics and educational practices. Under each of these, a comparative perspective with the Flemish and Swiss teams with which we have close links was emphasized (see point 2). An original feature of the colloquium was its attempt to parallel data concerning educational perseverance among populations of immigrant origin and Native populations, and to generate dialogue between researchers specialized in both areas who work most of the time rather separately. A final section was thus dedicated to Native issues, with the presentation of quantitative and qualitative studies from Quebec put in comparative perspective with the schooling of gypsies in Spain (Jordi Garreta-Bochaca, Université de Lleida). Furthermore, we would like to highlight that a **special edition of the journal *Diversité urbaine*** based on the studies presented at the colloquium is in preparation.

- **Post-secondary education and transitions towards the workplace**

Studies focusing on college-level and university-level education also saw significant development, even though the core of activities

in this respect has yet to come. On the one hand, a new project (2012-2014) directed by Fasal Kanouté and in which Maryse Potvin participates, focuses on the **adaptation of universities and more specifically professional faculties to clientele of recent immigrant origin** (Concerted action MELS-FQRSC, educational perseverance program). Bringing together a multi-disciplinary team from six Quebec institutions, Francophone and Anglophone, the project aims to study in a systematic manner the lived experiences of students recently immigrated (acculturation, institutional adaptation, academic pathways) from their own perspectives, but also from the position of other actors (teachers, academic staff, heads of programs, student associations, and academic support staff). This year, the main activities have consisted in getting the research underway through the elaboration of questionnaires and the obtaining of statistical data from the six universities.

On the other hand, our college-level researcher, Sylvie Loslier (Cegep Édouard-Montpetit), has advanced substantially in the development of the project that she aims to carry out next year in collaboration with Aline Baillargeon, researcher in the Inter-cultural College Service. Drawing on local quantitative data and semi-structured interviews, the project aims to realize a **portrait of the educational success and the learning situation of students of immigrant origin in three technical programs (Nursing, Social Work, and Childhood**

Education) in three Montreal CEGEPs (Édouard-Montpetit, Vieux-Montréal and Marie-Victorin). The fact that human relations and communication are at the core of training, and that professional practicums play a central role in these domains, means that this field research will be particularly rich for better understanding the challenges of inter-cultural interaction at the college-level, as well as of its impact on the integration and educational success of people of immigrant origin.



Sylvie Loslier

With regards to the elaboration of a **broader portrait of the characteristics of immigrant students in college**, and their **pathways**, the study that we announced in the 2010-2011 Annual Report unfortunately faced several delays related to the restructuring that occurred last Fall within the former DRSI, and more generally to the heavy workload of its staff. It is now expected that this study will begin in Fall 2012. As in the secondary school study, sub-groups will include students of first and of second generations, but in order to take into account the particularity of the

college level, two more categories will be added: permanent residents and foreign students integrating directly into college.

In addition to these team studies, we would also like to highlight a project funded by the DSCC that aims at identifying the **factors influencing the choice of language of schooling at the college level among Allophone or immigrant-origin students** who were subjected to Bill 101 during their primary or high school studies. This project, under the leadership of Marie McAndrew, Jacques Ledent and Gérald Pinsonneault, an associate researcher to the Chair who has had a long career in the Research Unit at the Ministry of Immigration and Cultural Communities (MICC), gives special attention to the impact of the composition of migratory flows and their relative favourability to French, as well as of the impact of different rates of graduation and access to college-level studies among diverse communities over time. Pathways at the university level will also be explored among more recent cohorts, where it is possible, in order to determine whether decisions taken at the college level are indicative of later linguistic choices, or whether they reflect instead a strategy for maximizing linguistic abilities. Finally, a comparative examination will be made in order to determine to what extent the behaviour of students of immigrant origin is different from that of other Quebec students.



Gérard Pinsonneault

Due to problems relating to the reliability and comparability of databases, this project once again experienced some delays this year. We had to limit the study of the three cohorts (1983-1984, 1989-1990 and 1998-1999) to only students born abroad. The new statistical tables, based on these new criteria, have just been completed, and will be the subject of an analysis by researchers during the summer. Nevertheless, the team has already produced a preliminary descriptive and statistical report focusing on linguistic choices at the college level among the 1998-1999 cohort of students of first and second generations, as well as on factors that influence these decisions. Preliminary conclusions can be synthesized as follows.

First, our choice proved relevant to study students of 'immigrant origin' (born abroad or whose parents were born abroad), instead of Allophone students (whose mother tongue is neither French, English, nor a native language), even though the latter is usually the focus of official MELS statistics. It allowed us to identify in a more thorough manner the

impact of immigration on the linguistic distribution of students in college. For the cohort in question, 67.7% of students who were schooled at the secondary level in French chose to study at a French CEGEP, compared to 60.7% for Allophone students. This indicates a notable difference, especially when we recognize the intensity of passions that underscore this question among certain segments of the population.

Furthermore, the study demonstrates that linguistic characteristics among students (mother tongue or language of use at home, country of origin) have the most important impact on linguistic choices at the college level. We could also confirm that the shift from French to English in the move towards college is essentially a Montreal phenomenon, both among students in the target group and among third generation and greater students. Finally, we observed that a significant number of students (around 20%) who attended Cegep in English returned to French at the university level, and that, here again, this phenomenon is often linked to their linguistic characteristics.

2) Factors and conditions favourable to educational success among minorities: National and international comparisons

As part of a long-term collaboration and of funding obtained last year from the Joint Commission for Quebec-Flanders Cooperation, **collaboration with Flanders** has intensified overall this year, among other things with the team leading the

project *School Careers of Youngsters in Secondary Education in Flanders*, under the supervision of Christiane Timmerman. The team brings together five researchers from the Universities of Anvers, of Leuven, and of Gand. This multi-dimensional project, which combines quantitative and qualitative approaches, touches on the personal experiences of students and their school commitment, as well as on practices and systemic logics that prevail within educational institutions, and family and community strategies that support or inhibit the progression of children through their studies.

This past May, in order to carry out a comparison of results from this project with results from various studies by researchers at the GRIES, two researchers and two graduate students visited us. Flanders was also one of the three countries for comparison at the ACFAS colloquium described above. Christiane Timmerman and Johan Wets presented, in the first panel on general assessments, a paper titled *Jeunes à l'école secondaire en Flandre: une perspective comparative sur une population hétérogène* (translated: *School Careers of Youngsters in Secondary Education in Flanders: A Comparative Perspective on a Heterogeneous Population*), while Philip Hermans and doctoral candidates Sarah Braeye and Edith Piqueray contributed to a deeper understanding of the impact of

school-family-community relations, as well as of institutional dynamics and educational practices on the success of students of immigrant origin in Flanders. The team working on *School Careers of Youngsters in Secondary Education in Flanders*, and more specifically its component from the University of Leuven, the *Inter-culturalism, Migration and Minority Research Center (IMRCC)*, was also chosen as one of two principal partners for the Education and Ethnic Relations domain of the CEETUM, which paves the way for the **signing of a formal cooperation agreement next Fall**, during a visit by the IMRCC's director, Johan Leman. Students supervised by members of the team will have access to **one of the grants for short doctoral and post-doctoral visits** offered by the domain that focus on educational success and school/family/community relationships. Next year, the Flemish team anticipates inviting a significant number of Quebec researchers to participate in a major event being prepared by the team at Anvers, on the themes of equity and educational success in pluri-ethnic contexts.



Philip Hermans



Johan Leman

The second partnership, which got underway this past year with the **University of Geneva** ad-

dresses quantitative and qualitative studies on **discrimination and equality for immigrant populations in education**. Two researchers and a doctoral candidate at that university also participated in the ACFAS colloquium. Quantitative studies by José Ramirez, of the Haute École de Gestion de Genève (Geneva's Graduate School in Administration), were contrasted with work by Marie Mc Andrew, Jacques Ledent and Jake Murdoch (the latter of whom will carry out part of his upcoming sabbatical at that institute). Furthermore, Jean-Paul Payet and Lise Grémion respectively addressed the question of tensions between the school and vulnerable families, and of systemic factors, such as among other things the precarious side-tracking of students that can negatively influence educational pathways among children of immigrant origin. A subsequent meeting allowed us to plan for four GRIES researchers to participate in a doctoral school, as well as an intensive work seminar expected to take place next Spring.

3) Anti-Racist Education and Intervention

A number of studies touch directly on this question, among others those addressing the educational pathways of students of immigrant origin, and particularly, innovative studies carried out on adult education by Maryse Potvin (UQAM), where systemic patterns and streaming practices that produce

exclusion and discrimination are specifically explored.



Maryse Potvin



Benoît Côté

Also, the program on the *Role of Education in the Relationship between the Jewish Community and Other Quebecers*, mentioned above, involves a third component that addresses the **pedagogical impact of sites of memory and community initiatives on inter-cultural and anti-racist education of Quebec students**, which is under the leadership of this same researcher, with the association of Benoît Côté (Université de Sherbrooke) and the Chair holder. Last year, a mapping study was carried out that involved a thematic analysis of pedagogical material produced by six organizations of the Jewish community. It was completed with interviews with those in charge of these organizations. An article will be submitted shortly to a relevant journal.

This year, the core of activities for this team was dedicated to evaluating the **impact** of one of these initiatives, **the visit to the Holocaust museum and participation in educational activities that are associated with it** among students and their teachers. The study focuses specifically on **knowledge about and attitudes towards the**

Jewish community, as well as on abilities to generalize knowledge acquired in the study of an extreme example of a genocide that took place in the past and in another country, to less glaring situations of human rights abuses in the 'here and now.' Under the leadership of research fellow Geneviève Audet, our 2009-2011 post-doctoral fellow, who also contributed to the mapping study mentioned above, this field study was carried out in direct partnership with the Montreal Holocaust Memorial Centre. Among other things, worth mentioning in this regard, is the integration to our team of the person responsible for educational activities within the Museum, Sabrina Moisan, who has just been offered a position at the University of Sherbrooke and who will therefore become further involved in the project as a researcher.

The educational experience of students in three secondary school classes in their fifth year (two from a homogeneous milieu, and one from a multi-ethnic milieu in Montreal) was documented. Several interviews with the teachers were carried out (before the visit to the Museum, one week after the visit, and several months later). These interviews were matched with in-class observations of these teachers, both during preparatory activities and in a follow-up activity post-visit. A questionnaire was filled-out by all the students

who participated in the Museum visit, as well as by an equivalent control group. This questionnaire was mainly composed of already-standardized scales from social psychology for measuring inter-ethnic attitudes, as well as newly developed scales inspired by qualitative studies on levels of intolerance. In order to complement the information collected in the questionnaire, two focus group interviews were carried out with each of the three classes of the target group (both before the visit and several months afterwards). The students' Museum visit and their experience of listening to the testimony of a Holocaust survivor were also observed. All these data will be the object of analysis over the course of next year.

The theme of **anti-racist education and intervention** is also an area in which the Chair dedicates substantial energy to the **diffusion of a general expertise, as well as to supporting institutions in transforming their practices**. These activities are usually pursued through concern for inclusive education, a broader concept, and in the eyes of some, less threatening than that of anti-racism. The topic is also addressed through our attention for the initial training of teachers to take into account linguistic, cultural, religious, and social diversity. Notably, this was the case during CEETUM's annual colloquium *Vers des institutions inclusives: formation, transfert et accompagnement des milieux* (translated: *Towards Inclusive Institutions: Training, Knowledge Transfer, and*

On-Site Support), co-organized by the Chair holder (see page 37), and Involved Summit for Professors and Sessional Instructors in the Inter-Cultural Training of School Personnel, the *Sommet des professeurs et chargés de cours engagés dans la formation interculturelle du personnel scolaire* (translated : Summit for Professors and Sessional Instructors in the Inter-Cultural Training of School Personnel) (page 10). We would also like to mention the publication of *Pour une éducation inclusive au Québec: Pratiques, recherches, formation* (translated: Towards Inclusive Education in Quebec: Practices, Research, and Training) which resulted from the Study Days held last year on this theme (see page 9).

The Chair holder also intensified **engagement with the Tolerance Foundation**, with which a partnership was established two years ago around the organization of common events and the participation of the Chair holder in an advisory council. This year, Marie Mc Andrew became a member of the Board of Directors and the Chair co-organized a reflection day on education in diversity and the future guidance of the Caravan of Tolerance, which was held last April 23th. Approximately twenty people from government, educational, and community milieus participated in this day, which gave rise to general exchanges, as well as to more precise

plans for activities to focus on within the organization, in terms of re-defining issues around which identity concerns or intolerance revolve. A summary of this event was presented under the aegis of the Chair.

Finally, we should mention a **partnership that is in development** under the Education and Ethnic Relations domain of the CEETUM with the **Center for Urban Education (CUE) of the Ontario Institute for Studies in Education (OISE) on the adaptation of the educational system and curriculum to diversity**, where anti-racist and inclusive education will be at the core of exchanges. Representatives of this dynamic centre, which brings together research and practice in an innovative fashion, were invited to participate at the CEETUM colloquium held last May 3rd and 4th, and to a work meeting aimed at identifying multiple areas for collaboration. Following these exchanges, we decided to organize a joint seminar in Toronto for next November, in which five to eight researchers from our domain will participate, and to select this Center as the second partner of the domain, which will allow one of its students to benefit from a doctoral or post-doctoral grant for a short visit.

Component 3 – Policies and Practices from a Comparative Perspective



Under this component, through secondary data, the Chair aims to support the formation and the development of comparative, synthesized, and relevant knowledge on policies and practices related to inter-ethnic relations in schools and to the schooling of national minorities or groups of immigrant origin. In particular, three areas for development are pursued.

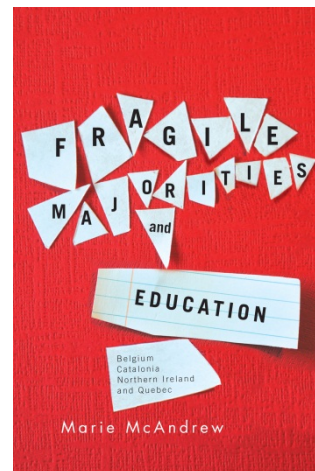
1) Education of Immigrants in Other Canadian Provinces and Countries of Immigration

Studies specifically addressing this issue were limited this year. We nevertheless consider that almost all of our work contributes to this area. It is especially the case of research focusing on the educational pathways and performance of students of immigrant origin, and on the schooling of religious minorities (who both encompass a significant comparative angle). Furthermore, this is explicit in the literature review and in the meta-analysis elaborated by the Chair holder and the GRIES post-doctoral fellow on factors influencing

educational success in migratory contexts. Collaborations elaborated with the *Centre for Urban Education*, described above, can also expect important developments in this area during 2012-2013.

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

The English version of the book *Les majorités fragiles et l'éducation: Belgique, Catalogne, Irlande du Nord, Québec* (see 2010-2011 Annual Report) will appear this Fall from the McGill-Queen's press, under the title of *Fragile Majority and Education: Belgium, Catalonia, Northern Ireland and Quebec*.



Results from that work continued to be disseminated in diverse forums and more particularly among Anglophone audiences. Two articles drawing on material from the book were prepared. The first, *Majorités fragiles, pluralisme et éducation: les leçons de l'enseignement de l'histoire au Québec* (translated: *Fragile Majorities Pluralism and Education: Lessons from Teaching History in*

Quebec), will appear in an upcoming collection of publications from the École normale supérieure titled *L'école et la nation* (translated: The School and the Nation). Second, *The school integration of immigrants in societies with complex socio-linguistic dynamics: Contrasting Québécois and Catalan experiences*, was submitted to the *Comparative Education Review*, following the lecture George F. Kneller's that the Chair holder gave last year as part of the 55th annual colloquium of the *Comparative and International Education Society*.

We have also maintained our long-term collaboration with the team **Grup de Recerca sobre Interculturalitat i Desenvolupament (GRID)**, whose director, Jordi Garetta, was invited at the ACFAS Conference to present his view on the state of the educational integration of gypsies in Catalonia. Furthermore, Professor Garetta plans to organize a new **Quebec-Catalonia meeting** in the more or less near future, depending on the economic situation in that region. That meeting will follow two other meetings respectively held in 2001. Under the aegis of the Research Group on Ethnicity, Adaptation and Pluralism in Education (GREAPE), a team that the Chair holder led for twelve years, in 2008 benefited under the aegis of the Chair.

In order to develop this area within the Quebec and Canadian context, the Chair can now count on Marie-Odile Magnan, from the Department of Educational Administration and Foundations, who we received as a post-doctoral fellow in March 2011. Through studies that she carried out during her doctoral research and short post-doctoral fellowship, this year she developed an innovative research program focusing on the **the role that Quebec educational institutions play in of the development of language and identity, and more specifically on the educational, linguistic, and identity pathways of Allophone and Anglophone students submitted to Bill 101 who attend Montreal universities** (FQRSC 2012-2015). Furthermore, this young researcher who will co-direct the Education and Ethnic Relations domain of the CEETUM in 2012-2013, is responsible for organizing a colloquium titled *L'éducation et les frontières linguistiques au Québec: transformations et enjeux pour les communautés d'expression anglaise* (translated: Education and Linguistic Boundaries in Quebec: Transformations and challenges for English-speaking communities), which will bring together several partners from the Anglophone community, including the **Réseau de recherche sur les communautés québécoises d'expression anglaise (RRCQEA-The Research Network on Quebec's English-Speaking Communities)**. Several issues will be addressed during that event, such as the legal, historical, political and institutional context of English-language institutions, the challenges that they

encounter today, their role in developing identities, languages, and inter-group relations, as well as the crossing of linguistic and educational boundaries at different levels of the school system.



Marie-Odile Magnan

3) Pluralism and Education in Emerging Multicultural Countries

- India

As in past years, the activities of the Chair under this theme essentially focused on India, through several key partners, the *Jawaharlal Nehru University* (JNU), the *National University for Educational Planning and Administration* (NUEPA) and the *University of Assam* in Silchar. The major activity this year consisted in holding an international seminar titled ***Rethinking Equity in India and Quebec: Towards Inclusive Societies*** held on November 7th, 8th, and 9th, 2011, which was funded by the Secrétariat aux affaires intergouvernementales canadiennes du Gouvernement du Québec (the Government of Quebec's Secretariat for Canadian Inter-Governmental Affairs), as well as by several partners. Co-organized with the Canada Research Chair in Ethnicity and Religious Pluralism, the

Université de Montréal's research pole on India and South Asia, and the Association for Canadian Studies, this colloquium enabled some twenty researchers from the two societies to become familiar with one another's contexts for ethnic relations and to deepen their common interests around three broad themes: 1) policies promoting affirmative action and equality, 2) secularism, religious diversity and ethnic relations, and 3) the role of education and of the media in the construction of an inclusive society. The seminar fostered the creation of five working groups, of which three directly or indirectly focus on challenges relating to education (the role of education and of media in building an inclusive society; the role of governmental actors and civil society in the management of diversity, and secularism and religious diversity).

The proceedings from that seminar are being prepared in the form of a special edition of the *Canadian Diversity Journal* which will contain some twenty articles of either a comparative nature or addressing challenges that are similar in the two societies. The Quebec contributions draw on work of researchers and government partners from six university institutions, as well as from the City of Montreal, while the Indian contributions reflect work carried out in six universities from four states. Presented in an appealing format, with short articles in English (2,500 words), followed by extended summaries in French (1,000 words), the work will foster the valuing of

Quebec expertise in the area of inter-cultural relations among centres for Canadian and Quebec studies in India, as well as among students interested in Quebec or in the French language. It will allow for researchers and decision-makers in Quebec to have a better understanding of points of comparison between their interests and issues in India, especially around questions of equality and diversity. An application to publish this work was directed to the Secrétariat aux affaires inter-gouvernementales canadiennes (SAIC) last May, who had indicated to us that they would favourably receive it. The work will be co-edited by Marie Mc Andrew, Priti Singh of the JNU and Émilie Parent, whose thesis focuses on the study of traditional healing practices among religious minorities in India.



Priti Singh



Émilie Parent

Ties with India will also be intensified during 2012-2013, as the Chair holder will carry out a month-long visit to the JNU and the NUEPA at the very start of a six-month sabbatical that she will begin in June. Notably, she will participate in a training seminar for decision-makers and principals of Muslim schools in Kashmir, organized by the NUEPA, where she

will comment on challenges relating to the management of diversity in educational contexts. The Chair also organized a panel titled *Equity and Inclusiveness in India and Quebec: Policy Issues in a Comparative Perspective*, which aims to highlight collaborations with the JNU regarding this issue, as part of a conference organized by the Indo-Canadian Shastri Institute in Pondichery last June 11th and 12th, on the theme of *Engaging Canada – Engaging India: the Quebec Context*. She will also represent the Université de Montréal at an opening roundtable at this important meeting.

With regards to **the mobility of graduate students**, in both directions, important developments should be noted. In partnership with the Faculty of Education at the Université de Montréal, the Chair obtained important funding from the Canadian International Development Agency (CIDA) (2011-2015) in the framework of the **Étudiants pour le développement (Students for Development) (EPD)** program, which falls under the second priority for that organization, which is *Assurer aux enfants et aux jeunes un avenir meilleur* (translated: Securing the Future for Children and Youth). Our Indian partner institutions are targeted by this project to permit three graduate students supervised by researchers affiliated with the Chair or CEETUM, to carry out research visits either related entirely or in part to their doctoral projects, on subjects such as **equal access to education among linguistic, religious, and Native**

minorities, adaptation of policies, programs, and interventions in terms of diverse realities and needs, or the production of pedagogical material that permits the integration of traditional knowledge into the mainstream curriculum. A first visiting scholar, Mathieu Hamelin, who is a master's student in international relations, was welcomed this summer to the NUEPA. Meanwhile, Émilie Parent has just received a grant to visit the University of Assam during the Winter 2013.



Mathieu Hamelin

Furthermore, this year the Chair welcomed a Shastri grant recipient from the JNU, Kumari Mansi, who works on Quebec's intercultural policy its limitations in responding to structural racism. A visit of one month allowed her to carry out an important part of her literature review, as well as to present her work in the CEETUM's 14th Colloquium for Students and Recent Graduates this past March.



Kumari Mansi

- **Brazil**

The preparation of the EPD application was also an opportunity for the Chair to concretize and formalize ties that we have held for several years with Reinaldo Fleuri, president of the International Association for Inter-Cultural Research (ARIC) (2009-2011) and director of the *Nucleo Mover Educacao Intercultural y movimientos sociales* of the Federal University of Santa Catarina in Brazil. This centre is one of the most dynamic of its kind in Brazil in the area of **anti-racist education and more broadly popular education, with the goal of fighting marginalization among diverse excluded groups**. The expertise that they offer, which is strongly related to informal education, is complementary to work by the Chair (which emphasizes formal education), and is a site where a number of our doctoral students may be interested in carrying out research visits. Three such visits were granted to us in this respect by the CIDA between 2011 and 2015. In addition, we plan to use one of the grants aimed at foreign students wishing to visit the Université de Montréal (three in total for all the partners

and projects involved) to welcome one of professor Fleuri's or his colleagues' students, whose interest area coincides with those of the Chair and its partners.

Furthermore, Marie Mc Andrew has been invited to do a month-long study visit next Fall with the *Nucleo Mover Educacao Inter-cultural y movimientos sociais*. She will then have an opportunity to familiarize herself with the work carried out within *Mover*, as well as at several Brazilian universities on issues linked to inclusive and anti-racist education. This will be done notably during a meeting of a large network that brings together researchers from thirty institutions and that is coordinated by *Mover*, that will take place at the start of her stay, on November 20th and 21st, 2012. Targeted discussions will also be held with Reinaldo Fleuri's team, in order to **develop more links between various Quebec studies currently underway on the evolution of the field of inclusive education** and its effects on the initial training of teachers (see page 11), with this team's unifying project for 2010-2014, which aims to carry out a **meta-analysis of theoretical and pragmatic dimensions of the field of inter-cultural and anti-racist education in Brazil**, as well as in scientific literature in the French language. The better positioning of the interests of the two institutions in the pursuit of student mobility around the

EPD project will also be a subject of discussions.

We have also obtained funding from the International Relations Unit from the Université de Montréal to invite Reinaldo Fleuri to visit us this Winter 2013 (initially the funding was anticipated for Winter 2012, but for familial reasons he had to delay his visit). In addition to speaking in several courses, it is anticipated that Reinaldo Fleuri will take up the topic of collaborations during his visit with the Chair holder, as well as develop a more formal agreement between the two institutions.



Reinaldo Fleuri and Marie Mc Andrew

- **Lebanon**

The collaboration that was established with Saint Joseph University and the Antonine University of Lebanon, by way of visiting professor André Daher last year, did not see any significant development this year, due to the unavailability of the partner, for personal and professional reasons. Nevertheless, the **FSE's hiring of Garine Papazian-Zohrabian, a specialist on the impact of traumas and grief among minority students**, developing this area with new footing. This researcher has long worked in the Faculty of Education at Saint Joseph University, where she still holds an elective position. Having recently joined the Education and Ethnic Relations domain of the

CEETUM as a collaborator, Garine Papazian-Zohrabian proposes not only to contribute to work on educational success (see page 36), but also to review the idea of a joint **Quebec-Lebanon seminar on education and pluralism**, that could be held in Spring 2013. An initial informal discussion has already taken place on this subject between Garine Papazian-Zohrabian and the vice dean of the Faculty of Education at Saint Joseph University, Fadi El-Hage, who visited the FSE last May.



Garine Papazian-Zohrabian

TEACHING

The course **PLU 6040 Éducation et construction des rapports ethniques** (translated: Education and the Construction of Ethnic Relations) is a unique space in which students from various faculties and from other universities interested in issues linked to education and ethnic relations, can share their interests and meet many researchers addressing these questions under multiple disciplinary, methodological, and theoretical angles. This year,

in order to foster greater participation and to more directly embed ourselves in the trans-disciplinary perspective of the CEETUM, we expanded the course theme. While remaining centered on educational issues, it touched upon the training and on-site support of professionals from diverse fields, such as social work, psychology, and nursing. As indicated in the 2010-2011 Annual Report, we also prepared a very engaging announcement circulated within several departments of the four partner universities of the CEETUM, as well as among other universities in Montreal.

Under the theme *Vers des institutions inclusives: politiques et pratiques, éducation et formation* (translated: Towards Inclusive Institutions: Policies and Practices, Education and Training), this year the seminar brought together twenty students from eight departments at the Université de Montréal, as well as from McGill University, the Université Lumière Lyon 2 and the University of Geneva. Sixteen colleagues from several Quebec universities (Université de Montréal, UQAM, INRS, Université de Sherbrooke) presented their work in it, or their research interests organized under four large themes: immigration and the management of diversity; religion, secularism, and reasonable accommodation; equality and inclusion; and the initial and continued training of practitioners.

RESEARCH TRAINING



In the back from left to right: Mahsa Bakhshaei; Alhassane Balde, Geneviève Audet, Sivane Hirsch, Ming Sun, Theophano Georgiou
In the front from left to right: Amina Triki, Marie Mc Andrew, Corina Borri-Anadon

In 2011-2012, the Chair holder supervised six doctoral students, one of whom defended his thesis with success this year, as well as one master's student. As is evident in the list at the bottom of this section, these students' research subjects are directly related to components in the Chair's research program.

These students are also largely from abroad or from other Quebec universities (three doctoral candidates), which testifies to the important role played by the Chair in establishing research networks both nationally and internationally.

The Chair also benefited in 2011-2012 from the presence of two post-doctoral fellows working directly for the Chair's research program, these being Sivane Hirsch (SSHRC Team Project 2010-2013) on the analysis of teach-

ing material and Alhassane Balde (FQRSC Team Project 2010-2013) on educational achievement. The activities of the fellows are described under these focus areas.

Obtaining FQRSC team funding also had an important impact on the training of our students. This year, we were able to offer three scholarship top-ups to one master's student, one doctoral student, and to one post-doctoral fellow all working on the issue of educational achievement who were supervised by the Chair holder or by diverse researchers of the GRIES team. The students were also directly associated with the various team seminars, which allowed them to develop broader methodological skills for uniting quantitative and qualitative approaches in studying the educational integration of students of immigrant origin. They also developed significant ties with our governmental, school, and community partners, which conventional training does not normally foster.

Post-Doctoral Fellows

- BALDE, Alhassane. *Méta-analyse des résultats et modélisation des facteurs influençant la réussite éducative des élèves issus de l'immigration* (translated: Meta-analysis of Results and Modelling of Contributing Factors in 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* (translated: Representations of the Holocaust, of Quebec's Jewish community and of Judaism in Quebec's teaching material). August 2010-

Theses (Ph.D.)

- BAKHSHAEI, Mahsa. *La réussite scolaire des élèves québécois originaires de l'Asie du Sud: impact des facteurs familiaux, communautaires et systémiques* (translated: Educational Achievement among Quebec Students of South Asian Origin: The Impact of Family, Community, and Systemic Factors). Supervisor, 2007.
- CHARKAOUI, Adil. *La perception de l'Islam et des musulmans chez des enseignants québécois de sciences humaines au secondaire* (translated: Perceptions of Islam and Muslims among Human Sciences High School Teachers in Quebec). 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* (translated: 'Living Together' in High School in the Context of Cultural and Religious Diversity: An Analysis of the Practices of Teachers according to Reflexivity and Ethics in Teaching). Supervisor, 2000-
- OUEDRAOGO, Abdoul. *Processus d'intégration des migrants dans les villes moyennes de l'est du Québec. Analyse du cas d'une cohorte de jeunes migrants installés dans les villes de La Pocatière, Rivière-du-Loup, Rimouski et Matane* (translated: The Integration Process of Migrants in Medium-Sized Cities of Eastern Quebec: Case Study of a Cohort of Young Migrants Settled in the Cities of La Pocatière, Rivière-du-Loup, Rimouski and Matane). Co-supervisor, 2007-2011.
- SUN, Ming. *La réussite scolaire des élèves d'origine chinoise: impact des facteurs familiaux, communautaires et systémiques* (translated: Educational Achievement among Students of Chinese Origin: the Impact of Family, Community, and Systemic Factors). Supervisor, 2008-
- TREMBLAY, Stéphanie. *La socialisation scolaire marginale en contexte libéral: le cas des écoles juives, musulmanes et Waldorf de Montréal* (translated: Marginal Educational Socialization in a Liberal Context: Jewish, Muslim, and Waldorf Schools in Montreal). Supervisor, 2009.

Master's Theses (M.A.)

- PAGÉ-BOISVERT, Léandre. *L'intégration de la diversité ethnoculturelle dans l'enseignement*

de l'histoire; défis et pratiques des enseignants québécois au secondaire (The Integration of Ethno-Cultural Diversity in History Education: Challenges and Practices among Quebec High School Teachers). Supervisor, 2012-.

THE CHAIR'S PRESENCE WITHIN THE COMMUNITY

The Chair maintained an intense program structured around public activities in three main areas:

- Brown-bag seminars, held the second or third Friday of each month, in which Canadian and international researchers are invited to present their work based on their recent publications or on emerging opportunities. Five activities of this nature were held, bringing together an extremely diverse, but regular audience (generally about thirty attendees).

Two of these events are worth noting in particular. The first, a conference by the Chair holder, was co-organized with the IRNS-Culture et Société's Observatory for Youth and Society. Held in January 2012, it was titled: ***L'éducation peut-elle changer les rapports sociaux et ethniques: un regard rétrospectif sur le Québec des quarante dernières années*** (translated: *Can Education Change Social and Ethnic*

Relations? A Retrospective Look at Quebec over the Past Forty Years), and gathered a diverse audience of some forty people interested as much in ethnic relations as in the situation of youth and education generally. One of the original aspects of that conference was that it assessed the re-definition of social and educational inequalities between Francophones and Anglophones as well as the traditional identity of the Francophone community and how its educational institutions have been transformed under the influence of pluralism.

A second event, held February 10th, 2012, attracted some fifty university faculty members, students, and partners interested in a question of great social relevance that the Chair had never before addressed, the **impact of grief and trauma on educational pathways of young immigrants**. That conference was given by Garine Papazian-Zohrabian, who as mentioned above, recently joined the FSE and CEETUM.

The GRIES Practitioner/Researcher Seminar.

This year, the GRIES seminar focused on the one hand, completing the meta-analysis of factors that influence educational achievement among students of immigrant origin during mandatory schooling, on the other on taking up studies at the college and university levels, and transitions towards the work-

place. The seven meetings brought together from a closed list of invitations, a loyal audience of some thirty people who included members of the team, as well as their graduate students and other interested colleagues and students focusing on this issue. It was also attended by several partners from the MELS, school boards, or community organizations. In the first case, presentations discussed the outcome of quantitative studies, systemic dynamics that influence educational perseverance among students of immigrant origin, and the positive role of various innovative projects closely associating families and community groups. In the second case, the state of research on educational pathways at the college and university levels, both quantitative and qualitative, was presented and the team also focused on developing a project at the college level, which is described above (page 20). We should also add to these activities the ACFAS colloquium that, in addition to bringing together team researchers and partners, involved Flemish, Swiss, and Catalan collaborators.

- A major annual colloquium or event



As indicated above, this year the Chair worked with the Education and Ethnic Relations domain of the CEETUM to organize this past May 3rd and 4th, the 2012 annual CEETUM colloquium addressing ***Le développement d'institutions inclusives: formation, transfert des connaissances et accompagnement des milieux*** (translated: Towards Inclusive Institutions: Training, Knowledge Transfer, and On-Site Support). More than 80 researchers, partners and graduate students discussed this innovative theme of great social importance. The program involved five conventional sessions in which dimensions and foundations in inclusive practices were addressed, as well as the role and limits of both initial and continuing training for practitioners, religion, secularism, and ties between researchers, practitioners, and assessment. In each of these sessions, researchers or partners from several disciplines at the CEETUM, presented results from studies or reflections on their own professional practice. These were followed by critical discussion by five discussants

selected from Canadian and international partners of the CEETUM.

Two sessions in the colloquium followed a participatory format. At the end of the first day, a discussion on the theme of ***Vers des institutions inclusives: avancées ou reculs ces dernières années?*** (translated: Towards inclusive institutions: Advances or setbacks in recent years?) gave way to animated exchanges. On the Friday afternoon, one last session focused on identifying common challenges that emerge from such exchanges, as well as the exploration of new projects that the CEETUM, its researchers and partners could undertake. It is also worth noting that the closing address was given by Benoît Sévigny, the Director of Communications of the Fonds québécois de la recherche société et culture (FQRSC). He reiterated the relevance of the theme proposed by the Centre, and identified possibilities for funding in this respect within the framework of various programs managed by Quebec's funding agencies. The publication of the conference's proceedings by the CEETUM, the Chair and MELS is anticipated, under the supervision of Marie Mc Andrew, Micheline Milot and Maryse Potvin.

In addition to these on-site activities, the Chair holder and four other researchers, students, and research assistants associated

with the Chair participated in **numerous events organized by our partners, as well as appearing in the media.** In particular, these touched on educational achievement among students of immigrant origin, lines of investigation to emphasize in sensitization and in inter-cultural rapprochement, and finally, in a broader perspective, the degree in which current studies on immigration and the inclusion of diversity are clearly linked to several emerging challenges in Quebec, where ethnic relations are under constant transformation. Furthermore, the Chair was one of **the key research centres highlighted by *Le Devoir* as part of its special issue on *Société, éducation* on February 25, 2012.**

INFRASTRUCTURE

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).

However, this year responsibility for this was shared with Geneviève Audet, who was the interim coordinator from January to May 2012, while Christine Paré took an unpaid leave to collect data for her **doctoral thesis on *La place et le rôle des femmes dans la gestion des programmes de développement financés par l'ACDI: étude de cas au Mali*** (translated: **The Place and the Role of Women in the Management of Development Programs Funded by the CIDA: A Case Study of Mali**). In this respect, she benefitted from one of the EPD grants mentioned above, which also permitted her to contribute to several institutional development efforts at the École normale supérieure of Bamako, and in various NGOs in Mali.

Furthermore, as in past years, the Chair could count on the support of graduate students carrying out diverse tasks. In this respect, we would like to highlight the work of Ming Sun, for her documentary research and the organization of the international seminar on India; Émilie Parent, for the follow-up for this same seminar, which among other things includes the preparation of the publication; and Mahsa Bakshaei, for organizing the PLU course. Two research fellows were especially

helpful regarding certain files, these being Amina Triki in the organization of the annual colloquium and Geneviève Audet, in the production of the synthesis of the Study Days on Inclusive Education and other files related to GRIES, especially those concerning knowledge transfer. Thanks to the efforts of all these people working together, the Chair benefits from an efficient and functional infrastructure that permits it to successfully carry out its research and training activities, as well as to ensure its presence within the community.

The Chair also benefits from the support of personnel at the CEETUM, in which it is hosted, notably of administrative assistant, Chantale Simard, secretary, Juliette Gosselin, who collaborated in the organization of the international Quebec-India seminar before retiring last January, and Josefina Rossell, who is the Centre's coordinator.

3. DEVELOPMENT PROSPECTS

The 2011-2012 year was a period of intense work along two research tracks under development, for our first two components, these being *Culture, Socialization, Curriculum* for the SSHRC program on the role of education in the rapprochement of the Jewish Community and Other Quebecers and *Equal Opportunities and Equity* for the FQRSC program on educational achievement among students of immigrant origin, under the aegis of the GRIES. In the first case, two innova-

tive field studies on ethno-specific schools and the educational impact of sites of memory were carried out, while studies analysing the curriculum are nearly completed. In the second case, the meta-analysis of quantitative work carried out by researchers, graduate students, and partners of the team has been completed, while that on qualitative studies focusing on influencing factors that are more difficult to grasp by quantitative approaches has advanced significantly. The institution of an innovative partnership with the GRES, also paves the way for greater circulation of this work. It is also worth mentioning that the theme of inter-cultural training of school personnel and attitudes towards diversity finally got off its feet this year, among other ways by elaborating a portrait of the initial training of teachers, in Quebec universities, with relation to linguistic and cultural diversity. With regards to the third component, *Policies and Practices in a Comparative Perspective*, the collaboration with India also intensified, in part with the seminar held on *Rethinking Equity in Quebec and India: Towards Inclusive Societies*, that set the stage for secondary analyses of comparative data on various challenges relating to education and ethnic relations, or more generally, to diversity and equality.

In 2012-2013, the core of the Chair's energies in the area of research will focus on the com-

pletion of the SSHRC research program, and for the FQRSC project, on the publication of a major work and on dissemination materials from results on studies into mandatory schooling and adult education. The comparative dimension of these two projects will also be intensified, with France on the teaching of the Holocaust and in a more general way on the role of education with regards to the Jewish community, and with Flanders and Switzerland regarding educational achievement among students of immigrant origin. Important developments are also expected to touch on inclusive education, and more specifically, on the initial training of teachers, following the team project recently granted by the SSHRC. We also anticipate the creation of a network of practitioners on this topic in Francophone countries, as well as the development of a targeted collaboration on epistemological challenges with the team *Mover* at the University of Santa Catarina.

With regards to dissemination, the 2011-2012 year has seen important activity. Indeed, this year, the Chair holder adds to her credit a forthcoming book, five book chapters already published or forthcoming, five peer-reviewed articles published or accepted in national and international journals, four articles in professional journals and two research reports which she supervised. We should also highlight this Fall's publication of the English version of the book *Les majorités fragiles et l'éducation: Québec, Belgique, Catalogne, Irlande du Nord* by the McGill-Queen's

Press, Queen's Press, as well as the publication under the aegis of the Chair of the document *Pour une éducation inclusive au Québec: Pratiques, recherches, formation*. These efforts will intensify in 2012-2013, as the two key programs of the Chair will enter the data analysis and article production phases. Furthermore, three collective pieces under the aegis of the Chair are currently being prepared, including a special issue of *Canadian Diversity* following on the Quebec-India seminar on equality and the development of inclusive societies, and a special issue of the journal *Diversité urbaine* reflecting the work of the GRIES and its international partners, which stems from the colloquium on educational achievement held during ACFAS last May. Finally, we note the elaboration of a collective piece bringing together multiple presentations and reflections carried out as part of CEETUM's annual colloquium on the role of research, knowledge transfer, and on-site support in building an inclusive society.

The Chair also maintained its significant support in the training of future researchers, among other things, by the recruitment of full-time doctoral students and post-doctoral fellows of an international calibre. It also ensured its presence in the community through numerous public activities that were well attended. We emphasize in this respect

initiatives that were carried out this year in partnership with the CEETUM and more specifically with the Education and Ethnic Relations domain of the Centre. This collaboration is expected to further intensify next year, in a context in which the sustainability of the Chair in terms of research, diffusion and partnerships beyond the seven years initially anticipated, will be at the heart of various discussions between researchers and university authorities.

4. PUBLICATIONS, PAPERS AND SCIENTIFIC ACTIVITIES

PEER-REVIEWED PUBLICATIONS

Books

Mc Andrew, M. (forthcoming, Fall 2012). *Fragile Majorities and Education. Belgium, Catalonia, Northern Ireland, and Quebec*. Montreal: McGill-Queen's University Press.

Published & Forthcoming Book Chapters

Mc Andrew, M. (2011). The Reasonable Accommodation Controversy in Quebec: Asset or obstacle to intercultural rapprochement? In A. Goldschlager & R. Klein (eds), *The St. Louis Era: Looking Back, Moving Forward*, National Task Force on Holocaust Education, Remembrance and Research, 60-68. Also available in French.

Mc Andrew, M. (2012). L'éducation au Québec contribue-t-elle au développement d'une société équitable et inclusive? Les acquis et les limites

(Does education in Quebec contribute to the development of an equitable and inclusive society? Assets and Limits). *Proceedings from the International Symposium on Interculturalism: A Québec-Europe Dialogue*.

www.symposium-interculturalisme.com/pdf/actes/Chap5_1Marie_McAndrew.pdf

Mc Andrew, M. (forthcoming, 2012). Majorités fragiles, pluralisme et éducation: les leçons de l'enseignement de l'histoire au Québec (Fragile Majorities Pluralism and Education: Lessons from Teaching History in Quebec). In B. Falaize, O. Loubes & Ch. Heimberg (eds), *L'école et la nation*, Lyon: Éditions de l'École normale supérieure.

Mc Andrew, M. (forthcoming, 2012). L'immigration et la diversité à l'école : un bilan. (Immigration and Diversity at School : An Assessment) In S. Gervais, C. Kirkey & J. Rudy (eds), *Le Québec en questions*. Montréal: Presses de l'Université de Montréal.

Hirsch, S. et Mc Andrew, M. (forthcoming). To Learn about the Other and to Get to Know Him: Judaism and the Jewish community of Quebec as represented in ethics and religious culture textbooks. In S.E. Kraft, B.O. Andreassen & J.R. Lewis (eds), *Textbook Gods*, De Gruyter.

Published or Accepted Articles

Mc Andrew, M. Garnett, B. Ledent, J. & Sweet, R. (in collaboration with H. Ben Salah & A. Balde). Les carrières scolaires des jeunes allophones à Montréal, Toronto et Vancouver: une analyse comparative (The Educational Trajectory of Young Allophones in Montreal, Toronto, and Vancouver: A Comparative Analysis). *Revue de l'Intégration et de la Migration Internationale/ International Journal of Immigration and Integration*, 12, 495-515.

Mc Andrew, M. (2012) Le débat sur le voile à l'école à la lumière des diverses conceptions de l'ethnicité et des rapports ethniques (The Debate over the Veil at School in Light of Diverse Conceptions of Ethnicity and Ethnic Relations) *Alterstices*, 1(1).

http://journal.psy.ulaval.ca/ojs/index.php/ARIRI/article/view/McAndrew_Alterstices1%281%29/pdf

Ledent, J., Aman, C., Garnett, B., Murdoch, J., Walters, D. & Mc Andrew, M. Academic Performance and Educational Pathways of Young Allophones: A Comparative Multivariate Analysis of Montreal, Toronto and Vancouver. *Canadian Studies in Population* (accepted with minor revisions).

Mc Andrew, M., Ledent, J. & Murdoch, J. Le profil et le cheminement scolaire des jeunes québécois issus de l'immigration au secondaire: un portrait statistique (The Profile and Educational Pathway of Quebec Youth of Immigrant Origin in High School: A Statistical Portrait). *Cahiers québécois*

de démographie (accepted with minor revisions).

Bakhshaei, M. & Mc Andrew, M. L'école française québécoise et les jeunes des minorités visibles: le cas des élèves d'origine sud-asiatique au secondaire (French Schools in Quebec and Visible Minority Youth: the Case of Secondary Students of South-Asian Origin). *Canadian Ethnic Studies/Études ethniques au Canada* (accepted).

Submitted Articles

Mc Andrew, M. (in collaboration with M. Bakhshaei). The Difficult Integration of Muslims in Quebec since September 11th: International or Local Dynamics? *International Journal*.

Mc Andrew, M. The School Integration of Immigrants in Societies with Complex Socio-Linguistic Dynamics: Contrasting Quebecois and Catalan experiences. *Comparative Education Review*.

Bakhshaei, M., Georgiou, T. & Mc Andrew, M. Le cheminement scolaire des jeunes des communautés anglophiles au Québec: le cas des élèves originaires de l'Asie du Sud (Educational Pathways among Youth from Anglophile Communities in Quebec: the Case of Students of South-Asian Origin). *Cahiers québécois de démographie*.

Hirsch, S. & Mc Andrew, M. La représentation de la communauté juive dans les manuels scolaires québécois (Representations of the Jewish Community in Quebec School Textbooks). *Les nouveaux cahiers de la recherche en éducation*.

Hirsch S. & Mc Andrew, M. Teaching about the Holocaust in Quebec: An Analysis of the Holocaust's Treatment in History Textbooks. *Journal of Educational Media, Memory, and Society*.

Hirsch, S., Mc Andrew, M. & Estivalèzes, M. Le traitement du judaïsme dans les manuels scolaires d'éthique et culture religieuse contribue-t-il à un meilleur vivre ensemble? (Does the Treatment of Judaism in Educational Textbooks for Ethics and Religious Culture Contribute to Living Together Better?) *McGill Journal of Education/ Revue des sciences de l'éducation de McGill*

OTHER PUBLICATIONS

Research Reports

Audet, G. (in collaboration with M. Bakhshaei, A. Balde, C. Borri-Anadon, J.-B. Leclercq & M. Sun) (2011). *Pour une éducation inclusive: pratiques, recherches, formation* (Towards Inclusive Education: Practices, Research, and Training). Report under the supervision of M. Mc Andrew and M. Potvin, Université de Montréal: Canada Research Chair in Education and Ethnic Relations.

Tremblay, S. (2011) *Les établissements scolaires ethnosécifiques au Québec, au Canada et en*

France: encadrements et impacts (Ethno-specific Educational Institutions in Quebec, in Canada, and in France: Frameworks and Impacts). Report under the supervision of V. Amiraux, M. Mc Andrew & M. Milot.

Professional Journals

Audet, G., Dejean, F. & Mc Andrew, M. (2011). L'énoncé de politique « Au Québec pour bâtir ensemble »: vingt ans après. Regards croisés face aux défis d'aujourd'hui (The Announcement of the "In Quebec to Build Together" Policy: Twenty Years Later. *Thèmes Canadiens*, Fall, 71-80.

Mc Andrew, M. & Audet, G. (2012). Le rapport à la diversité à l'école: spécificité du modèle québécois? (Report on Diversity in Schools: Particularities to the Quebec Model?) *Canadian Diversity/Diversité canadienne*, 9, 27-29.

Mc Andrew, M. (2012). L'enseignement de l'histoire et les relations intercommunautaires en Irlande du Nord et en Belgique (The Teaching of History and Inter-Community Relations in Northern Ireland and Belgium). *Enjeux de l'univers social*, 8(1), 43-47.

Mc Andrew, M. (forthcoming, 2012). Équité et imputabilité en éducation: pertinence et défis des indicateurs ethniques (Equality and Implications: the Relevance and Challenge of Ethnic Indicators). *Éducation Canada*.

SCIENTIFIC COLLOQUIA, CONGRESSES, EVENTS

12th Colloquium of the Association pour la recherche interculturelle. Invited Presenter. *Scolarisation formelle et construction des rapports ethniques: débats conceptuels et balises pour l'action*. Sherbrooke, June 20th, 2011.

Living Together: Canada Ten Years After September 11 Colloquium. Invited presenter. *La difficile intégration des musulmans au Québec durant la dernière décennie: effet des dynamiques internationale ou locale?* Grenoble, September 9th, 2011.

Groupe de recherche Immigration, équité et scolarisation (GRIES) Seminar. *Le cheminement et le choix linguistique des élèves issus de l'immigration au collégial et à l'université*. Montréal, October 28th, 2011.

International Seminar Rethinking Equity in Quebec and India: Towards inclusive societies. *Schooling in a French-Speaking but Pluralistic Society: Changes and Outcomes*. Montréal, November 9th, 2011.

Conference cycle of the Observatoire Jeunes et Société, Éducation, race et ethnicité: Les jeunes à la croisée des frontières. *L'éducation peut-elle changer les rapports sociaux et ethniques? Un regard rétrospectif sur le Québec des quarante dernières années*. Montréal, January 20th, 2012.

Conference Québec/University of Massachusetts, Panel: Integration of New-comers. Invited pre-

senter. *The Integration of Newcomers in Quebec: Background and Challenges*. Boston, March 22nd, 2012.

Annual Meeting of the American Educational Research Association, Symposium, and the Canadian Initiatives in Comparative and International Education: What can we learn from the study of Canadian educational systems? *Adaptation of Schools to Ethno-Cultural Diversity in Quebec, Catalonia and Flanders: Common and Specific Challenges*. Vancouver, April 13th, 2012.

CEETUM Annual Colloquium. Le développement d'institutions inclusives: formation, transfert des connaissances et accompagnement des milieux. Panelist. *Vers des institutions inclusives: avancées ou reculs ces dernières années?* Montréal, May 4th, 2012.

80th ACFAS Congress. La réussite scolaire des élèves issus des groupes minoritaires: regards croisés. Presentation. Mc Andrew, M. & Balde, A. *Réussite éducative des élèves issus de l'immigration au Québec: une méta-analyse des résultats de quinze études*. Montréal, May 7th, 2012.

80th ACFAS Congress. Colloquium. La réussite scolaire des élèves issus des groupes minoritaires: regards croisés. Presentation. Ledent, J. INRS, Murdoch, J., UdeM & Mc Andrew, M. *La réussite scolaire des jeunes québécois issus*

de l'immigration au secondaire: la 2^e versus la 1^{ère} génération. Montréal, May 7th, 2012.

PROFESSIONAL COLLOQUIA AND TRAINING WORKSHOPS

PRISME Colloquium « Enjeux, défis et solutions en intervention interculturelle ». *La prise en compte de la diversité culturelle et religieuse en milieu scolaire*. Montréal, October 6th, 2011.

Institut du Nouveau Monde Meeting on Generations. *Immigration, intégration et relations interculturelles: où en sommes-nous? Où devrions-nous aller?* Montréal, October 15th, 2011.

4th Colloquium of the Faculty of Graduate and Post-doctoral Studies (FESP). University of Montreal *L'interdisciplinarité dans les études supérieures*. Panelist. Montréal, November 11th, 2011

Journée Bilan et Héritage Metropolis. Session *Qu'est-ce qui a changé depuis 15 ans et risque de transformer débats et recherches sur l'immigration et l'inclusion de la diversité?* Panelist. Montréal, December 1st, 2011.

Association for Canadian Studies Colloquium, Multiculturalism, Interculturalism, and Shared Strategies for Addressing Diversity in Quebec and the Rest of Canada. *La sensibilisation et le rapprochement interculturels dans un contexte en mutation : défis et pistes à privilégier*. Montréal, March 28th, 2012.

Roundtable on *Outrages ordinaires*, organized by the Espace libre theatre. Panelist. Montréal, May 25th, 2012.

ORGANIZATION OF COLLOQUIA AND OF DISSEMINATION ACTIVITIES

(Under the aegis of the Canada Research Chair in Education and Ethnic Relations and the Chair in Ethnic Relations)

The Chair's Brown-Bag Seminar: Laurence Mettewie, Université de Namur, *État des lieux de l'enseignement bilingue en Belgique*. Montréal, September 30th, 2011.

Groupe de recherche Immigration, équité et scolarisation (GRIES) Seminar: Alhassane Balde, Université de Montréal, *Méta-analyse des travaux quantitatifs*; Jacques Ledent (INRS), *Variations spatiales de la diplomation secondaire chez les jeunes de 1^{ère} et 2^e générations*; Alain Carpentier, MELS, *Résumés des études « Coup de pouce à la réussite »*. Montréal, October 7th, 2011.

Groupe de recherche Immigration, équité et scolarisation (GRIES) Seminar: Sylvie Loslier, Cégep Édouard Montpetit, *Les difficultés de réussite des étudiants immigrants dans les stages des programmes techniques au collégial*; Abdoul Echraf Ouedraogo, *L'intégration des étudiants réunionnais dans le bas Saint Laurent, tout particulièrement dans le réseau collégial*; Marie Mc Andrew et Gérard Pinsonneault, Université de Montréal, *Le cheminement et le choix linguistique des élè-*

ves issus de l'immigration au collégial et à l'université. Montréal, October 28th, 2011.

The Chair's Brown-Bag Seminar: Marie-Odile Maignan, Université de Montréal, *Éducation et Frontières linguistiques: une incursion dans le milieu scolaire anglophone à Québec*. Montréal, November 18th, 2011.

Groupe de recherche Immigration, équité et scolarisation (GRIES) Seminar: Fasal Kanouté, Université de Montréal, *Comprendre le processus d'acculturation et d'adaptation institutionnelle des étudiants récemment immigrés*; Sarah Mainich, Université de Montréal, *Les expériences sociales et universitaires des étudiants internationaux inscrits aux cycles supérieurs à l'Université de Montréal: rapports à la persévérance aux études*; Pierre Canisius Kamanzi & Jake Murdoch, Université de Montréal, *L'accès à un diplôme universitaire chez les immigrants*. Montréal, November 25th, 2011.

Brown-Bag Seminar co-organized by the Chair and the Observatoire Jeunes et Société, *L'éducation peut-elle changer les rapports sociaux et ethniques? Un regard rétrospectif sur le Québec des quarante dernières années*. Montréal, January 20th, 2012.

Groupe de recherche Immigration, équité et scolarisation (GRIES) Seminar: Gina Lafortune, Université de Montréal, *Trajectoires socio-scolaires d'élèves du secondaire d'origine haïtienne en contexte scolaire défavorisé*; Zita de Koninck,

Université Laval, *Modèles de service offerts aux élèves issus de l'immigration à Québec et en région: principaux constats tirés de l'enquête et des portraits d'écoles*; Tresa Murphy, Université de Montréal, *Représentations d'enseignants de classes d'accueil et de classes ordinaires quant à l'intégration linguistique, scolaire et sociale d'élèves immigrants allophones*. Montréal, January 27th, 2012.

Brown-Bag Seminar co-organized by the Chair and the Education and Ethnic Relations domain of the CEETUM: Garine Papazian-Zohrabian, Université de Montréal. *Deuils et traumas chez les enfants immigrants et parcours scolaires*. Montréal, February 10th, 2012.

Groupe de recherche Immigration, équité et scolarisation (GRIES) Seminar: Jacques Leduc, INRS, *Caractéristiques et trajectoires des élèves issus des 1^{ère} et 2^e générations en quête du diplôme d'études secondaires à la FGA*; **Maryse Potvin and Jean-Baptiste Lelercq**, Université du Québec à Montréal, *Les jeunes de 16-24 ans issus de l'immigration en Formation générale des adultes dans six commissions scolaires: un aperçu de l'analyse qualitative en cours*; Jacques Lavoie et Christiane Hamel, Commission scolaire de Montréal, *Le programme français de transition*. Montréal, February 24th, 2012.

Summit for Professors and Sessional Instructors in the Inter-Cultural Training of School Personnel. First meeting for practitioners involved in compulsory and direct courses. Event co-organized by the Education and Ethnic Relations domain of the CEETUM and the Chair. Montréal, March 23rd, 2012.

Groupe de recherche Immigration, équité et scolarisation (GRIES) Seminar: Alain Carpentier, MELS, *Comment identifier les personnes issues de l'immigration au collégial et à l'université à partir des données administratives du MELS?* Sylvie Loslier, Cégep Édouard-Montpetit, *Proposition de recherche La réussite scolaire chez les étudiants issus de l'immigration dans trois programmes techniques collégiaux*; Aline Baillargeon, Cégep du Vieux-Montréal, *La situation et le vécu des étudiants issus de communautés culturelles au Cégep du Vieux-Montréal*. Montréal, March 30th, 2012.

Brown-Bag Seminar co-organized by the Education and Ethnic Relations domain of the CEETUM and the Chair: Bronwen Low, McGill University, *Développer une pédagogie de l'écoute: l'utilisation des histoires de vie en classe*. Montréal, April 20th, 2012.

Day of reflection on diversity education and approaches on the future of the Tolerance Caravan, co-organized with the Tolerance Foundation. Montréal, April 23rd, 2012.

Groupe de recherche Immigration, équité et scolarisation (GRIES) Seminar: Mahsa Bakhshaei, Université de Montréal and Theophano Georgiou, Université McGill, *Les perceptions et activités des organismes communautaires en lien avec la réussite scolaire des élèves originaires de l'Asie du Sud*; Michèle Vatz-Laaroussi, Université de Sherbrooke, *Recherche-action sur l'histoire familiale en classe d'accueil*; Françoise Armand, Université de Montréal, *Activités d'expression théâtrale plurilingues en classe d'accueil au secondaire*. Montréal, April 27th, 2012.

CEETUM Annual Colloquium co-organized by the Chair and the Education and Ethnic Relations domain of the CEETUM. Le développement d'institutions inclusives: formation, transfert des connaissances et accompagnement des milieux. Montréal, May 3rd and 4th, 2012.

80th ACFAS Congress. Colloquium. La réussite scolaire des élèves issus des groupes minoritaires : regards croisés. Montréal, May 7th and 8th, 2012.

MEDIA PRESENCE

Interview on the show *Champ Libre*, La capacité d'intégration des enfants immigrants à l'école primaire et secondaire. Montréal, November 1st, 2011.

Rose, B. La Chaire en relations ethniques – Le pluralisme impose plus d'un défi à l'éducation québécoise. *Le Devoir*, February 26th, 2012. [Online]

www.ledevoir.com/societe/education/343558/la-chaire-en-relations-ethniques-le-pluralisme-impose-plus-d-un-defi-a-l-education-quebecoise

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

Maryse Potvin, Researcher, UQÀM

PEER-REVIEWED WORK

Published & Forthcoming Book Chapters

Potvin, M. (2012) 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/Kingston: McGill-Queen's University Press/Queen's Policy Studies Series, p. 247- 277.

Potvin, M. & Leclercq, J.-B. (2011). Histoires migratoires et scolaires de jeunes à l'éducation des adultes. (Migration and Schooling Histories among Youth in Adult Education). In F. Kanouté & G. Lafortune (ed.) *Familles québécoises d'origine immigrante. Les dynamiques de l'établissement. (Quebecer Families of Immigrant Origin: Settlement Dynamics)*. Montréal: Presses de l'Université de Montréal, p. 129-144.

Potvin, M. and collaborators. (forthcoming, 2012) Les trajectoires et besoins spécifiques des jeunes de 16-24 ans issus de l'immigration au secteur de la formation générale des adultes. (Trajectories and Needs Specific to 16-24 Year Old Youth of Immigrant Origin in General Adult Education). In C. Villemagne & J. Myre-Bisaillon (ed.) *Les jeunes adultes faiblement scolarisés. Parcours de formation et besoins d'accompagnement*. (Weakly Schooled Young Adults). Presses de l'Université du Québec.

COLLOQUIA, CONFERENCES AND SCIENTIFIC EVENTS

Brown-Bag Seminar in the Faculty of Education (UQAM). *Les jeunes de 16-24 ans issus de l'immigration à l'éducation des adultes au Québec*. Montréal, November 15th, 2011.

International Seminar Rethinking Equity in India and Quebec: Towards Inclusive Societies. *Social and Media Discourses in the Reasonable Accommodations Debate*. Montréal, November 8th, 2011.

Colloquium organized by UQAM's Pre-School Education and Primary Teaching Program. *Enjeux du pluralisme et de l'éducation inclusive*. Montréal, October 25th, 2011.

12th Colloquium for the Association pour la recherche interculturelle. Symposium La scolarisation des jeunes de 16-24 ans issus de

l'immigration au secteur de l'éducation des adultes: une réalité troublante. *Les jeunes de 16-24 ans issus de l'immigration à l'éducation des adultes au Québec*. Sherbrooke, June 22th, 2011.

COLLOQUIA, CONFERENCE AND SCIENTIFIC EVENTS

Journée Bilan and Héritage Metropolis. *Les jeunes issus de l'immigration; enjeux et perspectives*. Montréal, December 1st and 2nd, 2011.

Training Workshop *Inclusion et anti-discrimination à l'école québécoise*, given at the Ministry of Education, Leisure, and Sports (MELS), December 6th, 2011 and April 17th, 2012.

Youth Engagement Conference. *Les jeunes de 16-24 ans issus de l'immigration à l'éducation des adultes au Québec*. Montréal, November 3rd, 2011.

Study Days on Teaching the Holocaust and Other Genocides: Possibilities, Obstacles, and Incentives, organized by the Holocaust Memorial Centre. *Génocides et droits humains dans les cours sur la pluriethnicité et l'éducation antidiscrimatoire en formation initiale des maîtres*. Montréal, October 27th, 2011.

Sivane Hirsch, post-doctoral fellow

PEER-REVIEWED WORK

Forthcoming Book Chapters

Hirsch, S. (forthcoming). Comment parler aux jeunes de ce qu'on ne sait pas toujours dire? L'exemple de l'enseignement de l'Holocauste à l'école secondaire. (How do we speak to youth about what we do not always know how to speak? The example of teaching the Holocaust in high school). In D. Jeffrey & J. Lachance (ed.), *Codes, corps et rites dans la culture jeune (Codes, Bodies, and Rites in Youth Culture)*. Québec: PUL.

COLLOQUIA, CONFERENCES AND SCIENTIFIC EVENTS

80th ACFAS Congress. Symposium. Éduquer et former au « vivre ensemble » dans l'espace francophone et ailleurs. Co-organized by the GREE and l'AFEC. *Le traitement du judaïsme en Éthique et culture religieuse: pour un meilleur vivre ensemble entre la communauté juive du Québec et les autres Québécois*. Montréal, May 10th, 2012

Study Days on Teaching the Holocaust and Other Genocides: Possibilities, Obstacles, and Incentives, organized by the Holocaust Memorial Centre *L'Holocauste et d'autres génocides dans les manuels d'histoire*, Montréal, October 26th, 2011.

Mahsa Bakhshaei, doctoral candidate, UdeM

COLLOQUIA, CONFERENCE AND SCIENTIFIC EVENTS

2nd Annual Joint Conference of the Association for Canadian Studies and the Canadian Ethnic Studies Association: Multiculturalism Turns 40: Reflections on the Policy. *La politique canadienne de multiculturalisme assure-t-elle l'égalité des chances de la réussite scolaire des élèves immigrants au secondaire québécois? Le cas des élèves sud-asiatiques au secteur français*. Ottawa, October 1st, 2011.

Diversity Conference. *Academic Achievement of South Asian Students in Quebec High Schools: The Effects of Social Class and Home Culture*. Vancouver, June 18-21, 2012.

Canada International Conference on Education. *Do Quebec French Schools Offer Equal Opportunities For Success To All Students? Investigating the Case of the Students of South Asian Origin*. University of Guelph, Ontario, June 7-11, 2012.

80th ACFAS Congress. Colloquium La réussite scolaire des élèves issus des groupes minoritaires: regards croisés. *Grandir Québécois francophone: le cas des jeunes sud-asiatiques au secondaire*. Montréal, May 7th, 2012.

Ming Sun, doctoral candidate UdeM

PEER-REVIEWED WORK

Submitted Article

Sun, M., Cultural capital, social capital and academic achievement: the case of the Chinese church in Montreal and Toronto. *Diaspora, Indigenous, and Minority Education*, special issue on Migration, Religion, and Education.

COLLOQUIA, CONFERENCE AND SCIENTIFIC EVENTS

56th Annual Conference of the Comparative and International Education Society. *Academic achievement of Chinese-speaking students in Québec: Impacts of socio-demographic and school-related factors*. Puerto Rico, April 26th, 2012.

Stéphanie Tremblay, doctoral candidate, UdeM

PEER-REVIEWED WORK

Published or Forthcoming Book Chapter

Tremblay, S. (forthcoming). Les écoles privées religieuses: un cas de conscience pour les démocraties libérales (Private Religious Schools: A Matter of Conscience for Liberal Democracies). Dans G. Grandjean & G. Piet (eds), *Polémiques à l'école. Perspectives internationales sur le lien social (Problems at*

School. International Perspectives on Social Ties).

Published Articles

Tremblay, S. (2012). Frontières ethniques, citoyenneté et écoles religieuses séparées. (Ethnic Boundaries, Citizenship and Separate Religious Schools). *Social Compass*, 59(1), 69-83. Sage Publications.

Tremblay, S. (2011). La négociation des frontières ethniques dans l'espace scolaire: un regard québécois. (Negotiation of Ethnic Boundaries in the School: A Look on Quebec). *Revue européenne des migrations internationales (REMI)*, 27(2), 117-138.

COLLOQUIA, CONFERENCE AND SCIENTIFIC, EVENTS

12th Colloquium for the Association pour la recherche interculturelle. *Le rôle de l'éducation dans les relations interethniques: le cas de la communauté juive*. Sherbrooke, June 19th-23rd, 2011.

4th Colloquium of the Faculty of Graduate and Post-doctoral Studies (FESP) University of Montreal, L'interdisciplinarité dans les études supérieures. *L'analyse de la scolarisation parallèle à Montréal (écoles musulmanes, juives et Steiner): un objet*.