

CHAIRE DE RECHERCHE DU CANADA  
SUR L'ÉDUCATION  
ET LES RAPPORTS ETHNIQUES



## **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, 2009 – May 31, 2010**

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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 McAndrew 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 awarding by SSHRC of a Tier 1 Chair in June 2006 under the general theme of the role of formal education in the maintenance or transformation of ethnic relations (commonly referred to as the Canada Research Chair in Education and Ethnic Relations).

From a theoretical standpoint, this Chair pursues a better understanding of the impact of social determinants on educational interventions in multiethnic settings, as well as of the resistance it generates, seeking to better identify the potential contributions of education to producing or reducing inter-ethnic inequalities

and identity boundaries. Four strategic objectives are pursued:

- To ensure better coordination of Canadian research on the role of education in ethnic relations through, among other things, the intensification of comparisons between provinces and between the two language groups, and the integration of various disciplinary and methodological perspectives;
- To support the emergence and sharing of 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 immigrant receiving countries or multicultural emerging countries;
- To promote training and intra-provincial and international exchanges for new and future researchers.

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

This report covers the period between June 1, 2009 and May 31, 2010. 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 2009-2010. 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 2009-2010

### RESEARCH

#### *Component 1 – Culture, Socialization, Curriculum*



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

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

During the first three years of its existence (2006-2009), and in collaboration with D. Helly (INRS-UCS) and M. Ali (Ryerson University), the Chair carried out the major project ***Ethnic Relations and the Construction of the Curriculum:***

***Treatment of the Muslim World in Quebec and Ontario Teaching Materials*** (SSHRC 2005-2009).

This project has enabled us to track the evolution of the place and representations of this issue over 10 years, in order to better understand the impact of various factors on the authors and publishers of textbooks (factors such as the initiatives of Muslim community lobby groups, perceptions of current world events, or the influence of other societies), and to identify the training needs of teachers from various disciplines (See Annual Report 2008-2009 for a synthesis of results).

The effects of this project in terms of publications, as well as both national and international influence have been important. In addition to two reports respectively focused on Ontario and Quebec, of which one was recently published by the Quebec Metropolis Centre, the project produced six articles, as well as a special issue of the journal *Contexts* titled "Teaching about Islam and the Muslim World: Formal and Real Curriculum." Three of these articles, *"Islam and Muslim Cultures in Quebec French Language Textbooks over Three Periods: 1980s, 1990s, and Present"* (B. Oueslati, M. McAndrew, D. Helly), *"The Reduction of Islam and Muslims in Ontario's Social Studies Textbooks"* (M. Ali, N. Salem, B. Oueslati, M. McAndrew), and *"Perceptions du traitement de l'islam et du monde musulman dans les manuels d'histoire par des enseignants du secondaire au Québec"* (Translated: High School Teachers' Perceptions of the Treatment of Islam and the Muslim World in History Textbooks in Quebec; A.

Triki-Yamani, M. McAndrew, S. El Shourbagi) will appear during Winter 2011. This special issue is produced under the supervision of the Chair holder, Amina Triki-Yamani (post-doctoral fellow from 2007-2009), and Falk Pingel (former director of the George-Eckert Institute for International Textbooks Research in Germany). It also includes analyses from France (M. Estivalès), Catalonia (L. Samper Rasero and J. Garreta Bochaca) and Germany (G. Jonker) on textbooks, as well as a contribution on issues relating to religious diversity in Quebec schools, particularly with regards to Muslim issues (S. Lefebvre, K. G. Chakravarty).

Two other articles have also been submitted to peer-reviewed journals and another article of a comparative nature is in preparation.



Nevertheless, the bulk of efforts in 2009-2010 were dedicated to an extension of this research theme to the question of the **curricular treat-**

**ment of Judaism, and of Quebec and Canadian Jewish communities.** First, we obtained support from the *Fondation communautaire juive de Montréal* (Jewish Community Foundation of Montreal) and the *Fédération de l'Appel juif unifié* (Federation of Combined Jewish Appeal), that has permitted us to assign a post-doctoral fellow to the development of a broader program focusing on *"The Role of Education in the Relationship between the Jewish Community and Quebecers of Other Origins"* pursued in direct collaboration with various partners in the community and at the Ministry of Education, Leisure, and Sport (MELS). Funding for this program 2010-2013, whose second component addresses teaching materials, was obtained from SSHRC last Spring (See page 9 regarding ethno-specific schools, and page 18 regarding the pedagogical impact of activities carried out by the community). Involving the Chair holder, M. Estivalèzes (Université de Montréal) et M. Milot (UQAM), this component aims to analyze in light of knowledge and debates from multiple disciplines, the treatment of various issues relating to Judaism and the Jewish communities of Quebec and Canada in Quebec programs, in French and English language teaching materials at the primary and secondary levels in subjects such as language Arts, history and citizenship education, as well as religious culture and ethics. An advisory committee of the Quebec Jewish Congress, involving both university and pedagogical representatives, will respond to our preliminary work. An analysis

of the training needs of teachers in diverse milieus with respect to this issue is anticipated for 2011-2012.



Mireille. Estivalèzes

The project also involves an important comparative dimension, including analyses made on Islam and the Muslim world in the framework of the first project, as well as other studies carried out in France on the curricular representation of Judaism and the Jewish community by M. Estivalèzes and J. Allouche-Benayoun, a researcher from the *Institut universitaire d'études juives Elie Wiesel de Paris* (Elie Wiesel Institute for University Jewish Studies, in Paris), who is affiliated with the project.



Sivane Hirsch

In 2009-2010, we were able to count on the presence of Sivane Hirsch as post-doctoral fel-

low, whose doctorate was jointly earned through the Université Laval and the Université Paris Descartes, and whose thesis treated conceptions of spirituality among Quebec, French, and Israeli university students. On one hand, she took up work in this component by adapting the content analysis grid that had been developed in the project on Islam to the study of this new area. On the other hand, she also carried out a **preliminary analysis of treatment of the Holocaust and of Jewish communities in Quebec** among a more limited corpus (French language high school textbooks in history, citizenship education, religious culture and ethics). These analyses set the groundwork for two preliminary reports: *“Treatment of the Holocaust in Quebec Textbooks in History and Citizenship Education: an Analysis of French Language Secondary School Texts”* and *“Treatment of the Jewish Community in Quebec’s Educational Program and Textbooks in High School History and Citizenship Education,”* as well as three presentations (among others *“Education in Human Rights through the Teaching of the Holocaust”* at the *Colloque de la Fondation canadienne des relations raciales* (FCRR: Canadian Racial Relations Foundation) that was held in Montreal last May. These analyses revealed the following patterns:

Regarding the treatment of the Holocaust, despite a meaningful presence we note important gaps, notably the absence of the term’s definition, the lack of contextualization of the event as

much at national as international levels, as well as the absence (including in teachers’ guides) of reasons motivating the teaching of this topic in history courses in contemporary societies. Moreover, with regards to the treatment of the Jewish community, while the coverage of its historical presence is broad, its current situation and diversity are scarcely addressed. What is more, relations with other Quebecers and some other topics are entirely overlooked, such as the existence of anti-Semitism both past and present.

In the Autumn, we anticipate more widely disseminating these results during a one-day workshop co-organized with our partners, who will bring together a targeted public of organizations and representatives from the Jewish community and educational milieus.

## 2) The Taking into Account of Cultural and Religious Pluralism

Following the activities from 2006-2009, **three dissemination initiatives** that include an important comparative dimension are worth mentioning.

The first consists of a special issue of the *Journal of Immigration and International Migration*, titled *“The Education of Muslim Minority Students: Comparative Perspectives,”* under the direction of the Chair, the 2007-2009 post-doctoral fellow Amina Triki-Yamani, and Julia Ipgrave from the University of Warwick. This

was launched at the 13<sup>th</sup> National Metropolis Conference in Montreal, on March 19, 2010. This special issue received the support of the Quebec Metropolis Center *Immigration et métropoles*. It fosters a better understanding of the dynamics of integrating Muslim minorities within educational systems in various societies, whether the presence of Muslims is relatively recent (Quebec, Ontario, France, Canada, Great Britain) or more deeply rooted (India). It focuses specifically on the reciprocal transformations that occur through this process. Two challenges are discussed: 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.



A second piece of work, following the colloquium organized as part of the *Entretiens Jacques-Cartier* 2008 and in collaboration with the Chair in Religion, Culture and Society at the Université

de Montréal, the Religion and Ethnicity unit of the CEETUM, the Université Lumière-Lyon 2 and France's *Institut national de la recherche pédagogique* (National Pedagogical Research Institute) was launched on May 17, 2010 at the FCRR colloquium. Under the supervision of the Chair holder, as well as of M. Milot and A. Triki-Yamani, "**L'école et la diversité : perspective comparée**" (Translated: Diversity and the School: a Comparative Perspective) (PUL) received support from the MELS and addresses three main themes: the political, normative, and legal frameworks that define relationships with diversity, religious plurality in educational programs and practices, and the adaptation of the curriculum to cultural and linguistic diversity. It comprises Quebec, Canadian, French, Swiss, and Belgian contributions.



Furthermore, a third book, under the *Unité Mixte de recherche Éducation et Politiques de l'Institut national de recherches pédagogiques* (National Pedagogical Research Institute's Joint



Unit on Education and Policy), is in preparation for publication this year at the University Press at Rennes. Titled *“Le particulier, le commun, l’universel: la diversité culturelle à l’école”* (Translated: The Particular, the Common, the Universal: Cultural Diversity at School, under the supervision of J. M. De Queiroz, F. Lantheaume and M. McAndrew), it takes up themes such as ethnic monitoring, accommodations and the resistance it elicits, as well as controversies surrounding the teaching of various subjects.

Beyond these dissemination initiatives, the core of the Chair’s 2009-2010 efforts were concentrated during Summer and Fall 2010, in the preparation of the already mentioned program on the role of education in the relationship between the Jewish community and other Quebecers. Specifically regarding this theme, under the first component we have been interested in the **dynamics of private Jewish schools and their connections to the public school network**. In light of partnership opportunities and the commitments of various researchers, we have decided to postpone to a later date the development of a more general project on the role and impact of ethno-specific institutions in Canada, Europe and India that was forecast in last year’s annual report. We have determined it more pertinent to foster the development of this new research interest through a project focusing on a single community that involves fewer study sites.



Micheline Milot



Valerie Amiraux

Under the supervision of M. Milot and V. Amiraux, Canada Research Chair in Religious Pluralism Studies (Université de Montréal), the SSHRC’s “Ethno-Specific Schools” component seeks to clarify, through the empirical study of prevailing educational practices in such establishments, the often normative debate that opposes 1) partisans of ethno-specific schools who consider these to be conciliatory channels between citizenship requirements and the development of minority cultures, and 2) opponents, who denounce such schools as obstacles to the future integration of students who attend them. In 2010-2011, researchers will pursue a **comparative analysis of the legal, curricular, and financial frameworks of ethno-specific establishments in Quebec, Canada and France, as well as of pertinent media and political debates that have occurred over the past ten years** (this sub-project draws on specific funding from MELS). They will also take up the study through interviews with government and community representatives, as well as with principals of Jewish schools recognized by the Ministry.

### 3) Intercultural Training of School Personnel and its Attitudes towards Diversity



Geneviève Audet

Since April 2009, the Chair has welcomed for two years Geneviève Audet (FQRSC post-doctoral fellow), whose project focuses on the **use of the case studies method in inter-cultural training of future teachers**. During the first year of her internship, G. Audet worked to better define her research problem with her two co-supervisors, Marie McAndrew and Fasal Kanouté. Her focus is with regards to, among other issues, the construction of professional discretion and the appropriation by novices of an *acting intelligence*. She has also organized and carried out such a study with a group of future teachers. This involved group analyses of recorded stories of inter-cultural education practices by in-service teachers that she had gathered as part of her doctoral work. The goal of these analyses was to generate discussion, even debate on the topic, as a means of getting students to take positions on the nature of the problem and the relevance of the response by the teacher, as well as to construct a representation of the challenges to quality educational interventions in pluri-ethnic settings. The analysis of discursive material emerging from these encounters is currently underway.

Geneviève Audet is also responsible for developing a network that brings together researchers from CEETUM and other universities, as well as interested partners to maximize the use of research results in the training of school personnel, and to favour the active appropriation of these contents, as well as their translation into professional skills. In this respect, she is responsible for the organization of the colloquium on inclusive education described in page 19, expected to be held in March 2011.

#### ***Component 2 – Equal Opportunities and Equity***



This component includes three main themes:

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

It is under this theme that the most important developments of the Chair have taken place this year.

First of all, we completed the project “*La réussite scolaire des jeunes québécois issus de l’immigration au secondaire*” (Translated: Educational Success among Quebec Youth of Immigrant Origin in High School), funded by MELS

and carried out in collaboration with Jacques Ledent (INRS) and Jake Murdoch (Université de Montréal).



Jacques Ledent

Jake Murdoch

This project consisted in **systematically following until college a cohort of Quebec students of immigrant origin who began their first year of secondary school in 1998-1999 and 1999-2000**, contrasting experiences of the French and English sectors in this regard. The final report submitted to MELS in August 2010 considers these students according to seven main regions of origin, their linguistic backgrounds (whether or not their language of instruction is the same as that used at home), and their generational status as immigrants. The report covers their socio-demographic features (sex, place of residence, birthplace, socio-economic milieu) and educational characteristics (level at which they entered the school system, age upon arrival, ethnic concentration and degree of disadvantage in the school they attend, designation as high needs students, linguistic support), as well as various indicators for their educational pathways and performance (accumulated delay in the 3<sup>rd</sup> year of high school, graduation rates, results in French/English, Math and Sciences). Multiple

regressive analyses permit us to answer three questions. What factors influence high school graduation among these youth? What is the impact of such factors with respect to other variables not considered in this study linked to family or school practices? And finally, when all these characteristics are considered, do students of immigrant origins succeed as much as, better, or in an equivalent manner to third generation (and beyond) students? Altogether, the study permits us to draw out the following observations.

- 1) First, it appears that even though their initial characteristics are clearly less favourable, overall first and second generation Quebec students do not constitute a population with a high risk of failure in the school system. Their resilience is particularly obvious in their rate of graduation, when they benefit from two additional years to complete their secondary studies, which suggests the adequacy of current approaches in which the correlation between the age of students and their assigned grade levels is less rigid than in years past. The strong motivation of these students and of their parents is also evident in their frequent choice of the most competitive courses in subjects such as maths and sciences, demonstrating the valuing of higher studies that is prevalent among families of immigrant backgrounds.

- 2) Nevertheless, this positive observation conceals important variations according to the linguistic sector, generation, language use at home, and above all region of origin. On one hand, first generation students, those whose home language is other than that of instruction and more generally students who attend the French sector face specific problems, even if their overall success is better than their initial characteristics would lead us to expect. On the other hand, differences linked to ethnic background (measured here by their region of origin) are confirmed by the regression analysis, even if the latter takes into account the more or less favourable characteristics of students at the socio-demographic and educational levels.
- 3) This suggests the need to explore to what degree residual effects can be attributed to factors related to the family or community (such as educational practices and values, their strategies, or their relationships to schooling), or by contrast to systemic factors (such as teacher expectations, processes of evaluation and grading, or the representation of various groups in the curriculum and among the school personnel). Significant variation between schools and school boards that cannot be explained by the characteristics of the students they receive also prompts us to better identify, by means of ethnographic studies and action-based

research, that which most characterizes milieus that “make a difference.”

- 4) Our analysis also shows that various factors, largely shared with the full student body, also represent additional obstacles to the success of first and second generation students. Among these are: being a boy, attending a public school situated in a disadvantaged milieu, entering secondary school with delay and further accumulating this during one’s high school studies. Current approaches developed in Quebec to better support these categories of students are therefore very likely to have a positive impact on the success of students with immigrant backgrounds, as long as the specific needs of this target group are recognized within these programs.

The production of **ten portraits focusing on each of the regions of origin studied** (seven in the French sector, three in the English), where differences between various countries of origin or languages gathered under these meta-categories are presented and analyzed, is also currently in progress. This project, thanks to additional support from MELS, involves six **university graduate students from various disciplines**, who can also use these data in the **writing of scientific articles** in line with their research interests and expertise.

Furthermore, in order to increase its national and international leadership in this domain of great strategic significance, the Chair took the initiative to bring together researchers from the CEETUM and key partners also working on issues of educational success, under the framework of an FQRSC team in partnership with the *Direction des services aux communautés culturelles et la Direction de la recherche, des statistiques et de l'information* (DRSI) (Cultural Communities Service Unit, and Research, Statistics and Information Unit) of MELS.

In addition to three researchers engaged in our earlier quantitative studies on the educational pathways and performance of youth of immigrant origin, the **Groupe de recherche Immigration, équité et scolarisation (GRIES)** (Immigration, Equity, and Schooling Research Group) brings together a government researcher, Alain Carpentier (DRSI, MELS); a researcher from the college level, Sylvie Loslier (Cégep Édouard-Montpetit); and four university researchers, Maryse Potvin (UQAM), Fasal Kanouté (UdeM), Michèle Vatz-Laaroussi (Université de Sherbrooke) et Françoise Armand (Université de Montréal) who have carried out diverse studies, especially of a qualitative nature, on the role of personal, familial, and community factors, or institutional policies, practices, and dynamics in this area. Funding received from the FQRSC (April 2010-May 2014) anticipates three objectives: a **meta-analysis of results and modelling of factors**

**identified in projects addressing compulsory schooling and adult education; the development of comparative analyses at the regional, national, and international levels, and lastly, the extension of work to post-secondary education and transition towards the job market.**



Standing from left to right: Christine Paré, Françoise Armand, Sylvie Loslier, Maryse Potvin, Rachid Ait-Said, Valerie Sayset, Georges Lemieux, Alhassane Baldé and Elis-mara Santana

Sitting from left to right: Jacques Ledent, Marie McAndrew, Claire Chamberland and Fasal Kanouté

In 2010-2011, the team will concentrate the majority of its activities on its first objective of laying the groundwork for the publication of a work of synthesis expected for the second year. In order to clearly situate the issue of school success of immigrant origin students within the broader framework of the struggle against educational failure, contacts will be specifically developed with other more generic research groups, such as the **Centre de recherche et d'intervention sur la réussite scolaire (CRIRES)** (Research and Intervention Centre on School Success) and the **Groupe de recherche sur les environnements scolaires (GRES)** (Research Group on Educational Environments). The com-

parative dimension will also be at the heart of these analyses (See the following point).

What is more, an extension to work on higher education will begin by way of a letter of intent currently being prepared under the coordination of Fasal Kanouté, as part of the new joint program between the MELS-FQRSC on Student Retention and Academic success. Bringing together researchers, including three from the team, this project will focus on the adaptation of Quebec universities to their pluri-ethnic clientele, particularly to recent immigrants.

Beyond these team endeavours, it is also important to stress a new project funded by the MELS, exploring the factors that influence **the choice of language of instruction at the college level among young Allophone or immigrant origin Quebecers** who in primary and secondary school were submitted to Bill 101. This project, under the responsibility of Marie McAndrew and Gérard Pinsonneault, an associate researcher with the Chair who has had a long career in the *Direction de la recherche du ministère de l'immigration et des communautés culturelles* (MICC), explores the impacts of two trends in the evolution of the phenomenon: the greater or lesser favourability to French of the language composition of migratory flows, and the varying rates of high school completion and access to college among various communities affected by this phenomenon. We also study university-level

pathways, when possible among more recent cohorts, as a means of determining whether decisions made at the college-level are indicative of subsequent linguistic choices, or whether these instead reflect a strategy to maximize linguistic abilities. Ultimately, a comparative study will be conducted to determine to which point the behaviour of students of immigrant origin is different from that of other Quebec students.



Gérard Pinsonneault

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

In 2009-2010, the Chair's activities under this theme have mostly focused on the dissemination of works carried out between 2006 and 2009.

In addition to having held our major activity in this theme in 2009 (See the Chair's presence in the community, page 28), we have been particularly active in the diffusion of results of the project ***“La performance et le cheminement scolaires des jeunes issus de l'immigration à Montréal, Toronto et Vancouver”*** (Translated: Academic Performance and Educational Path-



ways among Youth of Immigrant Origin in Montreal, Toronto and Vancouver), for which the final report was submitted last year to the *Conseil canadien de l'apprentissage* and Citizenship and Immigration Canada (See Annual Report 2008-2009 for a synthesis of results).



Three articles were published or accepted by scientific or professional journals, among others “*Les carrières scolaires des jeunes allophones à Montréal, Toronto et Vancouver : une analyse comparative*” (Translated: The School Careers of Young Allophones in Montreal, Toronto and Vancouver) in the *Revue de l'Intégration et de la Migration Internationale*, “*La diplomation au secondaire des jeunes issus de l'immigration: une analyse comparative de Montréal, Toronto et Vancouver*” (Translated: High School Graduation among Youth of Immigrant Background: a Comparative Analysis of Montreal, Toronto, and Vancouver) in *Nos diverses cités/Our Diverse Cities*

(also published in English) and “*Le cheminement scolaire des jeunes allophones à Montréal*” (Translated: School Pathways of Allophone Youth in Montreal) in *Revue Vie Pédagogique*.

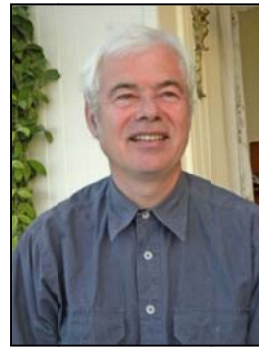
Ten presentations of results were also made, by the Montreal team, as well as by those in Toronto and Vancouver, among others as part of the international colloquium “*La réussite scolaire des élèves issus de l'immigration*” (Translated: The Academic Achievement of Immigrant Origin Students), organized by the Chair in November 2009, as well as at meetings specifically targeting decision-makers.

We have also engaged in a number of pursuits directed at ensuring the development of new comparative initiatives. On one hand, as part of the Metropolis conference in March 2010, a meeting bringing together all the researchers and affiliated partners in the Montreal, Toronto and Vancouver project, as well as representatives from the CIC, set the stage for the setting of a **Pan-Canadian interest group on post-secondary pathways among youth of immigrant origin**. A seed-money request to fund this network was submitted to the research director of CIC, who for lack of funds this year was unable to support it. We are currently seeking alternative strategies in this respect.

On the other hand, at the international level, the Chair continued to participate in the advisory committee of the *Integration of the Second*

*Generation in Europe Research Training Network (TIES-RTN)*, among other things acting as discussant in the final conference of this project held in Paris between May 26-28, 2010, during the session on Education. Further, the **collaboration with Flanders** clearly intensified. The chair was named to the Advisory Committee of the project “School, Youngsters, Parents and Neighbourhood: Partners in the Creation of an Optimal School Career” that involves five Flemish researchers from three universities, under the supervision of Christiane Timmerman. She participated in the second meeting of this advisory committee on May 21 at Antwerp University, where she was able to familiarize herself with the various aspects of this project, both quantitative and qualitative, and to contribute to discussion surrounding various theoretical issues and methodological challenges confronting the team, based on her Quebec and Canadian expertise. As the activities of the new FQRSC team become specified, we will be in a better position to determine the most fruitful domains for collaboration with these partners. In the shorter term, one must mention that Michèle Vatz-Laaroussi made a research visit to the Intercultural Migration and Minority Research Centre at the Catholic University of Leuven in order to work with Professors Philippe Hermanns and John Leman on the role of family and community strategies in the educational success of young immigrants. Furthermore, these researchers will visit us next November as

part of an intensive workshop that we anticipate organizing on these themes.



Philip Hermanns



Johan Leman

This workshop will also involve Carola Suarez-Orozco, who has directed at New York University a five-year longitudinal survey on the pathways of students of immigrant origin in three American states. Her study is known, among other features, for an innovative combination of quantitative and qualitative data (including on community strategies and systemic factors) in the study of this phenomenon.

Additionally, it is important to highlight the contribution of our post-doctoral fellow for 2008-2009 Henda Ben Salah, whose work relates to this theme. As well as being responsible for the organization of the international colloquium on the success of students of immigrant origin, H. Ben Salah has carried out a comparative study (Quebec, Ontario and British Columbia), using the longitudinal survey on children and youth (ELNEJ) 1994-2007 titled ***Les carrières scolaires des élèves issus de l'immigration au Canada au secondaire : entre aspirations et réalisations*** (Translated: Educational



Pathways of High School Students of Immigrant Origin in Canada: Between Aspirations and Accomplishments).



Henda Ben Salah

In the framework of this econometric study, she examined ties between the educational pathways actually realized by children and the desires of their parents upon student entry into high school. This project complements other work by the Chair that focuses only on socio-demographic and educational factors. The results of this study illustrate the determining weight that cultural capital among immigrant families in Quebec, Ontario and British Columbia plays not only in the high expectations of parents, but also in the educational achievements of children. They also demonstrate that parents deeply internalize the poor performances of their children. This work has been the focus of a number of presentations and two articles accepted or submitted to national and international journals (*Thèmes Canadiens* and *Revue européenne des migrations internationales*).

### 3) Anti-Racist Education and Intervention



Maryse Potvin

The Chair did not carry out specific research on this question this year, even though a large part of our work on the educational pathways of students of immigrant origin touches upon it both directly and indirectly. Notably, this is the case with the particularly innovative study carried out by Maryse Potvin on adult education, in which the systemic dynamics and profiling practices that produce exclusion and discrimination are specifically explored. Under the aegis of this researcher, several activities were taken up that are expected to generate important developments in 2010-2011.

First, the SSRHC program mentioned above “*Le rôle de l’éducation dans les relations entre la communauté juive et les Québécois d’autres origines*” (Translated: The Role of Education in the Relationship between the Jewish Community and Quebecers of Other Origins), comprises a third component focusing on the **educational impact of sites of memory and community initiatives on inter-cultural and anti-racist education in Quebec**. Under Potvin’s responsibility,

this also involves Benoit Côté (Université de Sherbrooke), as well as the Chair. It aims to, on the one hand, chart activities pursued by the Jewish community in the educational milieu in light of literature on the conditions for fostering the development of inter-cultural and anti-racist attitudes and abilities among students (Year 1 of the project). On the other hand and in the longer term, it aims to evaluate the impact on students and teachers of one of these initiatives, the visit of the Holocaust Memorial Centre and participation in associated educational activities. This involves appreciating the conditions that permit or not activities of sensitization to have a more long-term impact on attitudes, perceptions and stereotypes. It also entails identifying pedagogical approaches that permit students to generalize learning about extreme events, such as genocides, to less obvious situations of inter-community tension.

Second, in collaboration with the CEETUM, the MELS and the *Fondation de la Tolérance*, the Chair will host two study days on March 31 and April 1 titled ***“Pour une éducation inclusive au Québec : pratiques, recherche et formation,”*** (Translated: Towards an Inclusive Education in Quebec: Practices, Research and Training), whose organization has been assigned to our post-doctoral fellow Geneviève Audet. Under the concept of inclusive education, we gather together several currents that aim to develop abilities among all students to live in an egalitarian and

pluralist society. In the wake of the closed seminar *“Racisme, antisémitisme et discrimination en éducation : comment transformer les données de la recherche en outils pédagogiques et en pratiques”* (Translated: Racism, Anti-Semitism and Discrimination in Education: Transforming Research Data into Educational Tools and Practices) organized by Maryse Potvin on March 13, 2009, this event aims to address a broader public of practitioners in the educational sector, either school principals, pedagogical advisors, or teachers and other non-teaching professionals. In the short term, we intend to develop a common understanding of concepts and debates relating to inclusive education and to foster the sharing of various successful initiatives carried out in the education and community milieus. We also hope to support the familiarization and the translation into action of various research results by practitioners. In the longer term, the goal is to establish a network for reflection on and dissemination of inclusive education in Quebec. The colloquium is mainly funded by the MELS, but will also allow for the realization of a new collaboration with The Tolerance Foundation, the Chair having recently been named president of the Advisory Committee of this organization.

### **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 Immigrant-receiving Countries.**

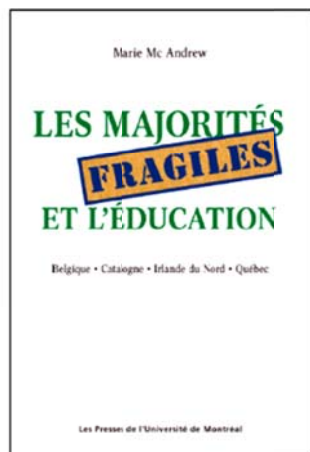
Work carried out specifically in this area has been limited this year. Nonetheless, we consider that our work on the schooling of religious minorities (Muslim and more recently Jewish), as well as our studies on the educational pathways and performance of students of immigrant origins which have a comparative dimension, contribute to this component. In the framework of work anticipated in 2010-2011 for the FQRSC team, we plan to organize a session dedicated to the issue of school integration among immigrant students living outside of large urban cen-

tres. In this session, which will be held during the Association for Inter-Cultural Research (ARIC)'s meetings at the University of Sherbrooke in June, 2011, in addition to work on Quebec a range of Canadian and foreign contributions will also be invited.

#### **2) Schooling of Host Communities and of New-comers in Double Majority Societies**

The Chair has been very active this year in this second area. For one, we have published a major piece summarizing work of the last ten years of the *Réseau sur l'éducation dans les sociétés divisées* (Network on Education in Divided Societies): ***“Les majorités fragiles et l'éducation : Belgique, Catalogne, Irlande du Nord, Québec”*** (Translated: Fragile Majorities and Education: Belgium, Catalonia, Northern Ireland, Quebec) (PUM). This was launched during the 12<sup>th</sup> National Metropolis Conference on March 19, 2010 as part of a panel organized by the Chair titled *“Les approches comparatives dans l'étude de l'intégration et des relations ethniques : intérêt et défis”* (Translated: Comparative Approaches in the Study of Integration and Ethnic Relations: Assets and Challenges), that also highlighted the value of two other works by the Chair: *“Multiculturalism: Public Policy and Problem Areas in Canada and India”* published last year and *“The Education of Muslim Minority Students: Comparative Perspectives,”* described above. The piece departs with the proposition

that all too often one has the tendency to consider ethnic relations as involving a dominant majority that exercises its power on a set of minorities. It then turns to several cases rather removed from that model, such as Belgium and Northern Ireland where two groups share a delicately balanced influence over State control, and Quebec and Catalonia where clearly identifiable majorities at the local level exert an ambiguous dominance linked to their status as a minority at the national level. The role of education in the maintenance or the transformation of ethnic boundaries and of identities in such contexts is addressed through several issues, at times controversial. These include common schooling, the crossing of educational frontiers and *rapprochement*, the teaching of history amidst multiple memories, the linguistic integration of immigrants, and the taking into account of diversity in schools.



This book also benefitted from a European launching, under the aegis of the Delegate General of Quebec in Brussels M. Christos Sirros on

May 20, 2010. Following the presentation of the book by the Chair, our colleague Johan Leman proposed a critical analysis in light of the current situation in Belgium. In addition to receiving good press coverage in that country, the event appeared for several weeks on the international portal of the Government of Quebec.

In the longer term, we anticipate organizing a similar event aimed at the Catalanian public, and if possible involving the Office of Quebec in Barcelona during the colloquium “Éducation et Nation” organized for next October 21-22 by the *Institut National de la Recherche Pédagogique* (National Educational Research Institute), in which the Chair will present some conclusions from the piece in the presentation titled “*Majorités fragiles, pluralisme et éducation : les leçons de l’enseignement de l’histoire au Québec*” (Translated: Fragile Majorities, Pluralism and Education: Lessons from History Teaching in Quebec). Moreover, in order to ensure broader international diffusion, talks are underway with several Anglophone publishers.

The Chair also maintained links with partner institutions in the **Réseau sur l’éducation dans les sociétés divisées** (Network on Education in Divided Societies), particularly in Flanders with the “*Interculturalism, Migration and Minority Research Center*,” as part of the project “*Relations ethniques, langue et éducation: développement de projets comparatifs*” (Trans-

lated: Ethnic Relations, Language and Education: the Development of Comparative Projects), that received the support of the MRI and the Flemish government. As well as addressing issues of educational success and pathways (see page 17), the collaboration touches on a second theme: the role of schooling in the relationship between linguistic communities. It involved Rudi Jansens (*Vrije Universitat Bruxelles*), Laurence Mettewie (Université de Namur), Patricia Lamarre (Université de Montréal) and Benoît Côté (Université de Sherbooke), all interested in language use and linguistic identities and ideologies among youth attending educational facilities of greater or lesser degrees of diversity, as well as in diverse twinning programs for reconciling differences between linguistic communities.

Through these two teams, the Chair aims to encourage the exchange and mobility of doctoral candidates and especially post-doctoral fellows interested in education and diversity in contexts of linguistic ambiguity, all the while carrying collaborations already underway towards establishing common research sites. Therefore, the team will submit a new application to *the joint Coopération Commission Québec-Flandres* expected to meet in 2011.

Regarding Catalonia, with the exception of a colloquium anticipated for next year, ties have been less significant. Three Catalanian researchers and a post-doctoral fellow were hosted last summer

at the CEETUM, and two articles from these individuals (Garreta, Palaudarias) were included in publications by the Chair (in special issues respectively of the journal *Context* on the teaching of Islam and the Muslim world, and of *Thèmes canadiens* on academic achievement of immigrant origin students).

### **3) Pluralism and Education in Multicultural Emerging Countries**

As in previous years, the Chair's activities under this theme principally focus on India and on two key partners: the *Jawaharlal Nehru University (JNU)* and the *National University for Educational Planning and Administration (NUEPA)*. In the first case, the collaboration is part of a partnership agreement between the CEETUM and the *Center for Canadian and Latin-American Studies (CCUSLAS)* ratified by the Université de Montréal and the JNU, that has received the support of the International Relations Unit of the Université de Montréal and of Quebec's Ministry of International Relations (MRI).

In 2009-2010, in collaboration with the CEETUM the Chair welcomed two researchers to the centre. The visit in October 2009 of the director of Canadian Studies of the CCUSLAS, Professor Abdoul Nafey concided with the Canadian launching of "Multiculturalism: Public Policies and Problem Areas in Canada and India" (C. Raj and M. McAndrew, Manak Publishers 2009). He presented his work on the situation of Muslim minorities in India, among other themes in the

educational sphere. In March 2010, we welcomed Professor Pritti Singh, who specializes in multiculturalism policies and the situation of aboriginal populations in both contexts. In addition to familiarizing herself with research in Quebec in this realm, she participated in a panel on comparative approaches as part of the National Metropolis Conference described above. Among other things, these visits permitted the specification of content for a seminar that will permit future collaborations.

Titled ***“Rethinking Equity in India and Quebec: Towards Inclusive Societies,”*** this seminar co-organized by the CEETUM, the Research Interest Group on India and South Asia (UdeM) and the CCUSLAS, will be held in May 2011. It follows three objectives: 1) to permit a selected group of Indian and Quebec researchers and decision-makers to familiarize themselves with their respective contexts of ethnic relations, with special focus on issues of inclusion and equity, 2) to foster the identification of common research and policy interests, and 3) to support the development of future collaborations, such as publishing articles together or pursuing research projects. Approximately thirty participants, of which half will be presenters, will focus on three areas of interest: secularism, religious diversity, and ethnic relations; affirmative action and equity programs; and finally, the role of education and media in the construction of an inclusive society. It will also involve a public panel titled: *“Three*

*Years after the Bouchard-Taylor and Sachar Reports: What Assessment, What Impact?”*

Applications for funding this event are currently being prepared for submission to the Shastri Indo-Canadian Institute and the SSHRC.

In other respects, ties with the *National University for Educational Planning and Administration (NUEPA)* are still being pursued. The Chair was invited last December to participate in the training of Muslim school principals in the *Madrasa Board of Education* in the State of West Bengal, as part of a program under the supervision of Najma Akhtar, director of the Administration Department of that institution. They took advantage of this opportunity to carry out ten interviews with policy-makers and with Muslim school principals on the role of such institutions in access to education, notably for girls, challenges faced, and the balance sought between common civic values and religious particularities. Three visits to educational establishments were also made. Nevertheless, development of a wider research project on this question has been less swift than expected, in part due to the heavy workload of our Indian partners and administrative changes in the NUEPA, and in part due to the decision taken by the Chair not to pursue a wider project on ethno-specific schools this past year.

Finally, we underscore that in the case that this project does develop, we will involve research-

ers from the University of Assam in Silchar as part of a cooperative agreement around questions of biological and cultural diversity that was recently signed between the Université de Montréal and that institution, following a June 2010 visit by the vice-chancellor of that university, Professor G. D. Sharma.

## TEACHING

The course **PLU 6040 Éducation et rapports ethniques** (Education and Ethnic Relations) is a unique seminar that offers students from various faculties and often from other universities, 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, 16 colleagues from three departments in the FSE and from the Faculty of Theology at the Université de Montréal, as well as at the UQAM, the Université de Sherbrooke and the INRS-Urbanisation, Culture et Société presented their works or their research interests under four main themes (theoretical perspectives; recognition of religious diversity; equity and inter-cultural rapprochement; adaptation of the curriculum and of pedagogical practices). Eleven students from three universities and six faculties registered this year.

## RESEARCH TRAINING

In 2009-2010, the Chair supervised nine doctoral students, among which two submitted their theses with success and received their degrees. As can be seen in the list at the end of this section, the topics of these students work are closely linked to the components of the Chair's Research Program.

These students come as much from abroad, as from other universities in Quebec (five doctoral students), testifying to the Chair's significant role in forming research networks both internationally and nationally.

The Chair also benefitted from the presence of three post-doctoral fellows, respectively working on our projects on the analysis of teaching materials, the inter-cultural training of school personnel, and academic achievement. The activities of Sivane Hirsch (*Fondation communautaire juive* and *Fédération CJA* 2009-2010/CRSH 2010-2013), Geneviève Audet (FQRSC 2009-2011) and Henda Ben Salah (Research Chair in Education and Ethnic Relations 2008-2009) have already been described in the respective sections where we discussed these various issues.

We would also like to highlight that the funding received by the FQRSC team will have a significant impact on the training of our students. It will permit us to involve one more post-doctoral

fellow in the team during the entire duration of the program, and to offer additional scholarships to our doctoral candidates working on the issue of school success. We will also develop a seminar directed to Master's and PhD students in Quebec universities that will focus on methodological issues and the complementarity of quantitative and qualitative approaches in studying the school integration of students of immigrant origin.

### Post-Doctoral Fellows

- AUDET, Geneviève. Diversité culturelle l'école : formation par la méthode des cas à l'intention de futurs maîtres. (Translated: Cultural Diversity in the School: Training Future Teachers Using the Case Studies 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. (Translated: Educational Pathways of High School Students of Immigrant Origin in Canada: Between Aspirations and Accomplishments) 2008-2009.
- HIRSCH, Sivane. La représentation de la communauté juive québécoise et du judaïsme dans des manuels scolaires québécois. (Translated: The Representation of Quebec's Jewish Community and Judaism in Quebec Textbooks) August 2009.
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### Theses (Ph.D.)



From left to right: Mahsa Bakhshaei, Paul Zanazanian, Marie McAndrew, Stéphanie Tremblay and Ming Sun.

- AGHASI, Lida. L'intégration socio-scolaire et les stratégies identitaires des adolescents iraniens à Montréal. (Translated: Socio-Educational Integration and Identity Strategies among Iranian Adolescents in Montreal) Supervisor, 1995-2010.
- BAKHSHAEI, Mahsa. La réussite scolaire des élèves issus de l'immigration : les facteurs linguistiques et systémiques. (Translated: Educational Success among Students of Immigrant Origins: Linguistic and Systemic Factors) Supervisor, 2007.
- CHARKAOUI, Adil. La perception de l'Islam et des musulmans chez des professeurs québécois de sciences humaines au secondaire. (Translated: Perspectives of Islam and Muslims among Quebec High School Teachers in the Human Sciences) Supervisor, 2007.



- MISIOROWSKA, Mariola. L'étude des pratiques de gestion de la diversité en emploi articulée à la réalité des minorités ethnoculturelles en processus d'intégration socio-professionnelle. (Translated: A Study of Diversity Management Practices in the Workplace Adapted to Ethno-Cultural Minorities in a Process of Socio-Professional Integration) Supervisor, 2007-2010.
- 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 Schools Marked by Cultural and Religious Diversity: An Analysis of Teaching Practices from a Reflexive and Ethical Teaching Angle) Supervisor, 2000.
- OUEDRAOGO, Abdoul. Les facteurs déterminant l'insertion des nouveaux arrivants en région : le cas des Réunionnais dans le Bas-Saint-Laurent. (Translated: Determining Factors in the Integration of New Arrivals in Outlying Regions: the Case of Réunionnais in Bas-Saint-Laurent) Co-supervisor, 2006.
- SUN, Ming. La réussite scolaire des élèves d'origine chinoise : impact des facteurs personnels, communautaires et structuraux. (Translated: Educational Success among Students of Chinese Origin: the Impact of Personal, Community, and Structural Factors) Supervisor, 2008.
- TREMBLAY, Stéphanie. La socialisation scolaire marginale en contexte libéral : le cas des écoles juives, musulmanes et Steiner de Montréal. (Translated: Marginal Educational Socialization in a Liberal Context: the Case of Jewish, Muslim and Steiner Schools in Montreal) Co-supervisor, 2009.
- ZANAZANIAN, Paul. Historical Consciousness and Ethnicity: Quebec "National" History Teachers and Inter-Group Relations between Francophones and Anglophones. Supervisor, 2002-2009.

## THE CHAIR'S PRESENCE WITHIN THE COMMUNITY

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

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

In addition to the public panel on comparative approaches described on page 23, held in conjunction with the Metropolis network,

two activities are worth mentioning. The first, *“L’enseignement de l’éthique et de la culture religieuse : mythes et réalités”* (Translated: The Teaching of Ethics and Religious Culture: Myths and Realities) held on February 5, 2010, was co-organized with the Religion and Ethnicity unit of the CEETUM and attracted almost 200 people from university, educational, and community milieus. In the context of media questioning of the program, several specialists and key presenters on the issue shared their perspectives with this large public on the relevance of normative foundations behind the course, as well as the achievements and the challenges still surrounding its implementation.



From left to right: Martin Dubreuil, Micheline Milot, Marie McAndrew, David Waters and Mireille Estivalèzes

The second panel, held on February 26, 2010 as part of the 12<sup>th</sup> Student and Young Graduates Colloquium at the CEETUM, highlighted the work of post-doctoral fellows and doctoral candidates affiliated with the Chair, on the factors that favour educational success among students of immigrant origin, as well as on successful action in this regard. The au-

dience was comprised of some forty attendees.

- Practitioner-Researcher-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 at least one practitioner and one researcher) are asked to present their works or activities according to various sub-themes (such as regarding this year’s topic, the taking into account of diversity in university and college teaching, the training and professional integration of teachers of immigrant origin, and the use of life histories in inter-cultural education). This seminar has been a noticeable success with a committed audience of some 20 to 30 individuals. Furthermore, PowerPoint presentations are accessible on our website, permitting those interested in attending who have scheduling conflicts to follow our activities.

- A Major Annual Colloquium or Event



Educational Success Colloquium, November 5-6 2009

Our major activity this year consisted in the organizing of an **international colloquium on November 5-6, 2009 funded by the MELS on the theme of educational success among students of immigrant origin**. It was held in collaboration with the Discrimination and Integration unit of the CEETUM. In addition to key Quebec researchers active in this realm, this colloquium brought together our English-speaking Canadian colleagues from the project *“Academic Performance and Educational Pathways of Youth of Immigrant Origins in Montreal, Toronto and Vancouver,”* as well as several European and American researchers with which we have pursued collaborations for several years. Some 200 people from university, educational and community milieus attended this event, which focused on six main themes: an intensive session presenting data from the Quebec project described on page 11, comparative perspectives with elsewhere in North America and Europe, the study of the role of families and other institutions in educational pathways,

exploration of the relationship between mastery of the French language and educational success, and finally testimonies and presentations by people directly affected by these, be they youth themselves or decision-makers and program leaders.

The proceedings of the colloquium, in the form of a special issue of the journal *Thèmes canadiens*, will appear in the Fall 2010. In order to foster a large dissemination, we have chosen an innovative format of short articles of 2500 words, in French or in English, accompanied by an executive summary of 1000 words in the other official language. The work contains six contributions from Quebec (essentially from the researchers and partners of the new FQRSC team), three from the rest of Canada (Bruce Garnett, University of British Columbia; Cheryl Aman, University of British Columbia; Paul Anisef, York University; Robert Brown, Toronto District School Board; Robert Sweet, Lakehead University) and five from abroad (Carola Suarez-Orozco, New York University; Gail Christensen, University of Pennsylvania; Johan Leman, Philip Hermans and Sarah Braeye, Catholic University of Leuven; Josep Palaudariàs and Carlos Serra, Université de Gérone and Svetlana Chachashvili-Bolotin, Ruppin Academic Centre).

In addition to these activities organized *in situ*, the Chair and other researchers, students or research assistants affiliated with the Chair were present during events organized by our

partners, as well as by the media. These contributions touched upon issues such as educational success of immigrant origin students and newcomer integration into the job market, reasonable accommodation and discrimination with regards to Muslims, as well as the policy on immigration and integration.

## 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](http://www.chereum.montreal.ca))

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

As with last year, Ms. Paré was supported in her responsibilities in part by students at the Bachelor's or early Master's levels assigned to special-

ized tasks (filing, event organization), and in part by doctoral candidates and post-doctoral fellows or by certain professionals assigned to given files (among these Amina Triki-Yamani in the production of four collective works under the aegis of the Chair; Henda Ben Salah in the organization of the colloquium on educational success of youth of immigrant origin; Geneviève Audet in the organization of the colloquium on inclusive education; Mahsa Bakhshaei in the organization of the PLU course; and Ming Sun in documentary research). Thanks to the efforts of all these individuals working for the Chair, we enjoy an efficient and functional infrastructure that permits us to effectively carry out our research activities, to train students, and to have a significant presence in the community.

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

## 3. DEVELOPMENT PROSPECTS

The 2009-2010 year was a period of intense development of new areas in order to begin the second phase of our research program. Our successes in this respect have been remarkable. The Chair obtained important funding supporting the first two components of work, e.g. for the Culture, Socialization, Curriculum component, the SSHRC grant on the role of education

in the relationship between the Jewish community and other Quebecers, and for the Equal Opportunity and Equity component, the FQRSC grant on educational success among students of immigrant origin, which has permitted the creation of the Immigration, Equity and Schooling Research Group. These developments confirm the central role of the Chair as a catalyst of research activities in Quebec in the domain of education and ethnic relations. While during the first phase of our program, ties with other researchers were mostly through *ad hoc* collaborations, the two new programs that project to last until 2013 and 2014 respectively pave the way for sustained collaborations.

In 2010-2011, the core of the Chair's efforts in the realm of research will therefore be dedicated to beginning activities anticipated in these two programs, all the while maintaining the synergy between researchers, diverse partner institutions, and post-doctoral fellows and graduate students through various initiatives. The two programs will equally serve as a basis for key developments in the third component, *Policies and Practices from a Comparative Perspective*. Meanwhile, we intend to re-launch the program on the role of Muslim schools in India, for which the schedule is still to be specified.

In the realm of dissemination, the 2009-2010 year was characterized by concentrated activity. This year, the Chair holder achieved three pub-

lished books (one as sole author and two co-authored by her), three chapters in books that are published or forthcoming, four published or accepted articles in prestigious national or international journals, six articles appearing or anticipated in professional journals, and two research reports.

These efforts will be further pursued in 2010-2011, but at a less aggressive rhythm, given that new projects will begin to be taken up. However, two special issues of journals reflecting the work of 2006-2009 respectively on the treatment of Islam in teaching material and the educational success of students of immigrant origin will appear during this period.

The Chair also maintained its presence in the community through numerous well-attended public events, as well as through its significant contribution to the training of future researchers, among others through the recruitment of full-time doctoral students and post-doctoral fellows of international calibre. These activities will be further pursued during 2010-2011, including by means of our colloquium on inclusive education in March 2011, which will enable us to emphasize the expertise of the Chair and affiliated researchers and post-doctoral fellows regarding anti-racist education. The FQRSC funded team will also affirm our central role in the training of graduate students from all Quebec institutions who are interested in the edu-

cational integration and success of students of immigrant backgrounds.

#### **4. PUBLICATIONS, PAPERS, & SCIENTIFIC ACTIVITIES**

##### **PEER-REVIEWED PUBLICATIONS**

###### Published and Forthcoming Books

McAndrew, M. (2010). *Les majorités fragiles et l'éducation: Belgique, Catalogne, Irlande du Nord, Québec* (Fragile Majorities and Education: Belgium, Catalonia, Northern Ireland, Quebec). Montréal: Les Presses de l'Université de Montréal.

McAndrew, M. Milot, J. Triki-Yamani, A. (dir.) (2010). *L'École et la diversité: perspective comparée* (Diversity and the School: Comparative Perspectives). Québec: Presses de l'Université Laval.

McAndrew, M. Ipgrave, J. & Triki-Yamani, A. (dir.) (2010). "The Education of Minority Muslim Students: Comparative Perspective" (Special Issue). *Journal of International Migration and Integration*, 11(1).

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

###### Published Book Chapters

McAndrew, M. "Diversité et éducation au Québec et au Canada : deux ou plusieurs modèles?" (Diversity and Education in Quebec and in Canada: two or many models?). in McAndrew, M. Milot, M. Gautrin, J. Triki-Yamani, A. (dir) (2010) "*L'école et la diversité : perspective comparée.*" (Diversity and the School : Comparative perspective) Québec: Presses de l'Université Laval.

###### Forthcoming Book Chapters

McAndrew, M. "Immigration and diversity at school: the transition towards pluralism" in, Kirkey, C. Jarett Rudy, R. R, Gervais, S. (dir). "*Quebec Questions: Québec Studies for the 21<sup>st</sup> Century,*" Oxford University Press, Autumn 2010.

McAndrew, M. "L'équité en éducation, pertinence et défis des indicateurs ethniques" (Equity in education, relevance and challenges of ethnic indicators) in De Queiroz, J-M. Gautherin, J. Lantheaume, F. McAndrew, M. (dir). "*Le particulier, le commun, l'universel: La diversité culturelle à l'école*" (The Particular, the Common, the Universal: Cultural Diversity in the School). Rennes, Presses Universitaires de Rennes, January 2010.

###### Published Articles

McAndrew, M, in collaboration with A. Triki-Yamani (2010). "The Muslim Community and

Education in Quebec: Controversies and Mutual Adaptation.” In McAndrew, M, & J. Ipgrave, A. Triki-Yamani (eds). “The Education of Muslim Minority Students: Comparative Perspective.” In (Special Issue) *Journal of International Migration and Integration (JIMI)*, 11 (1).

McAndrew, M., & J. Ipgrave, A. Triki-Yamani (2010). Introduction of the special issue «The Education of Minority Muslim Students: Comparative Perspective». In (Special Issue) *Journal of International Migration and Integration*, 11 (1).

#### Accepted Articles and Special Journal Issues

McAndrew, M. & D. Helly, C. Tessier “From Heritage Languages to Institutional Change an Analysis of the Nature of Organizations and Projects Funded by the Canadian Multiculturalism Program (1983-2002).” In *Revue canadienne d’études ethniques/Canadian Ethnic Studies*, accepted.

McAndrew, M. & F. Pingel, A. Triki-Yamani (eds). “Teaching about Islam and the Muslim World in Canada and Europe: Formal and Real Curriculum.” (Special issue) in *Contexts. The Journal of Educational Media, Memory, and Society*, forthcoming.

McAndrew, M. & B. Garnett, J. Ledent, R. Sweet, in collaboration with H. Ben Salah “Les carrières scolaires des jeunes allophones à Montréal, Toronto et Vancouver : une analyse comparative” (Educational Pathways of Young Allophones in

Montreal, Toronto and Vancouver: a Comparative Analysis). In *Revue de l’Intégration et de la Migration Internationale (RIMI)*, (accepted with minor revisions).

#### Submitted Articles

Triki-Yamani, A, & M. McAndrew, S. El Shourbagui. “Perceptions du traitement de l’islam et du monde musulman dans les manuels d’histoire par des enseignants du secondaire” (Perspectives of High School Teachers on the Treatment of Islam and the Muslim World in History Textbooks) in McAndrew, M. & F. Pingel, A. Triki-Yamani (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*.

Ahmed-Ali, M. & M. McAndrew, B. Oueslati. “The reduction of Islam and Muslims in Ontario’s Social Studies Textbooks.” In McAndrew, M. & F. Pingel, A. Triki-Yamani (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*.

Oueslati, B. & M. McAndrew, D. Helly. “Islam and Muslim Cultures in Quebec: French-language Textbooks from the 1980s, 1990s and present.” In McAndrew, M. & F. Pingel, A. Triki-Yamani (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*.

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

Ali, M. & B. Oueslati, M. McAndrew, N. Salem, A. Triki-Yamani. "Muslim Fictional Characters in Ontario's English Language Textbooks," in *Intercultural Education*.

## OTHER PUBLICATIONS

### Research Reports

Oueslati, B. & M. McAndrew, D. Helly (2010). "Le traitement de l'islam et des musulmans dans les manuels scolaires québécois de langue française" (Treatment of Islam and Muslims in French-Language Textbooks in Quebec), Montreal, April.

McAndrew, M. & J. Ledent, R. Sweet, B. Garnett (2010). "Le cheminement et les résultats scolaires des jeunes d'origine immigrée: une perspective comparative entre Montréal, Toronto et Vancouver" (Educational Pathways and Academic Performance of Youth of Immigration Origin: Comparing Montreal, Toronto and Vancouver). Final

Report, CIC, CCL and Research Chair on Education and Ethnic Relations, Montréal, May.

### Professional Journals

McAndrew, M. & J. Ledent, J. Murdoch, H. Ben Salah (2009). "Le cheminement scolaire des jeunes allophones à Montréal" (Educational Pathways of Young Allophones in Montreal). In *Revue Vie Pédagogique*. N°152.

Germain, A. & F. Armand, M. McAndrew (eds.) (2010). "Immigration et diversité. Au carrefour des cultures et au cœur du développement économique" (Immigration and Diversity: Crossroads of Culture, Engine of Economic Development). *Nos diverses cités/Our Diverse Cities*, N° 7, Spring (also published in English).

McAndrew, M. Audet, G (2010). "30 ans d'adaptation institutionnelle à la diversité en milieu scolaire: bilan et défis" (Thirty Years of Institutional Adaptation to Diversity in the School System: Assessment and Challenges). Germain, A. & F. Armand, M. McAndrew (eds.) "Immigration et diversité. Au carrefour des cultures et au cœur du développement économique" *Nos diverses cités/Our Diverse Cities*, N° 7, Spring (also published in English).

Ledent, J. & J. Murdoch, M. McAndrew (2010). "La diplomation au secondaire des jeunes issus de l'immigration: une analyse comparative de Montréal, Toronto et Vancouver" (Comparative



Analysis of High School Graduation Rates among Youths of Immigrant Origin in Montreal, Toronto and Vancouver). Germain, A. & F. Armand, M. McAndrew (eds.) "Immigration et diversité. Au carrefour des cultures et au cœur du développement économique" *Nos diverses cités/Our Diverse Cities*, N° 7, Spring (also published in English).

McAndrew, M. "L'accommodement raisonnable: un outil dans le développement d'une société pluraliste et inclusive" (Reasonable Accommodation: a Tool in the Development of a Pluralist and Inclusive Society). In *Revue Diversité canadienne/Canadian Diversity*. (accepted)

McAndrew, M. "La controverse sur l'accommodement raisonnable au Québec : atout ou obstacle au rapprochement interculturel?" (The Debate Surrounding Reasonable Accommodation in Quebec: an Asset or an Obstacle in Inter-Cultural Rapprochement). *The St. Louis Era: Looking Back, Moving Forward*, National Task Force on Holocaust Education, Remembrance and Research (accepted).

#### **SCIENTIFIC COLLOQUIA, CONFERENCES, EVENTS**

McAndrew, M. *Mémoires plurielles et enseignement de l'histoire: une perspective comparative*. 12<sup>th</sup> Congress of the Association for Intercultural Research (ARIC): Inter-Cultural Dialogues: Decolonizing Knowledge and Power that

Structure Human Action. Florianópolis, Brazil, June 29, 2009.

McAndrew, M. with J. Ledent, J. Murdoch, and C. Chamberland. *Le cheminement des élèves d'origine immigrée au Québec : état de situation et modèles explicatifs*. International Colloquium: Educational Success among Students of Immigration Origins. Montréal, November 5-6 2009.

McAndrew, M. with G. Pinsonneault. *Le choix de la langue d'enseignement au Cégep : Problématique et aperçu d'un projet en cours*. Practitioner- Researcher Seminar of the Chair: the Taking into Account of Diversity in University and College Teaching. Montreal, Novembre 27 2009.

McAndrew, M. *Le traitement de l'islam et du monde musulman dans le matériel didactique au Québec*. Practitioner- Researcher Seminar of the Chair: The Treatment of Cultural Diversity in Teaching Material. Montreal, January 29 2010.

McAndrew, M. *Les débats publics sur la diversité: apport et limites de diverses approches de l'ethnicité*. CEETUM Colloquium for Students and Young Graduates "Les frontières mouvantes de l'ethnicité : politiques publiques, dynamiques sociales et reconfiguration de l'altérité" (The Moving Frontiers of Ethnicity: Public Policy, Social Dynamics and the Reconfiguration of Difference" organized by CEETUM,

inaugural conference, Montreal, February 25, 2010.

McAndrew, M. *Les majorités fragiles peuvent-elles s'ouvrir à la diversité? Le rôle de l'éducation en Belgique, en Catalogne et au Québec*. 12<sup>th</sup> National Metropolis Conference, Panel: Comparative Approaches in the Study of Integration and Ethnic Relations: Assets and Challenges. Montreal, March 19 2010.

McAndrew, M. *L'adaptation à la diversité à l'école : le cas québécois*. 12<sup>th</sup> National Metropolis Conference, Plenary: The School of Diversity/the Diversity of Schools. Montreal, March 20, 2010.

McAndrew, M. *La diversité culturelle dans nos organisations- État de la situation*. 25<sup>th</sup> ACPDHMES Congress: Towards a Culture of Respect: Creativity at the Heart of our Practices. Montreal, April 27, 2010.

McAndrew, M. *Les majorité fragiles et l'éducation*. Panel organized by the General Delegation of Quebec to Belgium. Brussels, May 20, 2010.

McAndrew, M., discussing in the Education session of the conference for the final project *The Integration of the Second Generation in Europe (TIES)*. Paris, May 28, 2010.

McAndrew, M. *The Educational Pathways of Immigrant Students in Canada: the Impact of Ethnic, Socio-Demographic, Schooling Process, and*

*School Characteristics*. International Conference on Immigration, organized by the Ruppin Centre, Tel-Aviv, May 31, 2010.

## **PROFESSIONAL COLLOQUIA AND TRAINING WORKSHOPS**

McAndrew, M. *Les carrières scolaires des jeunes issus de l'immigration à Montréal, Toronto et Vancouver*. Workshop for policy-makers, organized by the *Services aux communautés culturelles*, MELS, Montreal, June 9, 2009.

McAndrew, M. *L'adaptation institutionnelle à la diversité: bilan et défis*. Seminar: Integration: a shared responsibility, organized by the *Service interculturel collégial*. Montreal, September 18, 2009.

McAndrew, M. *Éducation et Enseignement supérieur*. Information seminar: Perspectives for Quebec and India, organized by the *Ministère du Développement économique, Innovation et Exportation (MDEIE)*. Montreal, September 21, 2009.

McAndrew, M. *Enseigner l'holocauste dans nos écoles: une contribution aux défis actuels du « vivre ensemble »*. Primary and Secondary School Teachers' Training Day: Teaching the Holocaust and Human Rights. Tools for Today's Schools, organized by Montreal's Holocaust Memorial Centre. Montreal, October 22, 2009.

McAndrew, M. *International Experiences on Minority Education*. Workshop for Heads of Madrassas on Institutional Planning and Management, organized by the National University of Educational Planning and Administration, and the West Bengal Board of Madrasa Education. Kolkata, December 2, 2009.

McAndrew, M. *La diversité ethnoculturelle en éducation défis et opportunités*. Colloquium on Secondary Education organized by the Association des étudiantes et étudiants aux études supérieures en sciences de l'Éducation (AEESSE). Montreal, February 27, 2010.

McAndrew, M. *Le rôle de l'école dans le développement d'une société inclusive*. Luncheon organized by the Corporation de développement communautaire de Côte-des-Neiges (CDC-CDN), Invited conference presenter. Montreal, April 7, 2010.

McAndrew, M. *Investir dans la diversité culturelle et le dialogue interculturel : une lecture critique du rapport*. Annual General Assembly of the Canadian Commission for UNESCO. Quebec City, May 6, 2010.

#### **ORGANIZATION OF COLLOQUIA AND OF DISSEMINATION ACTIVITIES**

Nafey, Abdul. (Jawaharlal Nehru University). *Religious minorities and equity in India*. The Chair's brown bag seminar series. Montreal, October 16, 2009.

International Colloquium "*La réussite scolaire des élèves issus de l'immigration*" (The Academic Achievement of Immigrant Origin Students) Montreal, November 5-6 and 7, 2009.

Hirsch, Sivane (Université de Montréal). *Des manifestations contemporaines de la spiritualité parmi des étudiants universitaires québécois, français et israéliens*. The Chair's brown-bag seminar series. Montreal, November 13, 2009.

Practitioner-Researcher Seminar of the Chair. General theme: Diversity in Higher Education. Andrée Labrie, Université de Montréal, Marie-Hélène Chastenay, Université de Montréal: *La politique sur l'adaptation à la diversité culturelle de l'Université de Montréal et l'adaptation du cursus*. Jake Murdoch, Université de Montréal: *L'accès aux études postsecondaires et le choix du domaine d'études : l'influence de l'origine ethnique, linguistique et géographique*. Montreal, October 20, 2009.

Practitioner-Researcher Seminar of the Chair. General theme: The Taking into Account of Diversity in Junior Colleges. Sylvie Loslier, Collège Édouard Montpetit: *Penser, agir et s'engager en interculturel au collégial. 20 ans d'Actions et de réflexions avec le Service interculturel collégial*. Hélène Brassard and Thomas Gulian, Collège Maisonneuve : *Vers des pratiques sociales novatrices dans le domaine de l'intégration professionnelle des immigrants : une présentation de l'Institut de recherche sur l'intégration*

*professionnelle des immigrants (IRIPI) du Collège de Maisonneuve. Marie McAndrew and Gérard Pinsonneault, Université de Montréal: Le choix de la langue d'enseignement au Cégep: Problématique et aperçu d'un projet en cours. Montreal, November 27, 2009.*

Practitioner-Researcher Seminar of the Chair. General theme: The Treatment of Cultural Diversity in Teaching Materials. Carole Couture, Office of the Approval of Teaching Material, MELS, *Évaluation des aspects socioculturels dans le matériel didactique approuvé. Marie McAndrew, Université de Montréal, Le traitement de l'islam et du monde musulman dans le matériel didactique au Québec. Sivane Hirsch, Université de Montréal, Le traitement de l'holocauste dans les manuels d'histoire et d'éducation à la citoyenneté au secondaire québécois. Montreal, January 29, 2010.*

Public Panel by the Chair, co-organized with the Religion and Ethnicity unit of the CEETUM: The teaching of Ethics and Religious culture in Quebec: Myths and Realities. Micheline Milot, Université du Québec à Montréal, David Watters, Consultant; Mireille Estivalèzes, Université de Montréal; Martin Dubreuil, École secondaire Regina Assumpta. Montreal, February 5, 2010.

Practitioner-Researcher Seminar of the Chair. General theme: *The Professional Training and Integration of Teachers of Immigrant Origin. Michel Laurier, Université de Montréal, Une formation d'appoint pour les enseignants d'immigration*

*récente à l'Université de Montréal. Michel Le-page, Université de Montréal and Pierre Pelletier, Université de Montréal Accompagnement des stagiaires d'immigration récente: les défis d'une intégration réussie. Réginald Fleury, CSDM, Les enseignants issus de l'immigration à la CSDM: atouts et obstacles de leur intégration. Montreal, February 26, 2010.*

Public Panel by the Chair, organized as part of CEETUM's 11<sup>th</sup> Colloquium for Students and Young Graduates. Theme: The Educational Success of Students of Immigrant Origin: Contributing Factors and Successful Interventions. Ming Sun, doctoral candidate, Université de Montréal, *Le cas des élèves d'origine chinoise à Montréal et à Toronto: facteurs culturels, personnels et socio-structurels, Mahsa Bakhshaei, doctoral candidate, Université de Montréal, Le cas des élèves d'origine iranienne à Montréal et à Toronto: facteurs linguistiques et systémiques. Geneviève Audet, post-doctoral fellow, Université de Montréal, Les trajectoires d'élèves d'origine immigrée en milieu défavorisé: implications pour l'intervention pédagogique. Montreal, February 26, 2010.*

12<sup>th</sup> National Metropolis Conference, Panel: Comparative Approaches to the Study of Integration and Ethnic Relations: Assets and Challenges. Priti Singh, Jawaharlal Nehru University, *Multiculturalism in Canada and India: Comparing Problem Areas and Policy Concerns; Julia*

Iprgrave, University of Warwick, *The Education of Muslim Minority Students: What Can we Learn by Contrasting the English, French and Canadian Experience?*; Marie McAndrew, Université de Montréal, *Les majorités fragiles peuvent-elles s'ouvrir à la diversité? Le rôle de l'éducation en Belgique, en Catalogne et au Québec*; animator, Mondher BenHassine, Citizenship and Immigration Canada. Montreal, March 19, 2010.

Practitioner-Researcher Seminar of the Chair. General theme: The Use of Life Histories in Intercultural Education, Emmanuelle Sonntag, Montreal's Holocaust Memorial Centre, *Le cœur d'Auschwitz, le dialogue à cœur*. Geneviève Audet, Université de Montréal, *Penser par cas en éducation interculturelle: une utilisation de récits de pratique en formation initiale à l'enseignement*. Marie Françoise Legendre and Serge Desgagné, Université Laval, *Questions-clés liées aux enjeux de l'utilisation de cas en formation*. Montreal, March 26, 2010.

## **MEDIA PRESENCE**

Forum, Université de Montréal journal, *La culture joue un grand rôle dans la réussite scolaire*, October 5, 2009.

Interview in the Journal Métro de Montréal. *Les immigrants québécois et les études, un exemple de résilience*. January 20, 2010, pp. 25.

Interview on CBC program *The Current*, on the wearing of the burqua. Montreal, March 11, 2010.

Interview on CBC regarding the survey on discrimination of Muslims in Quebec and in Canada. Montreal, March 19, 2010.

Interview with The Globe and Mail on the wearing of the burqua. Montreal, March 19, 2010.

Interview with TVO, on program *The Agenda with Steve Paikin* on the Quebecois reaction to religious diversity and reasonable accommodation, April 30, 2010.

## **PRESENTATION OF THE CHAIR'S WORK BY AFFILIATED RESEARCHERS, STUDENTS AND RESEARCH ASSISTANTS**

*Jacques Ledent, researcher, INRS*

## **SCIENTIFIC COLLOQUIA, CONGRESSES, EVENTS**

Ledent, J. "The factors of graduation among the immigrant origin youth in Canada." Workshop: The Use of Longitudinal Surveys in Analyzing the Educational Pathways of Immigrant Youths. 12<sup>th</sup> National Metropolis Conference, March 19, 2010.

Ledent, J. "Analyse démographique et interventions adaptées à la réalité multiethnique : le cas de la réussite scolaire." Workshop: Demographic Analysis as a Tool for Territorial and Economic Planning. 12<sup>th</sup> National Metropolis Conference. Montreal, March 20, 2010.

## PROFESSIONAL COLLOQUIA AND TRAINING WORKSHOPS

Ledent, J. (2009) *“Les carrières scolaires des jeunes issus de l’immigration : résultats complémentaires pour Montréal,”* Workshop organized by the MELS directed to policy-makers. Montreal, June 9, 2009.

**Maryse Potvin, researcher, UQAM**

## PEER-REVIEWED PUBLICATIONS

### Book chapters, forthcoming

Potvin, M. “Reasonable Accommodation Crisis: the State of Ethnic Relations in Contemporary Québec.” In Rodríguez-García, Dan (ed). *Managing Immigration and Diversity in Quebec and Canada: A Transatlantic Dialogue with Catalonia, Spain, and Europe*. Barcelona: CIDOB Foundation, (2010).

## SCIENTIFIC COLLOQUIA, CONFERENCES, EVENTS

Potvin, M. *L’influence des médias sur l’identité et les rapports intergroupes au Québec. L’exemple des discours sociaux et médiatiques pendant la crise des accommodements raisonnables*. Canadian Association for Mental Health. Montreal, November 26, 2009.

Potvin, M. *L’éducation inclusive, antidiscriminatoire et antiraciste : enjeux actuels*. Colloquium “An Academic Taboo? Critical Pedagogy in Fran-

cophone Socio-Educational contexts.” 78<sup>th</sup> Annual Congress of the ACFAS, May 12, 2010.

Potvin, M. *Discours sociaux et médiatiques pendant la crise des accommodements raisonnables*. Annual Colloquium of the *Service interculturel collégial* (SIC) “Perspectives du pluralisme ethnoculturel dans le réseau collégial québécois.” Longueuil, May 27, 2010.

Potvin, M. *Discours sociaux et médiatiques pendant la crise des accommodements raisonnables*. Colloquium “Espace Média. Pour qui? Pourquoi ?” *Association des professeures et des professeurs de sociologie des collèges* (APPSC Sherbrooke, May 31, 2010).

## PROFESSIONAL COLLOQUIA AND TRAINING WORKSHOPS

Potvin, M. *“Citoyenneté, antiracisme et anti-discrimination à l’école québécoise,”* Direction des services aux communautés culturelles, MELS, November 24, 2009.

Potvin, M. *Éléments d’une stratégie antiraciste*. Direction de la recherche, de l’éducation et des communications, Commission des droits de la personne et des droits de la jeunesse, April 26, 2010.

## **MEDIA PRESENCE**

Le Délit, francophone newsletter of McGill University, "Les accommodements raisonnés," Montreal, November 24, 2009.

Journal Médias, UQAM journalism students' webmagazine, "La faute des medias." Montreal, November 26, 2009.

Radio-Canada International, program Tam Tam Canada, "Médias et accommodements." Montreal, December 7, 2009.

***Geneviève Audet, post-doctoral fellow***

## **PEER-REVIEWED PUBLICATION**

### Accepted articles and special journal issues

Audet, G. (2010). "Composer avec la diversité culturelle en classe de maternelle: résultats d'une analyse de récits de pratique enseignants" (Dealing with Cultural Diversity in Kindergarten: a Content Analysis of School Practices as Reported by Teachers). In *Revue de l'intégration et des migrations internationales/Journal of International Migration and Integration (RIMI)*. (Accepted)

***Henda Ben Salah, post-doctoral fellow***

## **PEER-REVIEWED PUBLICATIONS**

### Submitted articles

Ben Salah, H. & M. McAndrew. "Les carrières scolaires au Québec, en Ontario et en Colombie-Britannique : entre aspirations et réalisations" (Educational Pathways of High School Students of Immigrant Origin in Canada: Between Aspirations and Accomplishments). In *Revue européenne des migrations internationales*.

## **SCIENTIFIC COLLOQUIA, CONFERENCES, EVENTS**

Ben Salah, H. *Les carrières scolaires au Québec, en Ontario et en Colombie-Britannique : entre aspirations et réalisations*. International Colloquium *La réussite scolaire des élèves issus de l'immigration*. November 6, 2009.

Ben Salah, H. Présentation "Les résultats scolaires des élèves issus de l'immigration : entre aspirations et réalisations," one-day workshop organized by the *Institut National de la Recherche Scientifique, INRS-Urbanisation, Culture et Société*. Montreal, June 4, 2010.

***Amina Triki-Yamani, post-doctoral fellow***

## **PEER-REVIEWED PUBLICATIONS**

### Submitted articles

Triki-Yamani, A., "Relationship to Knowledge and Islamic Identity: The Case of the French Moutahajibâte Students." In *Comparative Studies of South Asia, Africa, and the Middle East*.

## **SCIENTIFIC COLLOQUIA, CONFERENCES, EVENTS**

TRIKI-YAMANI, A. *Relationship to Knowledge and Islamic Identity: The Case of the French Moutahajibâte Students. International Colloquium "Veiled Constellation."* Toronto, June 5, 2010.

**Paul Zanazanian, doctoral candidate**

## **PEER-REVIEWED PUBLICATIONS**

### Book chapters, forthcoming

Zanazanian, P. "La conscience historique des enseignants d'histoire francophones à l'égard des Anglo-qubécois: quelques regards sur une étude qualitative" (Historical Consciousness of Francophone History Teaching towards English Quebecers: an Overview of a Qualitative Study). *Association for the Teaching of History and Geography* (AQDHG) (forthcoming).

## **OTHER PUBLICATIONS**

### Professional Journals

Zanazanian, P. "La conscience historique et l'identité nationale: les enseignants d'histoire Francophones à l'égard des Anglo-qubécois" (Historical Consciousness and National Identity: the Attitudes of Francophone History Teachers towards Anglo-Quebeckers) *Enjeux de l'univers social*. (forthcoming)

## **SCIENTIFIC COLLOQUIA, CONFERENCES, EVENTS**

Zanazanian, P. "La conscience historique des enseignants d'histoire francophones à l'égard des Anglo-qubécois : quelques réflexions sur une étude qualitative," 5<sup>th</sup> Congress of the Quebecois Association for the Teaching of History and Geography (AQDHG). Bromont, October 17, 2009.

Zanazanian, P. "*La conscience historique et la structuration des frontières intergroupes : les enseignants d'histoire nationale Franco-qubécois à l'égard de la minorité anglophone du Québec.*" 78<sup>th</sup> Congress of the Francophone Association for Knowledge (ACFAS). Session "Communautés d'expression anglaise du Québec : enjeux actuels et tendances." Montreal, May 10, 2010.