



ANNUAL REPORT

Chair in Ethnic Relations

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

Université de Montréal



Prepared by

Marie Mc Andrew

Chair Holder

and

Christine Paré

Coordinator

June 1, 2008 – May 31, 2009

TABLE OF CONTENTS

1. PRESENTATION	3
2. ACHIEVEMENTS IN 2008-2009.....	4
Research.....	4
Teaching	14
Research Training.....	16
The Chair's Presence Within The Community.....	19
Infrastructure.....	20
3. DEVELOPMENT PROSPECTS.....	21
4. PUBLICATIONS, PAPERS AND SCIENTIFIC ACTIVITIES.....	22
Peer-Reviewed Publications.....	22
Other Publications.....	24
Scientific Colloquia, Congresses, Events	24
Professional Colloquia and Training Workshops.....	24
Organization of Colloquia and of Dissemination Activities	26
Media Presence	26
Presentation of the Chair's Work By Other Researchers, Students and Research Assistants.....	28

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 problematics 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)*, head of the Chair for a four-year mandate, which was renewed for an equivalent term in August 2007.



Marie Mc Andrew

From 2003 to 2005, the Chair's development plan was established and various initiatives were launched in order to develop a research program aligned with the new Chair holder's area of expertise, to define a strategy to increase the presence of the Chair within the community and to identify various avenues for obtaining the funding and infrastructure needed for its activities. These efforts resulted in the creation of 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 seeks a better understanding of the impact of social determinants on educational interventions in multiethnic settings as well as the resistance it generates, and to better identify the potential contribution of education in producing or reducing inter-ethnic inequalities and identity boundaries. The Chair thus pursues four strategic objectives:

- 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 synthetic, 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 immigration countries or multicultural emerging countries;
- to promote training and intra-provincial and international exchanges for new and future researchers.

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

This report covers the period from June 1, 2008 to May 31, 2009. It is divided into three main sections. The first provides an overview of our achievements in terms of research and national and international partnerships, teaching, our presence within the community and the development of our infrastructure. The second section presents some of the development prospects for the Chair in 2009-2010. The third section provides an exhaustive list of the publications and papers by the Chair holder as well as by the researchers, post-doctoral fellows and graduate students affiliated with the Chair.

2. ACHIEVEMENTS IN 2008-2009

RESEARCH

Component 1 – Culture, Socialization, Curriculum



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

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

The project, **Ethnic Relations and the Construction of the Curriculum: The Treatment of the Muslim World in Quebec and Ontario Teaching Materials** (SSHRC 2005-2009), carried out in collaboration with D. Helly (INRS-UCS) and M. Ali (Ryerson University), was completed this year. It aimed to track the evolution of the place and the representations of this issue over the last 10 years, to better understand the impact of various factors on authors and publishers of textbooks (such as the initiatives of Muslim community lobby groups, the perception of current world events or the influence of other societies), and to identify the training needs of teachers from various disciplines. In this respect, many partnerships have been developed with decision-makers (namely, the *ministère de l'Éducation, du Loisir et du Sport*-MELS and

school boards) as well as with various groups representing the Muslim community. Of equal importance is the comparative dimension of this project. Our scientific committee was made up of F. Lantheaume (INRP, France), F. Lorcerie (IREMAM, France), F. Pingel (Georg Eckert Institute for International Textbook Research, Germany) and J. Garreta (University of Lleida, Catalonia), who all contributed to the project through their respective studies on similar issues.

Findings from the analysis of teaching materials in Quebec and Ontario (see the 2007-2008 Annual Report) were the subject of four articles that dealt with specific sub-themes in one or the other province. Two of these articles, "The Evolution of the Coverage of Islam and Muslim Cultures in Quebec French Language Textbooks" (Oueslati, McAndrew and Helly) and "Muslim Fictional Characters in Ontario's English Language Textbooks" (Ali, Salem, Oueslati and McAndrew) should appear in a special edition of *Contexts, The Journal of Educational Media, Memory, and Society* on the theme "Teaching about Islam and The Muslim World: The Formal and the Real Curriculum," which is currently under preparation. This special issue will also group French, Catalan and German texts on similar issues, the majority of which were presented during the colloquium, "Islam and Education in Pluralist Societies: Integration and Transformation," organized last May by the Chair. Two other articles, "*Le traitement du monde musulman dans les manuels scolaires québécois de langue française*" (McAndrew, Oueslati, Triki-Yamani and Helly), and "The Coverage of Islam and Muslim Cultures in

Ontario Textbooks" (Ali, Salem, Oueslati and McAndrew) will also be shortly submitted to peer-reviewed journals. Other articles comparing data from the two provinces will moreover be written this fall.

However, the efforts made by the Chair this year, within the framework of this project, concern mostly the other parts of the research, notably the analysis of teacher interviews in Ontario and Quebec. This component aimed to explore **the capacity of secondary school teachers of both History and Citizenship Education in Quebec and Social Studies in Ontario to identify the factual errors, the stereotypes or the ethno-centric biases in the teaching materials they use** so as to identify teacher training needs in this regard.

A first common theme from the two studies (Quebec and Ontario) is the fact that teachers are generally capable of detecting biases and explicit stereotypes regarding Islam and the Muslim world. However, when it comes to correcting these errors with a discipline-based knowledge, teachers do not perform as well. They state, in both cases, that they are poorly versed in such matters and that they often have to use other pedagogical sources to complement their rudimentary knowledge. Moreover, they are very careful when it comes to teaching such, sometimes delicate, issues to their students. They are equally divided on the relevance of following training to this effect. A majority is favourable to it, but a minority considers that they do not have time to spare or that it does not constitute an important enough theme for getting such training. Respondents also deplore the absence of Canadian Muslim minorities as well

as the ever-pervasive Eurocentric treatment of Islam in the textbooks of their respective provinces.

A part of the results in Quebec, namely the elements that specifically refer to the relationship of teachers with teaching materials and their training needs, have already been the subject of an article. "The Relationship of History Teachers to School Knowledge on Islam" (Triki-Yamani and McAndrew) will also appear in the aforementioned special issue of the journal *Contexts*. Furthermore, the results of the postdoctoral research study that was conducted by Amina Triki-Yamani on the impact of curricular representation of their religion and of their culture on Quebec Muslim students were recently published in the journal *Diversité urbaine* (Vol. 9, no 1, pp. 73-94).

In 2009-2010, an extension of this project on the issue of the **curricular treatment of Judaism and of Quebec and Canadian Jewish communities** is also anticipated. Of interest, we just obtained a grant from the Jewish Community Foundation of Montreal and the Federation of Combined Jewish Appeal that will permit us to associate a postdoctoral intern to the development of a larger research project on the role of education in the relations between the Jewish community and other Quebecers. One of the components of this program, elaborated in close collaboration with diverse partners in the community and the Ministère de l'Éducation, du Loisir et du Sport, precisely concerns the question of teaching materials.

2) Religious Pluralism and Reasonable Accommodation

Given that the political context was less animated around this question than last year, we were able to focus more on in-depth work. Three initiatives of research and dissemination are worth mentioning. First of all, our collaboration with the **Unité Mixte de recherché Éducation et Politique of the Institut National de recherches pédagogiques generated two common works**. The first, "*Le particulier, le commun, l'universel : la diversité culturelle à l'école*" (edited by De Queiroz, Gautherin, Lantheaume and McAndrew), will appear during Winter 2010 at the *Presses universitaires de Rennes*; it deals with such themes as ethnic categorization, the accommodation of diversity and the resistance it creates as well as the controversies surrounding the teaching of certain subjects.

The second, that emerges from the colloquium that we organized with the Chair in Religion, Culture and Society at the University of Montreal, the Religion and Ethnicity pole at the CEETUM, the *Université Lumière-Lyon 2* and with the *Institut national de recherche pédagogique* in the framework of the *Entretiens Jacques Cartier*, concerns "**Les diversités à l'école: perspectives comparées**" (McAndrew, M.; Milot M.; Gautherin, J.; Triki-Yamani, A. (eds.)). Three main themes are discussed in this work: the political, normative and legal frameworks that define the relationship of each country with regard to diversity, religious plurality in school programs and practices and the adaptation of the curriculum to cultural and linguistic diversity. It consists of Quebec,

French, British, Swiss and Belgian contributions, and should appear at the *Presses de l'Université Laval* during Winter 2010.

The preparation of a special issue of the Journal of International Migration and Integration (JIMI) regrouping different articles from the international colloquium "Islam and Education in Pluralist Societies: Identity and Transformations" should also be mentioned. Entitled, "**The Education of Muslim Minority Students: Comparative Perspectives,**" this special issue (edited by the Chair holder and by Julia Ipgrave of the University of Warwick) is to be released during the 13th National Metropolis Conference in Montreal at the end of March 2010. This special issue received the support of *Immigration et métropoles*, the Quebec Metropolis Centre. It aims to better understand the dynamics of the integration of Muslim minorities in the school systems of various societies where the presence of Muslims is relatively recent (Quebec, Ontario, France, Canada, Great Britain) or longstanding (India). Of particular interest are the mutual transformations that take place in this process. Two issues are discussed: the adaptation of norms, programs and practices of public schools to the needs of Muslim students and the evolution of the formal and real curriculum of private Muslim schools.

Furthermore, within the framework of our partnership with the National University for Educational Planning and Administration in India (Delhi) and of a new collaboration with the Canada Research Chair in Religious Pluralism and Ethnicity of the University of Montreal, we are planning to present a grant application to

SSHRC in the Fall of 2009 **on the role and the impact of ethno-specific institutions in Canada** (Quebec, British Columbia), **in Europe** (France, Great Britain) **and in India** (Utar Pradesh, West Bengal). Each site would look at a common religious minority, Muslims, while adding on another community (Jews in Quebec and France, Sikhs in British Columbia, Great Britain and in India). The project will focus on three issues: the normative, legal and financial frameworks that regulate the existence of such establishments and their degree of autonomy; the real curriculum that prevails there, among others, the equilibrium between religious requirements and common norms as well as the impact, on students, of a schooling lived largely without significant contact with peers of other religious groups.

3) Intercultural Training of School Personnel and its Attitudes toward Diversity

Under this theme, the activities of the Chair were rather limited. On the one hand, we were, as announced last year, engaged in a training program aimed at teacher trainers held in June 2008. This initiative will allow a large number of people, both from the school and academic milieus, to use the module, ***La prise en compte de la diversité culturelle et religieuse en milieu scolaire***, updated last year in collaboration with the *Direction des services aux communautés culturelles*.



Geneviève Audet

On the other hand, as of April 2009, the Chair will host postdoctoral intern Geneviève Audet (FQRSC) for two years, whose project focuses on **the use of case methods in the intercultural training of future teachers**. She will also be responsible, especially as of 2010, for developing a network of partners and of researchers from the CEETUM and from other universities interested to maximize the use of research findings in training and to foster the appropriation of such content and its translation into action by professionals.

Component 2 – Equal Opportunity and Equity



This component includes three major themes:

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

In this area, the main project, supported by the MELS, and conducted jointly with Jacques Ledent (INRS) in collaboration with Jake Murdoch (Université de Montréal), consists of a **study of the educational pathways of the cohort of students of immigrant origin in Quebec who started high school in 1998-1999 and 1999-2000 that we followed up to community college (CEGEP)**.



Jacques Ledent

The study focuses on seven sub-groups (East Asia, Southeast Asia, South Asia, North Africa and the Arab world, the Caribbean and Africa, Central and South America, Eastern Europe). It provides a portrait of respondents' socio-demographic (sex, place of residence, place of birth, socioeconomic milieu) and educational characteristics (level and age of entry in the school system, ethnic density and educational challenges of schools attended, designation as at-risk students, linguistic support) as well as various indicators of their educational pathways and academic performances (delays accumulated in Secondary III, secondary school graduation rates, grades in French, mathematics and science). Multiple regression analyses will also permit answering three questions: What factors influence high school graduation rates among these youth? What is their specific impact in relation to other variables not considered in the study, such as those linked to

family or school practices? And lastly, when all their characteristics are taken into account, do students of immigrant origin do as well, better or the same as those who are of second-generation or more? The project's final report will be available in the Winter 2010 and its main results will be presented during an international colloquium, co-organized by the Chair and the Discrimination and Insertion pole of the CEETUM, on the theme of **School Success of Immigrant Youth**, which will take place on the 5th and the 6th of November 2009 (See Component 2).

Moreover, in order to increase exchanges and collaboration between all CEETUM researchers working on issues related to the school success of immigrant students, the Chair submitted a letter of intent last May to the research team program of the *Fonds québécois de recherche sur la société et la culture* (FQRSC), aiming to create an inter-university team on this subject in partnership with the MELS' *Direction des services aux communautés culturelles*. In addition to the three researchers involved in our quantitative studies on academic performance and educational pathways of immigrant youth, the **Groupe de Recherche Immigration, équité et scolarisation** (GRIES) will comprise of a government researcher, Alain Carpentier (*Direction de la recherche, des statistiques et de l'information*, MELS) as well as four university researchers, Maryse Potvin (UQAM), Fasal Kanouté (UdeM), Michèle Vatz-Laaroussi (U. de Sherbrooke) and Françoise Armand (UdeM) who have all carried out a variety of works, particularly qualitative ones regarding the role of individual, family and community factors or

institutional policies, practices and dynamics on the issue at hand. The grant requested from the FQRSC aims at supporting three main objectives: a meta-analysis of results and a modelling of factors identified in the projects on compulsory schooling and adult education; the development of comparative analyses at the regional, national and international level; and, lastly, the extension of analysis to postsecondary education and the transition from school to work. The grant application will be submitted on October 21st 2009.

2) Contributing Factors and Favourable Conditions for School Success Among Minorities: National and International Comparisons

This component was the one the Chair paid the most sustained attention to with, among others, the finalizing of the project, **Academic Performance and Educational Pathways of Youth of Immigrant Origin: Comparing Montreal, Toronto and Vancouver**, funded by the Canadian Council on Learning and by Citizenship and Immigration Canada. The team consisted of eight researchers: Paul Anisef (Ryerson University), Robert Sweet (Lakehead University), David Walters, (University of Guelph), and Robert Brown (Toronto District School Board) for the Toronto component; Jacques Ledent (INRS) and Jake Murdoch (Université de Montréal) for the Montreal component; and Bruce Gardner (UBC) and Cheryl Aman (EduData Canada) for the Vancouver Component; as well as such numerous partners as the MELS, the Toronto District School Board and EduData Canada. The comparison between these three provinces

focuses on students who began high school in 1999 and 2000 and who do not speak English (or French in Quebec) at home. Three indicators are considered: high school graduation rates; participation and performance in various subjects; and the choice of courses and/or streams that provide access to college and university. Success factors that include individual variables (age, gender, socioeconomic status, mother tongue, place of birth, level of entry in the school system) or school-related characteristics (ethnic concentration, socio-economic deprivation, public or private network) were discerned by multivariate analyses. Specific data on the place of birth that enables distinguishing between immigrant and Canada-born students are also presented in the case of Toronto and Montreal. The findings of the project, which have thus far resulted in a research report (English version/ bilingual version) as well as in two articles, one submitted to a peer-review journal (*JIM*), the other to a professional journal (*Vie pédagogique*), can be summarized as follows:

- 1) The target group, whether defined by language used at home or place of birth, clearly exhibits less positive features than the comparison group in term of its socio-demographic profile, the schooling process it went through, and the characteristics of the school it attended. Although each site has specifically challenged sub-groups, there is no clear ranking-order across sites in this regard.
- 2) Educational outcomes clearly appear more favourable. In some sites, the results of the target group are slightly higher than those of the comparison group with regard to graduation rates, performance in various subjects, or participation in selective or university-bound courses. When considering the initial characteristics of students, this advantage is confirmed and extended to all sites, with all odds ratios always higher than 1 for the target group.
- 3) Nevertheless, this overall positive result masks major inter-group differences. In the specific case of linguistic sub-groups, on which a regression analysis was conducted, a rather consistent hierarchy across three sites emerges with, at the one end of the continuum, Chinese speakers performing remarkably well, and at the other end, Spanish and Creole speakers demonstrating marked deficiencies.
- 4) Beyond the important consequences of belonging to linguistic sub-groups, the impact of gender, of various schooling process variables as well as of attendance of a private school was as expected. Boys entering a public high school one year or more later, who often change schools, and who still need linguistic support are clearly at a disadvantage regarding graduation. However, the variables of the model explained less the participation in selective courses, which would seem to indicate that the resilience towards higher education among Allophone students is influenced by other factors.
- 5) Certain findings are more surprising, especially since they seem to contradict, in certain respects, the literature or public perception. Thus for example, socio-

economic factors, such as median family income or attendance of a school identified as educationally challenged, proved to be, for the most part, non-significant in the three cities. This would tend to confirm that cultural capital among immigrant families is less linked to their actual socio-economic position than for the general school population. Other factors (immigrant status, level of entry into the school system and concentration of the target group) were inconsistent across sites, which seems to illustrate the great variety of dynamics and cases that can be hidden by such variables.

- 6) The study also permitted to list a certain number of recommendations, among others things, the illegitimacy of considering non-Francophone and non-Anglophone students as one single educationally *at-risk* group and the subsequent rejection of generic approaches targeting that group as a whole; the necessity of better understanding the factors that lie beneath inter-group differences, among others, the impact of family values and strategies and of the functioning of the school system, and, finally, the importance of increased collaboration between provincial authorities so as to improve and harmonize the collection of administrative data on immigrant or minority students.

In 2009-2010, this project should generate other research activities, both at the Canadian and international level. On the one hand, following the reaction of their provincial partners, our funders, more specifically CIC (since the future of the Canadian Council on Learning is today

questioned), intend to organize a meeting at the end of August to discuss the relevance of supplementary research paths suggested in the report and to define a concomitant funding strategy. On the other hand, as mentioned above, in order to emphasize its national and international presence and contribution regarding this issue, the Chair will organize, in November 2009, **an international colloquium** financed by the MELS on the theme of **School Success of Immigrant Youth**, in collaboration with the Discrimination and insertion pole of the CEETUM. In addition to the main Quebec researchers in this field, other participants will include colleagues of the Montreal-Toronto-Vancouver project from English Canada as well as European and American colleagues with whom we have already collaborated over the last few years. From the United States we will receive Carla Suarez-Orozco of the University of New York who has directed a five-year longitudinal study on the school results of immigrant students (Central America, China, the Dominican Republic, Haiti and Mexico) in three US states, the trajectories of whom were analyzed through various individual and systemic characteristics.

Among the European participants, there will be Maurice Crul, who is responsible for the school component of the European project, *The Integration of the European Second Generation*, that spans over nine cities in seven countries, and Barbara Herzog of the *Institut für europäische Integrationsforschung* of Vienna who is conducting comparative analyses between Canada and Europe on the results of the Programme for International Student Assessment (PISA). These two researchers are

well acquainted with the Chair's projects because Professor McAndrew was invited to present the results of her work at a workshop organized by the team in Vienna last October, while Barbara Herzog acted as a respondent during a workshop organized by the team at the 11th National Metropolis Conference in Calgary in March 2009. Moreover, we will also receive two Flemish researchers of the *Intercultural Migration and Minority Research Centre of the Catholic University of Leuven*, Johan Leman and Philippe Hermanns, with whom we have began a collaboration, financed by the *Commission mixte Québec/Flandre* (2008-2010). They will present the results of a project, financed by the Flemish government, that compares the obstacles to school success among immigrant students of Moroccan and Chinese origin. In addition to the two days, open to a targeted public of about a hundred academics, decision makers in the field of immigration and education, school professionals and community organizations, the colloquium will also comprise an intensive work session on Saturday aiming to identify the possibilities for common work, either based on existing data (the production of comparative analyses and articles) or on new projects.

3) Anti-Racist Education and Intervention



Maryse Potvin

The Chair did not conduct new research on this topic this year. However, we were associated with diverse dissemination activities of the Discrimination and Insertion pole of the CEETUM on school issues such as the seminar, "Racism, Anti-Semitism and Discrimination in Education: How to Transform Research Data into Pedagogical Tools and Practices," held on March 13th 2009. It gathered a very large range of researchers, government representatives and community organizations interested in this issue.

In 2009-2010, Maryse Potvin will be responsible for the third component of the project, "The Role of Education in Relations between the Jewish Community and Other Quebecers." Currently under development, this component concerns the **pedagogical impact of memory sites and other organizations of the Jewish community on the antiracist education of young Quebecers**. Marie McAndrew will also participate in a new project carried by Maryse Potvin on the integration of concepts, skills, practices and tools developed in inter-cultural and antiracist education to new programs of citizenship education and ethics and religious culture, now being implemented in Quebec. The

project should be submitted to SSHRC this fall for funding.

Component 3 – Policies and Practices from a Comparative Perspective



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

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

Work on this specific issue was limited this year. On the one hand, it was only in May 2008 that we finalized the special issue of the journal, *Éducation et francophonie*, dealing with the theme, *Rapports ethniques et éducation: perspectives nationales et internationales*, which touches upon a large range of issues relative to the schooling of immigrants in both other Canadian provinces and various countries of immigration (see the Annual Report for 2007-2008). Furthermore, given the important investment of time and resources devoted to our work on the schooling of Muslims (which can be

considered part of both this component and that of pluralism and education in emerging multicultural countries) and on a central issue of the schooling of immigrant students, namely their paths and performances, conducting further work in this component was not judged relevant nor realistic.

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

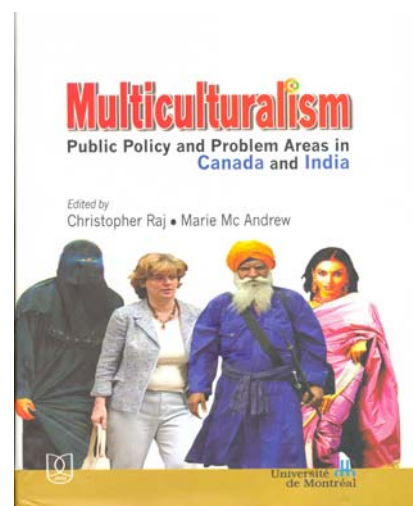
The manuscript entitled *Les majorités fragiles peuvent-elles s'ouvrir à la diversité? Les enjeux éducatifs au Québec, en Belgique, en Catalogne et en Irlande du nord (Can Fragile Majorities Open Up to Diversity?: Educational issues in Quebec, Belgium, Catalonia and Northern Ireland)* was submitted to the *Presses de l'Université de Montréal (PUM)* and should be launched in the winter of 2010, probably within the framework of the 12th International Metropolis Conference, to be held in Montreal from March 18th to the 21st. The book comprises five chapters focusing on two major themes: The relationship to the *Other* majority group (Controlling Specific Institutions: An Identity Seclusion or an Asset for Harmony? - Crossing School Boundaries and Intercultural Rapprochement: Why and Under What Conditions? – The Teaching of History: Can Memories, Knowledge and Citizenship Skills be Reconciled?) and the relationship to the *Other* minority groups (Linguistic Integration and Equal Opportunity: Complementarity or Tension? - Adapting to Diversity: A “Normal” Hiatus Between Rhetoric, Practices and Public Debate?).

The Chair also maintained ties with its partner institutions of the *Réseau sur l'Éducation dans les sociétés divisées* (established in 1998), particularly with Flanders and Catalonia. On the one hand, as mentioned above, we reactivated the links we had already developed at the beginning of 2000 with the **Interculturalism, Migration and Minority Research Centre**, within the framework of the project, “**Ethnic Relations, Language and Education: The Development of Comparative Projects,**” which is modestly financed by the MRI (two trips), but clearly more substantially by the Flanders government (five trips). The collaboration consists of two themes: *The Role of Schooling in the Relations Between the Two Linguistic Communities*, which include Rudi Janssens (Vrije Universitat Bruxelles), Laurence Mettwie (Université de Namur), and Benoit Côté (Université de Sherbrooke), and *Antiracist Education and Equality of Opportunities: From Policies to Practices*, which will include Marie McAndrew (Université de Montréal), Maryse Potvin (UQAM), Philippe Hermans and Johan Leman (Université de Leuven).

Regarding Catalonia, the Chair assisted the group *Recerca sobre Interculturalitat i Desenvolupament (GRID)* in organizing a bilateral seminar (Québec/Catalonia) at Lleida in November 2008, entitled “**Immigration, Social Cohesion and School,**” which also involved Belgian presenters. The themes of the workshops touched upon welcoming programs and projects for newcomer students, the factors of school success and failures among immigrant students, antiracist education and intervention, the participation of families of immigrant origin in

schools, teacher attitudes regarding diversity and intercultural training as well as Muslim minorities and their curricular representation. Various works of the Chair and of its partners were presented, among others, the results of the project on school success in Montreal, Toronto and Vancouver, as well as the study on the representation of Islam and the training needs of teachers in this regard (Marie McAndrew and Amina Triki-Yamani, a postdoctoral researcher affiliated with the Chair). Our Catalan partner, Jordi Garetta has started the initial steps for the production of the proceedings of the seminar. Moreover, the Catalan team has obtained a significant funding from the Catalan government to pursue its collaboration with our team, which will materialize in a study and a research trip for three researchers and one postdoctoral intern this summer.

3) Pluralism and Education in Multicultural Emerging Countries



As in preceding years, the activities of the Chair for this theme essentially focused on India. The

book, ***Multiculturalism: Public Policies and Problem Areas in Canada and India*** (C. Raj, M. McAndrew) was published in the winter of 2009 by Manak Publishers and should be launched during a visit of Professors Raj and Nafey of the Centre for Canadian and Latin American Studies (CCUSLAS) in the fall of 2010. The book comprises 16 articles by Canadian and Indian authors who either describe their respective context or offer a comparative perspective on the other society. The book moreover consists of four main sections: *Multiculturalism: Concepts, Contours and Challenges*; *Multiculturalism, Identity and Equality: Unfulfilled Promises?*; *Multiculturalism, Federalism and National Minorities*; and *Transforming Ethnic Relations: The Role of Education and of the Medias*.

Despite the important differences in the origin and nature of diversity of the two societies, the book outlines a number of common problems both at the level of research and public policies, thereby opening the door for future collaborations. Among these issues, one can mention: Has the desirable equilibrium between unity and diversity been achieved or, on the contrary, should we place more emphasis on shared citizenship and inter-cultural relations? To what extent do such concepts as multiculturalism or the protection of minorities address the needs of all sectors of society, among others, of individuals with mixed identities or of indigenous minorities who share a different historical memory than that of the nation-state? To what extent have programs of positive affirmation solved the problem of inequality or, on the contrary, increased

differences within target groups? How can we ensure that culturally sensitive practices be compatible with liberalism and human rights, especially gender equality? Should we better define the limits of diversity, in a context of growing religious fundamentalism?

To answer these questions and to, more specifically, define a **common research program**, the Chair has received, in association with the CEETUM, financial support from the MRI and the *Direction des relations internationales* of the Université de Montréal, which will permit to support the stay of three Indian researchers at the CEETUM as well as the stay of three Quebec researchers at the CCULAS of JNU. As mentioned above, these exchanges will begin in August and in September with the visit of Professors Nafey and Raj.

Furthermore, the links with the National University for Educational Planning and Administration (NUEPA) continue. During the Chair's trip to Delhi last December, the way was paved to develop a research project on Muslim minority schools in India. Among other things, we will analyze the role they play in providing equality of access to education, the obstacles they face in terms of resources, their modernization process, as well as the balance they attain or seek between the needs of common civic values integration and religious particularisms. A limited exploratory study consisting of a questionnaire was thus conducted among approximately 30 Muslim school directors in about 10 Indian states. The collected data will contribute to developing a project that should be submitted next August to

the Indo-Canadian Institute Shastri (Professor Najma Akhtar will visit us in June 2009) as well as to elaborating the research problem for a grant application for SSHRC, as discussed in point 1.2.

TEACHING

The course PLU 6040 – *Éducation et rapports ethniques* is a unique seminar that offers students from various faculties and often from other universities, interested in issues regarding education and inter-group relations, an opportunity to share their thoughts and to meet a vast range of researchers working on these issues from various disciplinary angles, methods and theories. This year, 15 colleagues from three departments of the FSE and of the Faculty of Theology at Université de Montréal, from UQAM, from Université de Sherbrooke and from INRS-Urbanisation, Culture et Société presented their works or their research interests under four main themes (theoretical perspectives; recognition of religious diversity, equity and intercultural rapprochement; adaptation of the curriculum and of pedagogical practices). Despite this impressive array of guest speakers, we unfortunately had some problems enrolling students this year (9 students, mainly in education from two different universities). We thus intend to examine the reasons behind this decrease so as to attract more students next year.

The Chair also continued teaching her undergraduate course, *École et environnement social (ETA 2200)*, which attracted about sixty future primary school

teachers this year. Students were taught about issues comprising the realities facing multicultural and underprivileged milieus, the different challenges to gender equity in education as well as the necessity of adapting pedagogical practices to foster equal opportunities and intercultural rapprochement.

RESEARCH TRAINING

In 2008-2009, the Chair supervised nine doctoral students and one M.Ed. candidate. As can be seen in the list at the end of this section, the topics of these students' works are closely linked to the components of the Chair's research program.

These students come largely from abroad (four doctoral students) or from other programs of the Université de Montréal (one doctoral student), thereby reflecting the importance the Chair places on developing national and international research networks.



Henda Ben Salah

Furthermore, in addition to Mrs Triki-Yamani, who finished her postdoctoral work in December 2008 within the framework of the project, *Ethnic Relations and the Construction of the Curriculum: The Treatment of the Muslim World in Quebec and Ontario Teaching Materials* (See the Annual report of 2007-2008), we also

hosted, as of October 2008, Mrs Henda Ben Salah who received her Ph.D. from the Centre d'analyse économique of the Université Paul-Cézannes in Aix-en-Provence. Mrs Ben Salah's project, ***Les carrières scolaires des élèves issus de l'immigration au Canada au secondaire: entre aspirations et réalisations*** (**Educational Pathways of Immigrant Students in Secondary Schools in Canada: Between Aspirations and Achievements**) touches upon three Canadian provinces, Quebec, Ontario and British Columbia. It uses the data of the National Longitudinal Survey of Children and Youth (LNSCY) of 1997.

Within the framework of this econometrical study, Mrs Ben Salah intends to re-examine educational pathways in light of parental expectations when students enter secondary school. In identifying the determinants of this population's educational success or failure (individual, family, social or systemic) and in confronting the educational achievements of students regarding parental expectations, she will measure their degree of concordance, which greatly varies between different ethnic groups.

This project will complement the studies conducted by the Chair in the Quebec and pan-Canadian context that only explore social, demographic or educational factors. Mrs Ben Salah will moreover be both associated with developing the FQRSC team grant application, which is already underway, and responsible for organizing the international seminar on the school success of immigrant youth, already described in point 2.1.

On a final note, it is important to recall, as mentioned in point 1.3., that, since April 2009, the Chair is also hosting a second postdoctoral intern (FQRSC) for two years, Mrs Geneviève Audet.

Postdoctoral Projects

- AUDET, Geneviève. *Diversité culturelle à l'école : formation par la méthode des cas à l'intention de futurs maîtres*. (Cultural Diversity in Schools: Forming Future Teachers by the Case Method). April 2009-March 2011.
- BEN SALAH, Henda. *Les carrières scolaires des élèves issus de l'immigration au Canada au secondaire : entre aspirations et réalisations*. (Educational Pathways of Immigrant Students in Secondary Schools in Canada: Between Aspirations and Achievements). 2008-2009.
- TRIKI-YAMANI, Amina. *Relations ethniques et construction du curriculum : le traitement du monde musulman dans le matériel didactique québécois et ontarien*. (Inter-Group Relations and the Construction of the Curriculum: The Treatment of the Muslim World in Quebec and Ontario Didactic Materials. 2007-2008 (until December 2008).

Doctoral Theses (PhD)



From left to right : Mahsa Bakhshaei, Mariola Misiowska, Paul Zanazanian, Marie Mc Andrew, Adil Charkaoui, Lida Aghasi and Ming Sun.

- AGHASI, Lida. *Stratégies identitaires des adolescents iraniens confrontés à des conflits de valeurs*. (The Identity Strategies Developed by Iranian Teenagers When Confronted with Value Conflicts).
- BAKHSHAEI, Mahsa. *L'impact de la connaissance parentale du français sur le succès des enfants chez les immigrants libanais et iraniens*. (The Impact of Parent Knowledge of French on Their Children's Success among Lebanese and Iranian Immigrants).
- CHARKAOUI, Adil. *La perception de l'Islam et des musulmans chez des professeurs québécois de sciences sociales au secondaire*. (The Perception of Islam and of Muslims among Quebec High School Social Science Teachers).
- MISIOROWSKA, Mariola. *L'étude des pratiques de gestion de la diversité en emploi articulée à la réalité des minorités ethnoculturelles en processus d'intégration socioprofessionnelle*. (The Study of Practices Related to Diversity Management in the Workplace Adapted to the Needs of Ethno-cultural Minorities in their Process of Socio-Professional Integration).
- NORMAND, Michelle. *Du « vivre ensemble » à l'école secondaire en contexte de diversité culturelle et religieuse: analyse des pratiques enseignantes sous l'angle de la réflexivité et de l'éthique en enseignement*. (Living Together in High School in a Context of Religious and Cultural Diversity: An Analysis of Teaching Practices through the Lens of Reflectivity and of Ethics).
- OUEDRAOGO, Abdoul. *Les facteurs déterminant l'insertion des nouveaux arrivants en région : le cas des Réunionnais dans le bas Saint Laurent*. (The Factors that Condition the Insertion of Newcomers in Outlying Regions: The Case of Immigrants from l'Île de la Réunion in Lower St-Laurence).
- SUN, Ming. *La réussite scolaire des élèves d'origine chinoise : impact des facteurs personnels, communautaires et structureaux*. (School Success of Students of Chinese Origin: The Impact of Personal, Community and Structural Factors).
- TREMBLAY, Stéphanie. *Le traitement du pluralisme religieux en contexte éducatif: aspects normative*. (The Treatment of Religious Pluralism in Contexts of Education: Normative Aspects).

- ZANAZANIAN, Paul. Historical Consciousness and the Construction of Inter-Group Relations: The Case of Francophone and Anglophone History School Teachers in Quebec.

Directed studies (MEd)

- CARRIER, Chantal. *Les divers modèles d'enseignement du français aux nouveaux arrivants du point de vue de la gestion du changement.* (Analyzing Various Models for the Teaching of French to Newcomers from the Perspective of the Management of Change).

THE CHAIR'S PRESENCE WITHIN THE COMMUNITY

The Chair maintained an intense program structured on public activities at three levels:

Brown-Bag Seminars, the second or third Friday of the month, where Canadian or international researchers present their work based on recent publications or emerging opportunities. Four activities of this type were held, bringing together an extremely diverse and constant group of about thirty people.



From left to right : Bergman Fleury, George Sefa Dei, Marie Mc Andrew and Keder Hyppolite

Of these activities, two public panels are worth mentioning because they attracted over fifty people. The first “*Une école afrocentrique à Montréal: impasse ou voie d'avenir?*” (February 20th 2009) permitted to better understand the origins and characteristics of a Toronto Afrocentric school project (Georges Sefa Dei, University of Toronto) and to initiate a large debate on the relevance of such a formula for the Montreal context. The second, “*Les enseignants québécois face à la diversité: représentations et pratiques,*” highlighted the works of the Chair’s postdoctoral interns and doctoral students on the attitude of Quebec teachers toward diversity and was organized within the framework of the *11e Colloque du CEETUM pour étudiants et jeunes diplômés.*

Researcher-Practitioner Seminars, the last Friday of each month, which bring together, from a closed guest list, graduate students and professors from the Faculties of Education of Montreal’s four universities as well as our partners from the government, school boards, professional associations and community

organizations. Three individuals (always either a practitioner or a researcher) present their works or activities according to various sub-themes (such as, regarding this year's topics, reasonable accommodation: media perceptions and school practices; school dropouts: generic approaches and recognizing diversity). This seminar is quite successful with a faithful following of about 20 to 30 participants. Furthermore, we have started to record the presentations and debates this year, which are now available, as are the PowerPoint presentations, on our website, thereby permitting to reach out to those potential participants who could not attend due to conflicting schedules.

A Major Annual Colloquium or Event



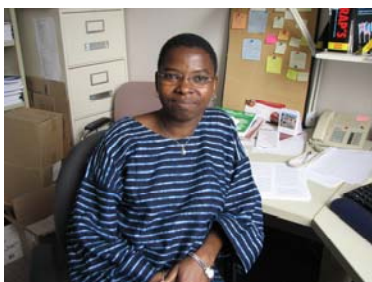
In 2008-2009, this consisted of an international colloquium, entitled, ***La prise en compte de la diversité à l'école publique : jusqu'où, comment?***, which was organized jointly with the pole Religion and Ethnicity at the CEETUM (Micheline Milot), the Chair in Religion, Culture and Society of Udm (Solange Lefebvre) and the *Unité Mixte de recherche Éducation et politique de l'université Lyon 2-et de l'INRP* (François

Lantheaume et Jacqueline Gautherin). This event was held on October 6th and 7th 2008 within the framework of the *Entretiens Jacques-Cartier*. It was funded by the MELS and the MRI. More than 125 people from academic, government, school and community milieus attended the colloquium where 23 papers were presented by Quebec, English Canadian, French, Belgian, Swiss and British researchers around six main themes: Political, normative and legal frameworks of diversity; Religious plurality in the curriculum; The adaptation of school norms and practices to religious diversity; The teaching of history, memory and citizenship education; The place of languages of origin in the curriculum; and Public schools and the diversity of school spaces. Among others, the contributions of Jacqueline Gautherin (Lyon Lumière 2), Anne Van Heyke (Université Libre de Bruxelles), Françoise Lorcerie (CNRS, France), Benoît Falaise (INRP, France) and Jean-Paul Payet and Christiane Perregaux (Université de Genève) are worth mentioning. As already mentioned, a collective manuscript based on this colloquium is actually under preparation (*Presses de l'Université Laval*).

In addition to these activities organized *in situ*, the Chair and other researchers, students or research assistants associated with the Chair were present during events organized by our partners as well as in the media. These contributions touched upon such issues as the management of ethno-cultural diversity, the relevance of afrocentric schools, immigration and integration policies or the school success of immigrant students.

INFRASTRUCTURE

Our coordinator, Christine Paré, continued to manage relations with individuals associated with the Chair and with its partners, to support the organization of our events and to produce various documents.



Christine Paré

She also devoted significant time to developing our website (<https://www.chereum.umontreal.ca>) which is now online. The site provides a national and international window on the Chair and features our Report in French and in English, updated programs, various reports and publications as well as other activities.

As usual, Mrs Paré was assisted in her work by undergraduates as well as by students in the early phases of their Master's, who were assigned general tasks (filing, organizing events), as well as by doctoral and post-doctoral students or professionals who were assigned special projects (among other, Amina Triki-Yamani, who coordinated the production of three collective manuscripts, described in points 1.1 and 1.2; Henda Ben Salah, who organized the colloquium on the school success of immigrant youth; Mahsa Bakhshaei who organized the PLU 6040 course and Alice Martin, who researched documents). Thanks to the efforts of the entire team, the Chair has enjoyed an

efficient and operational infrastructure that has allowed it to successfully carry out its research, supervise its students and play a role within the larger community.

Located at the CEETUM, the Chair also benefits from the assistance of the centre's personnel, notably from the help of Chantale Simard, assistant administrator, Juliette Gosselin, receptionist and secretary, and Josefina Rossell, coordinator.

3. DEVELOPMENT PROSPECTS

The year 2008-2009 was a period that witnessed the consolidation of the Chair's activities and the dissemination of the results of projects initiated during the first stages of our existence on issues, such as the curricular treatment of Islam and the school success of immigrant students in Canada. Other accomplishments of the Chair this year include a published book and three forthcoming books, three chapters of published books, four published articles, two of which are in prestigious international journals, one article submitted to a peer-review journal, two forthcoming articles in professional journals as well as two research reports. Several of these works were realized with the collaboration of researchers associated with the Chair. One should also mention the preparation of two special journal issues, *The Education of Muslim Minority Students: Comparative Perspectives* and *Teaching about Islam and the Muslim World: The Formal and Real Curriculum*, emerging from the international colloquium of May 2008.

We also maintained an important presence in the community with our well-frequented and numerous public activities as well as with our significant contribution to preparing future researchers, among others, by the recruitment of full-time doctoral and postdoctoral students of an international calibre.

As of spring 2009, we also began the second phase of our research program with the development of new projects. The most significant step in this regard consisted of preparing a letter of intent (that will be followed by a grant request in the fall), which will permit to create a multidisciplinary and inter-institutional team of researchers interested in the school success of immigrant students, its main contributing factors as well as in relevant action plans and comparative perspectives. Irrespective of the outcome of the application, the synergy developed by the creation of this team, associated with the follow-up of the international conference that we are organizing on this topic in November 2009, will certainly have both short and long term structural effects on this component of the Chair's research program.

A second project concerns the role and challenges of ethno-specific schools in both countries of immigration and in traditionally pluralist societies. Continuing and complementing past activities, this project focuses on Islam but also extends to other communities. It will form the basis of a grant application to be submitted to SSHRC in the fall of 2010. It is also worth noting that it is through this avenue that the collaboration with India, initiated with the organization of events or

common publications, will begin to form part of the Chair's research activities.

Finally, we are pleased to announce that our efforts of the last two years to further the relationship with the Jewish community have been fruitful: it permitted us to obtain additional funding to associate another postdoctoral intern with the Chair. This person, in partnership with various community organizations, will assist in developing a research program on the role of education in the rapprochement between the Jewish community and other Quebecers. Even if some aspects of this project will be integrated into other grant applications by the Chair or by some of its associate researchers, such as ethno-specific schools or the use of memory spaces in pedagogical practices, the pursuit of other components, such as the curricular treatment of Judaism will begin as of winter 2010.

4. PUBLICATIONS, PAPERS AND SCIENTIFIC ACTIVITIES

PEER-REVIEWED PUBLICATIONS

Published and Forthcoming Books

Raj, C. and Mc Andrew, M. (eds.) *Multiculturalism: Public Policy and Problem Areas in Canada and India*. Delhi: Manak Publisher, 2009

Mc Andrew, M. Milot, M. Gautrin, J. Triki-Yamani, A. (eds.) «*Les diversités à l'école : perspectives comparatives*» Québec, Presses de l'Université Laval, forthcoming, Winter 2009

Mc Andrew, M. «*Les majorités fragiles peuvent-elles s'ouvrir au pluralisme ? Enjeux éducatifs au Québec et en Europe*», Montréal Presse de l'université de Montréal, forthcoming, Winter 2010

De Queiroz, J-M. Gautherin, J. Lantheaume, F. McAndrew, M (eds.) «*Le particulier, le commun, l'universel : La diversité culturelle à l'école*». Presses Universitaires de Rennes, forthcoming, January 2010.

Published Book Chapters

Mc Andrew, M. « Quebec Interculturalism Policy: Convergence and Divergence with the Canadian Model ». In Raj, C. and Mc Andrew, M (eds.), *Multiculturalism: Public Policy and Problem Areas in Canada and India*. Delhi: Manak Publisher.

Mc Andrew, M. « Ethno-cultural Diversity and Education: A Canadian Perspective on India's Policies and Debates ». In Raj, C. and Mc Andrew, M. (eds.), *Multiculturalism: Public Policy and Problem Areas in Canada and India*. Delhi : Manak Publishers, 2009

Mc Andrew, M. « Ethno-cultural Diversity and Educating for Pluralism: The Role and Limits of Education in Canada ». In Akhtar, M. (eds.), *Federal Power Sharing. Accommodating Indian Diversity*. Delhi : Manak Publishers, 2009

Forthcoming Book Chapters

Mc Andrew, M. «Diversité et éducation au Québec et au Canada : un ou plusieurs modèles?» in Mc Andrew, M. Milot, M. Gautrin, J. Triki-Yamani, A. (eds.) «*Les diversités à l'école : perspectives comparatives*» Québec,

Presses de l'Université Laval, forthcoming, Winter 2010

Mc Andrew, M. «Immigration and Diversity at School: The Transition towards Pluralism» in, Kirkey, C., Rudy, J., Gervais, S. (eds.) «*Quebec Questions: Québec Studies for the 21st Century*» Oxford University Press, forthcoming, Winter 2010.

Mc Andrew, M. : «L'équité en éducation, pertinence et défis des indicateurs ethniques» in De Queiroz, J-M. Gautherin, J. Lantheaume, F. McAndrew, M (eds) «*Le particulier, le commun, l'universel : La diversité culturelle à l'école*». Presses Universitaires de Rennes, forthcoming, January 2010.

Published Articles

Mc Andrew, M. « Ensuring Proper Competency in the Host Language: Contrasting Formula and the Place of Heritage Languages ». *Teacher College Review*, Teacher College, Columbia University, Vol 111, N° 6, June 2009.

Mc Andrew, M. Oueslati, B. and Helly, D. « The coverage of the Muslim world in Quebec French language High-school textbooks ». *Revue internationale Schulbuchforschung/International Textbook Review*. Vol 30, 445-465, 2008

Oueslati, B. and Mc Andrew. M. « L'évolution du traitement de l'Islam et des cultures musulmanes dans les manuels scolaires québécois de langue française au secondaire ». *Revue canadienne d'études ethniques/Canadian Ethnic Studies*.

Accepted Articles and Special Journal Issues

Mc Andrew, M., Helly, D. and Tessier, C. « From Heritage Languages to Institutional Change: An Analysis of the Nature of Organizations and Projects Funded by the Canadian Multiculturalism Program (1983-2002) ». *Revue canadienne d'études ethniques/ Canadian Ethnic Studies*, forthcoming 2009

Mc Andrew, M, and Ipgrave, J (eds.) *The Education of Muslim Minority Students: comparative perspective*, special issue, Journal of International Migration and Integration (JIMI), forthcoming, March 2010

Mc Andrew, M, Pingel, F and Triki, Y.A (eds.) *Teaching about Islam and the Muslim World in Canada and Europe: Formal and Real Curriculum*, special issue, Contexts. The Journal of Educational Media, Memory, and Society, forthcoming, 2010

Submitted Articles

Mc Andrew, M. Garnett, B. Ledent, J. Sweet, R. with the collaboration of Ben Salah, H. «Les carrières scolaires des jeunes allophones à Montréal, Toronto et Vancouver : une analyse comparative» : *Revue de l'Intégration et de la Migration Internationale (REMI)*

Mc Andrew, M, «The Muslim community and education in Quebec: controverses and mutual adaptation» in Mc Andrew, M, and Ipgrave, J (eds.) *The Education of Muslim Minority Students: Comparative Perspective*, Journal of International Migration and Integration (JIMI), special issue, forthcoming, March 2010

OTHER PUBLICATIONS

Professional Journals

Mc Andrew, M. Ledent, J. Murdoch, M. Ben Salah, H «Le cheminement scolaire des jeunes allophones à Montréal » *Revue Vie Pédagogique*, forthcoming, September 2009

Mc Andrew, M. «L'accommodement raisonnable: un outil dans le développement d'une société pluraliste et inclusive» *Revue Diversité canadienne/ Canadian Diversity*, forthcoming, Autumn 2009

Research Reports

Mc Andrew, M. et Ledent, J (avec la collaboration de R. Ait-Said). *La réussite scolaire des jeunes noirs au secondaire*. Final Research Report, Chair in Ethnic Relations, Université de Montréal, 2008.

Mc Andrew, M. Ledent, J. Sweet, R. Garnett, B. et al. «*Educational Pathways and Academic Performance of Youth of Immigrant Origin: Comparing Montreal, Toronto and Vancouver*», Final Report submitted to Citoyenneté et Immigration Canada and Conseil Canadien de l'apprentissage, May 2009 (also available in French: «Le cheminement et les résultats scolaires des jeunes d'origine immigrée à Montréal, Toronto et Vancouver : une analyse comparative»)

SCIENTIFIC COLLOQUIA, CONGRESSES, EVENTS

Symposium «*The French in North America*», organized by the Department of Canadian Studies at the University of Western Michigan.

Presentation «Schooling in a French-Speaking, but Pluralistic Society: Changes and Outcomes». Kalamazoo, 18 September 2008.

«*Education Workshop*» organized by TIES-RTN, Presentation «The Educational Pathways of Youths of Immigrant Origin in Three Canadian Cities: Assessing the Impact of Language Group, Socio-Demographic, Schooling Process and School Characteristics Variables» Vienna, 29 September 2008

International Colloquium, «La prise en compte de la diversité à l'école publique : Jusqu'où? Comment?» organized by the Canada Research Chair in Education and Ethnic Relations, the CEETUM pole of Religion and Ethnicity and the Chair in Religion, Culture and Society, Presentation «Diversité et éducation au Québec et au Canada : un ou plusieurs modèles?» Montreal, 6 October 2008

Colloquium, «*Quebec Studies for the 21st Century*» organized by SUNY Plattsburgh and McGill University. Presentation «Immigration and diversity at school: the transition towards pluralism», Montréal, 17 October 2008

Conference «*The Integration future*» organized by the Monash Institute, Presentation: «Reasonable accommodation, A tool For Building a Pluralistic Future» Prato, 24 October 2008

Symposium, «*Llengua Educació i mmigració, Multilinguisme i practica educativa*», organized by the Univerté de Gironne, Presentation «Multilingüismo, Inmigración, Educación: Una perspectiva comparada» Gironne, 20 November 2008

International Seminar: «*Inmigración Cohesion social y Escuela*» organized by the University of Lleida, Presentation «The Educational Pathways of Youths of Immigrant Origin in Three Canadian Cities: Assessing the Impact of Language Group, Socio-Demographic, Schooling Process and School Characteristics Variables», Lleida, 24-26 November 2008

Round table : «*La réalité multiculturelle au début du 21^{ème} siècle : le cas du Québec et de la Catalogne*», organized by the *Institu Estudis I Carme*. Presentation : La réalité multiculturelle au Québec», Lleida, 25 November 2008.

3rd International Conference of Latin American Studies Council of Asia and Oceania, organized by Jawaharlal Nehru University, Presentation «The Schooling Experience of First and Second Generation Caribbean Students in Montreal, Canada» Delhi, 3 December, 2008

Public Conference organized by Hamdard University. Presentation «*The Muslim Community and Education in Quebec: Controversies and Mutual Adaptation*», Delhi, 4 December 2008.

Seminar «*Les enfants d'immigrants : le Canada et le Québec*», organized by the Institut de recherche sur les politiques publiques et la Fondation canadienne des Bourses du Millénaire. Presentation : «Les carrières scolaires des jeunes issus de l'immigration à Montréal, Toronto et Vancouver» 13 February 2009

11th National Metropolis Conference, Workshop «*Academic Performance of Immigrant Youth in Montreal, Toronto and Vancouver*». Presentation

«The Educational Pathways of Youth of Immigrant Origin in Montreal, Toronto and Vancouver» Calgary, 22 March 2009.

PROFESSIONAL COLLOQUIA AND TRAINING WORKSHOPS

Training Workshop for Trainers of the Module, «*La prise en compte de la diversité culturelle et religieuse en milieu scolaire : de la théorie à la pratique*» Montreal, 29 May and 10 June 2008.

Informal Discussions, organized by Metropolis et l'École du Service public du Canada, Presentation : «L'accommodement raisonnable : dans les institutions publiques: le rapport Bouchard-Taylor propose-t-il une voie réaliste?» Ottawa, 27 June 2008.

24th Congress of the Conseil des tribunaux administratifs canadiens (CTAC), Presentation : L'accommodement raisonnable : dans les institutions publiques, Gatineau, 27 June 2008

Annual meeting of the Chefs de Poste du Ministère des relations internationales du Québec, Présentation «Immigration et intégration, relations interculturelles : le chemin parcouru, les défis à relever». Quebec City, 11 September 2008

Training Workshop, «*La prise en compte de la diversité culturelle et religieuse en milieu scolaire : de la théorie à la pratique*» Gatineau, 4 November 2008.

Round table, «Les accommodements raisonnables... et ensuite ? Retour sur la commission Bouchard-Taylor» organized by the Fédération des associations étudiantes du

campus de l'Université de Montréal (FAECUM). Paneliste, Montreal, 10 February 2009

Research Conference on Policies, «*Identité, culture, appartenance et transnationalisme*», organized by the Ministère de Patrimoine Canadien and le Conseil des Arts du Canada. Panelist, Ottawa, 21 April 2009.

ORGANIZATION OF COLLOQUIA AND OF DISSEMINATION ACTIVITIES

International Colloquium, « La prise en compte de la diversité à l'école publique : Jusqu'où? Comment? » Montreal, 6 and 7 October 2008

Brown-Bag Seminar of the Chair. Jean-Paul Payet, University of Geneva, «Ségrégation et ethnicisation de l'espace scolaire : étude de cas», Montreal, 9 October 2008

Brown-Bag Seminar of the Chair co-organized by the Canada Research Chair in the Study of Religious Pluralism and Ethnicity of the CEETUM, Valérie Amirault, Université de Montréal, Presentation «*Les écoles des minorités religieuses en Europe : Situations et problématiques*» Montreal, 23 January 2009.

Researcher-Practitioner Seminar of the Chair. General theme, «*La réussite scolaire des jeunes d'origine immigrée*» Jacques Ledent, INRS : « Progression et diplomation au secondaire français des jeunes montréalais non francophones de première et seconde générations »; Henda Ben Salah, Université de Montréal, « Les inégalités sociales de carrières scolaires des élèves issus de l'immigration en France »; Nathalie Labelle, Centre Amos and Mariette Picard, Agir Autrement : « Est-ce

possible de rendre un établissement scolaire efficace et adapté pour une clientèle d'élèves en difficulté? », Montreal, 30 January 2009.

Public Panel of the Chair, «*Une école Afrocentriste à Montréal, Impasse ou voie d'avenir?*». Panelists: George Sefa Dei, University of Toronto, Bergman Fleury, Conseil interculturel de Montréal and Keder Hyppolite, Service d'aide aux Néo-québécois et immigrants (SANQI), Montreal, 20 February 2009.

Researcher-Practitioner Seminar of the Chair. General Theme: «*L'accommodement raisonnable : Perception médiatique et Pratiques en milieu scolaire*». Maryse Potvin, Université du Québec à Montréal : «Crise des accommodements raisonnables: analyse de la couverture événementielle et des discours d'opinion dans la presse écrite québécoise, entre mars 2006 et avril 2007»; Michèle Turenne, Commission des droits de la personne et des droits de la jeunesse (CDPDJ): «Présentation sur les services conseils d'accommodement raisonnable de la CDPDJ»; Marie Mc Andrew, Université de Montréal: « La prise en compte de la diversité culturelle et religieuse en milieu scolaire : de la théorie à la pratique » Montreal, 27 February 2009

Seminar, «*Racisme, antisémitisme et discriminations en éducation : comment transformer les données de la recherche en outils pédagogiques et en pratiques?*» organized by the CEETUM pole of Discrimination et Insertion in collaboration with the Chair and the Centre Métropolis du Québec and the domain « Familles, enfants et jeunes » and other partners, Montreal, 13 March 2009

11th National Metropolis Conference, Workshop « *Academic performance of immigrant youth in Montreal, Toronto and Vancouver* », Calgary, 22 March 2009.

Researcher-Practitioner Research Seminar of the Chair. General Theme: «*Le décrochage scolaire : approches génériques et prise en compte de la diversité*», Jean Archambault and Pierre Lapointe, Université de Montréal : «L'environnement éducatif dans les écoles publiques et la diplomation des élèves de l'île de Montréal»; Pierre Gosselin, Carrefour de lutte au décrochage scolaire et Comité de gestion de la taxe scolaire de l'île de Montréal: « L'action du carrefour de lutte au décrochage scolaire : fondements et pratiques»; Marie-Martine Dimitri, Centre de transfert pour la réussite éducative au Québec: «Démarche de prévention du décrochage scolaire - un projet pilote», Montreal, 27 March 2009

Public Panel of the Chair, organized within the framework of the 11^{ème} colloque des étudiants et jeunes diplômés du CEETUM, «*Les enseignants québécois face à la diversité : représentations et pratiques*». Amina Triki-Yamani, Université de Montréal «Le rapport des enseignants d'histoire aux savoirs scolaires sur l'islam»; Paul Zanazanian, Université de Montréal «La conscience historique des enseignants d'histoire francophones face aux Anglo-Québécois»; Michèle Normand, Université de Montréal «La prise en compte de la diversité culturelle et religieuse en classe : les pratiques enseignantes» Montreal 3 April 2009

MEDIA PRESENCE

Interview on Radio-Canada internationale regarding Afrocentrist schools in Montreal. Montreal, 11 March 2009.

PRESENTATION OF THE CHAIR'S WORK BY OTHER RESEARCHERS, STUDENTS AND RESEARCH ASSISTANTS

Maryse Potvin, Researcher, UQÀM

Peer-Reviewed Publications

Published Books

Potvin, M. *Crise des accommodements raisonnables. Une fiction médiatique ?* Montreal : Athéna Éditions, 2008.

Published Book Chapters

Potvin, M. « Reasonable Accommodation Crisis: A State of Ethnic Relations in Contemporary Quebec », In Rodríguez-García, Dan (ed.) *Managing Immigration and Diversity in Quebec and Canada: A Transatlantic Dialogue with Catalonia, Spain, and Europe*. Barcelona: CIDOB Foundation, 2009

Forthcoming Book Chapters

Potvin, M. and M. McAndrew « Racisme et antiracisme en milieu scolaire francophone à Montréal : politiques, pratiques et perceptions d'intervenants », in G. Thésée, N. Carignan and P. Carr (eds.) «*Les faces cachées de la recherche interculturelle*». L'Harmattan, Paris.

Scientific Colloquia, Congresses, Events

Colloquium «*De la crise d'Oka aux accommodements raisonnables: rapports ethniques et responsabilité sociale des médias*» Organized by the CEETUM pole Discriminations and Insertion. Presentation, « Les médias écrits et les accommodements raisonnables ». Montreal, 3 October 2008

Journée de réflexion, «*Les minorités religieuses au Québec*». Presentation, « Les médias écrits et les accommodements raisonnables », St-Sauveur, 15 November 2008.

International Seminar «*Immigration, cohésion sociale et école*», organized by the University of Lleida. Presentation « Éducation et intervention antiracistes », Lleida, Espagne, 26 November 2008.

Organization of Colloquia and Events

Colloquium «*De la crise d'Oka aux accommodements raisonnables: rapports ethniques et responsabilité sociale des médias* ». Montreal, 3 October 2008

Work Seminar «*Racisme, antisémitisme et discrimination en éducation : comment transformer les données de la recherche en outils pédagogiques et en pratiques ?*» co-organized by the Canada Research Chair in Education and Ethnic Relations and the Centre Métropolis du Québec, and the domain (« Familles, enfants et jeunes »), Montreal, 13 March 2009

Training Workshops

Workshop, « *Pour une approche égalitaire, antiraciste et anti-discriminatoire à l'école québécoise* ». Organized by the Ministère de l'Éducation, du Loisir et du Sport (MELS), Montreal, 2 and 4 December 2008.

Jacques Ledent, Researcher, INRS

Scientific Colloquia, Congresses, Events

11th National Metropolis Conference, Workshop « *Academic Performance of Immigrant Youth in Montreal, Toronto and Vancouver* ». Presentation, « Montreal site data ». Calgary 4 April 2008.

77th ACFAS Congress, Presentation, « Les facteurs influençant la diplomation des élèves noirs dans le réseau secondaire québécois. », Ottawa, 15 May 2009

Gérard Pinsonneault, Associated Researcher

Forum « *Gestion de l'immigration et la diversité au Québec et au Canada* » organized by the Secrétariat pour l'immigration de la Generalitat de Catalunya and the Fondation CIDOB. Presentation, « Le Gouvernement du Québec et la gestion de l'immigration: un spectateur passif devenu un acteur de premier plan » Barcelona 22 October 2008.

Amina Triki-Yamani, Post-doctoral Fellow

Peer-Reviewed Publications

Published Articles

Triki-Yamani, A., Mc Andrew, M. « Perceptions du traitement de l'islam du monde musulman et des minorités musulmanes par de jeunes musulmans (es) du Cégep au Québec », in Milot, M. et Koussens, D. (eds.) « *Reconnaissance de la diversité religieuse : débats actuels dans les différentes sociétés* », N° spécial, *Diversité urbaine*, Vol.9, n°1, pp. 73-94., 2009.

Other Publications

Research Reports

Triki-Yamani A., Mc Andrew M. and Helly, D. « Traitement de l'islam et du monde musulman à l'école : perceptions des jeunes musulmans(es) du cégep au Québec. » Publication Centre Metropolis du Québec-IM no 33, December 2008.

Triki-Yamani, A., Mc Andrew, M. and, Brodeur, P. Rapport du Colloque « *Education and Islam in Pluralistic Societies : Integration and Transformations* » submitted to the Direction générale, multiculturalisme et droits de la personne de Patrimoine canadien. 2008

[http://www.chereum.umontreal.ca/publications_pdf/Workshop%20Islam%20Report%20short%20version%20\(2\).pdf](http://www.chereum.umontreal.ca/publications_pdf/Workshop%20Islam%20Report%20short%20version%20(2).pdf)

Scientific Colloquia, Congresses, Events

77th ACFAS Congress, Workshop
« *Universitaires et manuels scolaires : quels rapports ?* » Presentation, «Le rapport des enseignants d'histoire et d'éducation à la citoyenneté aux savoirs scolaires sur l'islam». Ottawa, 11 May 2009

International Seminar «*Immigration, cohésion sociale et école*», organized by the University of Lleida. Presentation « Les Perceptions du traitement curriculaire de l'islam et du monde musulman par les enseignants d'histoire et d'éducation à la citoyenneté du premier cycle du secondaire québécois francophone», Lleida, 26 November 2008.

Paul Zanazanian, Doctoral Student

Scientific Colloquia, Congresses, Events

6th Biennial Conference «*Teaching, Learning and Communicating of History,*» organized the Association for Canadian Studies (ACS-AEC). Presentation, "Is Quebec a 'Divided' Society Regarding the Historical Visions of its Past?", Quebec City 25 October 2008.