



## International Conference - June 2018

Immigration, the Dynamics of Identity and Policies for  
Managing Diversity

## Colloque international - Juin 2018

Immigration, dynamiques identitaires et politiques de  
gestion de la diversité





**Kwe'-Welcome**

P jil'sook tick m'sit Nomaq – Welcome to all our Friends and Relatives from other Countries of the World attending the conference on "Immigration, the Dynamics of Identity, and Policies for Managing Diversity" being held here at St. Mary's University.

On Behalf of the Sante Mawiomi of the Sipeknekatic District, as one of the Kaptin's, I, Dr. Donald M Julien, C.M., O.N.S., DCL., DHumL, welcome you to our Traditional un-ceded Mi'kmaq Territory of the Atlantic Provinces, which we call Mi'kamki. We certainly hope your stay here will be pleasant and enjoyable.

***Dr. Donald M. Julien, C.M., O.N.S., DCL, DHumL  
Executive Director, The Confederacy of Mainland Mi'kmaq (CMM)***

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**Kwe'-Bienvenue**

P jil'sook tick m'sit Nomaq – Bienvenue à tous nos Amis et nos Parents d'autres Pays du Monde qui participent au colloque "Immigration, dynamiques identitaires, et politiques de gestion de la diversité" qui se tient ici à St. Mary's University.

Au nom de Sante Mawiomi of the Sipeknekatic District, et en tant que Kaptin's, moi, Dr. Donald M Julien, C.M., O.N.S., DCL., DHumL, vous souhaite la bienvenue dans nos territoires traditionnels Mi'kmaq non cédés des provinces atlantiques que nous appelons Mi'kamki. Nous espérons que votre séjour sera agréable et réjouissant.

***Dr. Donald M. Julien, C.M., O.N.S., DCL, DHumL  
Directeur général, The Confederacy of Mainland Mi'kmaq (CMM)***



On behalf of the Government of Nova Scotia, it is my pleasure to extend greetings to all participants to the "Immigration, Dynamics of Identity and Policies for Managing Diversity" conference.

Immigration is one of the key ways for our province to grow its population, revitalize its communities, help its employers fill persistent labour gaps, and grow its economy.

Immigration is a partnership... between governments, immigrants, settlement agencies, employers and businesses, and the public.

This conference is an exciting opportunity for all of us, who hold a piece of the immigration equation to come together, build bridges and share our knowledge.

Thank you to the organizers for your dedication and hard work towards this event.

I wish all participants engaging discussions and an interesting conference.

Sincerely,

***The Honourable Lena Metlege Diab, QC  
Minister of Immigration***

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Au nom du Gouvernement de la Nouvelle-Écosse, il me fait plaisir de saluer tous les participants du colloque « Immigration, dynamiques identitaires et politiques de gestion de la diversité ».

L'immigration constitue pour notre province un des leviers principaux de croissance de sa population, de revitalisation de ses communautés, d'aide à ses employeurs pour combler le manque de main d'œuvre et de croissance de son économie. L'immigration est un partenariat... entre le gouvernement, les immigrants, les agences d'établissement, les employeurs et les entreprises et le public.

Ce colloque est une opportunité exaltante pour nous tous qui détenons un des éléments de l'équation migratoire de nous réunir, de construire des passerelles et de partager nos savoirs.

Merci aux organisateurs pour leur dévouement et leurs efforts à la réalisation de cet événement.

Je souhaite à tous les participants des discussions engageantes et un colloque enrichissant.

Cordialement,

***L'honorable Lena Metlege Diab, c.r.  
Ministre de l'Immigration***



Dear Colleagues,

I am delighted to offer words of welcome to this innovative conference. Along with the key partners for this conference, Saint Mary's University celebrates the challenges and opportunities of fostering critical inquiry on the nature of identity and immigration. For Nova Scotia – and Canada – immigrants are a driving force for our economy and society. With new ideas, multiple languages, vibrant cultural practices, and global perspectives, newcomers to our province contribute significantly to the development of entrepreneurship and the transformation of worldviews. At Saint Mary's University, we see this every day with the presence of students from over 115 countries on our campus and with our strategic focus on intercultural learning. However, as the participants for the conference point out, the dynamics of diversity are complex. We need to focus on the specifics of immigration policies at the local, provincial and federal levels, on access to education and health care, on training and the provision of venture capital, on integration and the cultural processes surrounding identity for local populations and all those who join Canadian society.

I offer congratulations to the conference organizers and applaud all attendees for your engagement with the significant challenges and opportunities created by immigration and diversity.

***Robert Summerby-Murray  
President and Vice-Chancellor  
Saint Mary's University***

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Chères/chers collègues,

Je suis heureux d'offrir des mots de bienvenue pour ce colloque innovant. Saint Mary's University embrasse, aux côtés des partenaires-clés de ce colloque, les défis et les opportunités d'encourager des réflexions critiques sur la nature de l'identité et de l'immigration. Pour la Nouvelle-Écosse, et pour le Canada, les immigrants sont une force motrice pour notre économie et pour la société. Avec leurs bagages de nouvelles idées, de langues multiples, de pratiques culturelles vivantes et leurs perspectives planétaires, les nouveaux arrivants de notre province contribuent de façon significative au développement de l'entrepreneuriat et à la transformation des visions du monde. À Saint Mary's University, nous vivons cette réalité au quotidien par la présence d'étudiants originaires de plus de 115 pays sur notre campus et par notre approche stratégique sur l'apprentissage interculturel. Cependant, comme les participants de ce colloque le montrent, les dynamiques de la diversité sont complexes. Nous devons nous focaliser sur les détails des politiques d'immigration à tous les niveaux, local, provincial et fédéral, sur les questions de l'accès à l'éducation et aux soins de santé, de la formation et la fourniture de capital-risque, de l'intégration et des processus culturels entourant l'identité pour les populations locales et pour tous ceux qui souhaitent rejoindre la société canadienne.

Je félicite les organisateurs du colloque ainsi que tous les participants pour leur engagement dans les grands défis et les opportunités apportés par l'immigration et la diversité.

***Robert Summerby-Murray  
Président et Vice-chancelier  
Saint Mary's University***

Mesdames, messieurs,

Bienvenue de la part de l'ensemble du comité organisateur au colloque « Immigration, dynamiques identitaires et politiques de gestion de la diversité ». Nous sommes très heureux de vous accueillir dans le cadre de ces discussions qui porteront sur une variété de questions attenant aux perceptions de la migration, aux défis de la rencontre interculturelle et de l'établissement, aux stratégies d'adaptation et aux pratiques d'accueil et d'intégration des immigrants.

Halifax, ville qui fut historiquement un des ports d'entrée des immigrants au Canada, et les provinces de l'Atlantique ont fait dans les dernières années de gros efforts pour attirer les populations immigrantes. 4 ans après la publication du Rapport Ivany qui faisait de l'immigration un des piliers du développement économique et démographique de la région, il nous a semblé important de poursuivre le dialogue sur cette question en élargissant les frontières disciplinaires et géographiques. Nous avons fait un effort particulier pour proposer des contenus bilingues sur notre site Internet et au niveau des présentations proposées dans le colloque. Nous espérons que les discussions mèneront à des réflexions et des collaborations fructueuses.

***Le comité organisateur***

***Dr. Jean-Jacques Defert***

***Dr. David Bourgeois***

***Dr. Jean Ramdé***

***Divesh Isuri, Assistant de développement de programme***

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Ladies and Gentlemen,

The organizing committee of the conference on "Immigration, the Dynamics of Identity, and Policies for Managing Diversity" is very pleased to welcome you to take part in the discussions which will focus on a variety of issues related to the perception of immigration, the challenges of intercultural encounters and the resettlement, the adaptation strategies and the reception and integration practices of immigrants.

Once one of the historical ports of entry of immigrants in Canada, Halifax and more broadly the Atlantic provinces, made a significant effort over the past few years to attract immigrant populations to the region. Four years after the publication of the Ivany Report in which immigration was described as one of the pillars of the economic and demographic development of the region, it seemed important to us to further the dialogue on this issue by expanding the disciplinary and geographical borders. We made a particular effort to propose bilingual contents on our website and on the various sites of the conference. We hope that the discussions will lead to fruitful reflections and collaborations.

***The Organizing Committee***

***Dr. Jean-Jacques Defert***

***Dr. David Bourgeois***

***Dr. Jean Ramdé***

***Divesh Isuri, Program Development Assistant***

## **ARIC – Association Internationale pour la Recherche Interculturelle**

L'ARIC, association internationale de recherche interculturelle ayant le français comme langue de communication, rassemble depuis 1985, des membres chercheurs et professionnels qui s'engagent dans le domaine des recherches interculturelles. Multidisciplinaire et alliant des pays du nord et du sud, l'ARIC vise à développer de nouvelles connaissances et à dépasser les clivages nationaux, culturels, religieux, théoriques, génératifs et organisationnels. Traversant les frontières entre théorie et pratique ou entre recherche fondamentale et recherche action, l'ARIC représente un réseau actif, convivial et en constante évolution, dans le monde de la recherche, de l'innovation sociale et des rencontres interculturelles. Pour faire vivre ce réseau, l'ARIC organise un congrès international aux deux ans. Celui de 2017 a eu lieu à Madagascar et le prochain se tiendra en juin 2019 à Genève. Entre deux congrès, l'ARIC organise des colloques dont le dernier tenu à Olinda au Brésil en 2016, et développe des partenariats avec divers organismes pour la tenue de conférences ou colloques auxquels ses membres participent en nombre. C'est ainsi qu'en juin 2018, l'ARIC est un organisme partenaire pour la tenue de la conférence "Immigration, dynamiques identitaires et politiques pour la gestion de la diversité ", à Saint Mary's University à Halifax. Plus tard en novembre 2018, l'ARIC est partenaire du colloque « Diversité et développement », organisé à l'Université Félix Houphouët-Boigny d'Abidjan en Côte d'Ivoire. Ainsi l'ARIC nous fait voyager tant du sud au nord que de théories en perspectives! Des lettres mensuelles nous informent de toutes ces occasions d'échanger et développer nos travaux divers et l'ARIC est aussi partenaire de la revue scientifique Alterstices, revue de recherche interculturelle, accessible en ligne sur Érudit. En 2018, l'ARIC innove en proposant des axes de recherche auxquels ses membres sont invités à participer créant ainsi de mini-communautés de recherche internationale. Et l'ARIC souhaite aussi assurer la relève, c'est pourquoi le prix de la meilleure thèse de doctorat en recherche interculturelle est remis chaque deux ans lors du congrès ARIC.

Vous êtes toutes et tous invitée-s à devenir membre de l'ARIC qui vous offre un réseau international original de développement des connaissances et des pratiques et des occasions d'échanges, de rencontres et de dialogues interculturels sans pareil! Les conditions d'inscription et toutes les informations figurent sur le site WEB de l'ARIC : [www.aric-interculturel.com](http://www.aric-interculturel.com).

ARIC, an international association for intercultural research with French as their main language of communication, has been bringing together, since 1985, researchers and professionals involved in the field of intercultural research. Being a multidisciplinary association and by turning countries from the North and the South into allies, ARIC aims to develop new knowledge and overcome national, cultural, religious, theoretical, generational and organizational divides. By crossing the boundaries between theory and practice or between basic research and action research, ARIC represents an active, friendly and constantly evolving network in the world of research, social innovation and intercultural encounters. To bring this network to life, ARIC organizes an international congress every two years. The 2017 one was held in Madagascar and the next one will be held in June 2019 in Geneva. Between two congresses, ARIC organizes conferences, the last of which was held in Olinda, Brazil in 2016, and develops partnerships with various organizations for organizing conferences or symposiums in which its members participate in large numbers. For example, in June 2018, ARIC is a partner organization for the conference "Immigration, the Dynamics of Identity, and Policies for Managing Diversity" to be held at Saint Mary's University in Halifax. In November 2018, ARIC is a partner of the conference "Diversité et développement", organized at the Félix Houphouët-Boigny University in Abidjan, Côte d'Ivoire. Thus, ARIC allows us to travel from South to North and from theories to perspectives! Monthly letters inform us of all these opportunities to exchange and develop our diverse works while ARIC is also a partner of the scientific journal, Alterstices, an intercultural research journal available online on Érudit. In 2018, ARIC is innovating by proposing research areas in which its members are invited to participate, thus creating mini-communities for international research. ARIC also wishes to ensure continuity, which is why they award the best doctoral thesis in intercultural research every two years at ARIC's congress.

All of you are invited to become a member of ARIC, which offers you an original international network for developing knowledge and practices as well as opportunities for intercultural exchanges, encounters and dialogues like no other! Registration conditions and all information can be found on the ARIC website: [www.aric-interculturel.com](http://www.aric-interculturel.com).

## **Atlantic Research Group on Economics of Immigration, Aging and Diversity**

The Atlantic Research Group on Economics of Immigration, Aging and Diversity (ARGEIAD) is housed at Sobey School of Business, Saint Mary's University. Our mandate includes promotion of research and mobilization of knowledge focusing on the economic significance of immigration, aging and diversity. We provide a platform to researchers, policymakers, policy practitioners and business organizations to exchange ideas and conduct research on these issues in a regional, national and international context. We are supported by the federal government, as well as all four provincial governments of Atlantic Canada. Our members are spread across the Atlantic region and represent academics and settlement sectors. For more information about the group, and to subscribe to our quarterly newsletter, please visit us at: [www.smu.ca/centres-and-institutes/atlantic-research-group.html](http://www.smu.ca/centres-and-institutes/atlantic-research-group.html).

Le Groupe de recherche de l'Atlantique sur l'économie de l'immigration, de la diversité et du vieillissement (ARGEIAD) fait partie du Sobey School of Business de l'Université Saint Mary's. Notre mandat comprend la promotion de la recherche et de la mobilisation des connaissances sur l'importance économique de l'immigration, du vieillissement et de la diversité. Nous fournissons une plateforme aux chercheurs, aux décideurs politiques, aux praticiens des politiques et aux entreprises commerciales pour faciliter des échanges d'idées et pour mener des recherches sur ces questions dans un contexte régional, national et international. Nous sommes soutenus par le gouvernement fédéral ainsi que par les quatre gouvernements provinciaux du Canada atlantique. Nos membres sont répartis dans la région de l'Atlantique et représentent les secteurs universitaire et d'établissement. Pour plus d'informations sur le groupe et pour vous abonner à notre bulletin d'information trimestriel, veuillez consulter notre site web : [www.smu.ca/centres-and-institutes/atlantic-research-group.html](http://www.smu.ca/centres-and-institutes/atlantic-research-group.html).

	WEDNESDAY JUNE 13 / MERCREDI 13 JUIN								
14h30 - 17h30	TRIP TO PIER 21 MUSEUM / VISITE DU MUSÉE PIER 21								
18h00	WELCOME ADDRESS / MOTS DE BIENVENUE								
18h30 - 19h30	<p><b>KEYNOTE CONFÉRENCE D'HONNEUR</b>  Dr. Daniel Hiebert (UBC)  <i>Building Canada Through Immigration</i>  Chrysler Canada Pavilion and Kenneth C. Rowe Hall</p>								
19h30 - 21h00	<p><b>COCKTAIL</b>  Chrysler Canada Pavilion and Kenneth C. Rowe Hall</p>								
	THURSDAY JUNE 14 / JEUDI 14 JUIN								
	Loyola conf. Hall (200 places)	Scotiabank Conference Theatre (170 places)	Sobey 255 (100 places)	Sobey 260 (70 places)	Sobey 265 (70 places)				
8h15 - 9h00	<p>Registrations and Coffee / Inscriptions et café  Loyola Conference Hall</p>								
9h00 - 10h00	<p><b>KEYNOTE CONFÉRENCE D'HONNEUR</b>  Dr. Michèle Vatz-Laaroussi (U. de Sherbrooke)  <i>L'intégration des immigrants et réfugiés dans leur nouvelle société : à qui la responsabilité du Vivre ensemble?</i></p>								
10h00 - 10h30	<p><b>Panel communications 4 –</b>  <b>Dynamiques identitaires en contexte migratoire / Identity Dynamics in a Migratory Context</b></p> <p><b>Memories of Leaving: the Palestinian Diaspora from Refugees to Migrants</b>  Rebecca Lash (Dalhousie U.)</p> <p><b>Trajectoires de défunts et place de la mort en contexte migratoire</b>  Lilyane Rachédi (UQÀM)  Javorka Sarenac  Zahia Agsous  Amelia León (UQÀM)</p>	<p><b>Roundtable 1 / Table ronde 1 –</b>  <i>Let us be welcomed: Promoting strong bonds between newcomers and the Mi'kmaq</i>  Inter-community circles working group  <b>Chair:</b> Dylan Letendre - Program Manager, International Indigenous Youth Internship Program (Atlantic Council for International Cooperation (ACIC)).</p>		<p><b>Workshop / Atelier –</b>  <i>Emerging Data Resources for Research on immigration and Integration in Canada</i>  Daniel Hiebert (UBC)</p>					
10h30 - 11h00									
11h15 - 11h30									
11h30 - 12h15	<p><b>SÉANCE D'AFFICHE 1 / POSTER SESSION 1</b></p> <p>Lilyane Rachédi (UQÀM) "Gestion des morts au Québec : les lieux de sépulture musulmane comme marqueurs d'intégration"  Maria-José Yax-Fraser (York U.), Mahnaz Sobhani, Maria Dluteck, Krista Thomas "Narratives of Identity and Community Connections"  Jennifer Chown and David Chown "Sarah Corning. A Nova Scotia Heroine"</p>								
12h15 - 13h00	LUNCH BREAK / PAUSE DÉJEUNER								

13h00 - 14h30	<p><b>KEYNOTE ADDRESS / CONFÉRENCE PLÉNIÈRE</b>  Dr. Ather Akbari (SMU) / Dr. Yoko Yoshida (Dal) / Dr. Ted McDonald (UNB)  <i>In migration and Out migration: Atlantic Canada At A Crossroads</i></p> <p><b>Chairperson:</b> David Chaundy, Interim President Atlantic Provinces Economic Council  <b>Respondent:</b> Howard Ramos (Dalhousie U)</p> <p>This session is sponsored by Atlantic Research Group on Economics of Immigration, Aging and Diversity (ARGEIAD)  Ce panel de présentation est commandé par le Groupe de Recherche de l'Atlantique sur l'économie de la migration, du vieillissement et de la diversité (ARGEIAD)</p>			
14h30 - 15h00		Panel communications 2 – Politiques de gestion de la diversité au Québec / Diversity Management Policies in Quebec	Panel communications 13 – Formation et compétences interculturelles en milieu de travail / Intercultural Training and Skills at the Workplace	Workshop / Atelier – Social Work-Beyond Borders Sylvie Lapointe (Director of Services of ISS Canada)
15h00 - 15h30		<i>Ten years after Bouchard-Taylor: Questioning Interculturalism</i> Afef Benessaieh (Université TÉLUQ)		
15h30 - 16h00		<p><i>Couverture médiatique de l'attaque terroriste de Québec : la gestion de la diversité culturelle pointée du doigt</i> Farrah Bérubé (UQTR) Vicky Girard (UQTR)</p> <p><i>Discrimination à l'embauche ? Recadrage académique de la discussion québécoise sur les taux de chômage des immigrants</i> Nicole Gallant (INRS) Johanna Cardona (INRS)</p>	<p><b>Workshop / Atelier – Embracing the Space Between Us</b> Fadi Hamdan, (Refugee Youth Program, YMCA)</p>	<p><i>La recherche collaborative dans le développement d'outils d'aide à la communication interculturelle : une expérience montréalaise au sein d'une organisation parapublique</i> Jessica Dubé (UQÀM) (IRSST) Daniel Côté (UdM) (IRSST) Sylvie Gravel (UQÀM)</p> <p><i>Immigration, relations interculturelles et travail : perspectives des mouvements travaillistes au Québec</i> Cheolki Yoon (UQÀM)</p> <p><i>La formation interculturelle dans le milieu du travail social en France et au Québec : une étude comparative</i> Ariane Le Moing (Poitiers)</p>
16h00 - 16h30	<b>COFFEE BREAK / PAUSE-CAFÉ</b>			
16h30 - 17h00		Roundtable 2 / Table ronde 2 – Réflexions autour du programme d'intervention élaboré suite à la fusillade à la Mosquée de Québec	Panel communications 1 – Représentations des immigrants dans différentes régions du monde / Representations of Immigrants in Different Parts of the World	Roundtable 7 / Table ronde 7 – Pratiques narratives et dialogiques dans l'accompagnement en contexte de diversité culturelle
17h00 - 17h30		Lucienne Martins Borges - Service d'aide psychologique spécialisée aux immigrants et réfugiés (SAPSIR)/ CIUSSS de la Capitale Nationale (Universidade Federal de Santa Catarina (UFSC) – Brésil)	"Back-Way or Bust: Perceptions of clandestine Migration from the Gambia, West Africa" Catherine Conrad (SMU)	Élise Argouarc'h (U. Laval) Ingrid Lathoud (UQAM) Dany Héon (UQAR) Clency Rennie (U. Laval)
17h30 - 18h00		Stéphanie Arsenault (U. Laval)	(Re)penser les dénominations du sujet migrant dans une France « Black, Blanc, Beur » David Yesaya (Waterloo)	
		Lucille Langlois Gestionnaire (CIUSSS de la Capitale-Nationale)	L'islam et les musulmans dans l'imaginaire collectif des travailleurs sociaux au Québec Kheira Belhadj-Ziane (UQO)	
19h00	<b>BANQUET - MURPHY'S RESTAURANT (ON THE WATERFRONT)</b> Please register online if you want to be part of the banquet. / Inscrivez-vous en ligne si vous voulez participer à la soirée banquet.			

	FRIDAY JUNE 15 / VENDREDI 15 JUIN				
	Loyola conf. Hall (200 places)	Scotiabank Conference Theatre (170 places)	Sobey 255 (100 places)	Sobey 260 (70 places)	Sobey 265 (70 places)
8h15 - 9h00	Registrations and Coffee / Inscriptions et café				
9h00 - 10h00	<b>KEYNOTE CONFÉRENCE D'HONNEUR</b> Dr. Marie Mc Andrew (U. de Montréal) <i>La réussite éducative des élèves issus de l'immigration: le rôle des dynamiques systémiques et scolaires</i>				
10h00 - 10h30	Panel communications 9 – Droits humains et services aux réfugiés / Human Rights and Refugee Services  <i>Complexities of disclosure for former child soldiers within the Canadian context</i> Dustin Johnson (Dalhousie U.) Joëlle Badman (Dalhousie U.)  <i>La place de la notion de droits humains dans les pratiques en travail social: le cas des demandeurs d'asile</i> Grace Chammas (UQO)  <i>Réalités migratoires et pratiques cliniques transculturelles : une adaptation nécessaire</i> Malika Bensekhar-Bennabi (Université de Picardie Jules Verne) Marie-Rose Moro (Université Paris Descartes) Philippe Spoljar (Université de Picardie Jules Verne)	Panel communications 5 – Politiques d'intégration et de soutien de la petite enfance à l'université / Early childhood Integration and Support Policies at the University  Le rôle de la qualité des services éducatifs à l'enfance sur la préparation scolaire des enfants issus de familles immigrantes âgées de 4 à 5 ans. Sabrina Bolduc (U. Laval)	Panel communications 10 – Stratégies d'intégration par l'emploi / Employment Integration Strategies  Réseautage et expériences d'insertion en emploi : le cas des professionnels de la santé et des services sociaux formés à l'étranger (PSSSE) Catherine Montgomery (UQÀM) Valérie Navert Émilie Tremblay (UQAM)	Workshop / Atelier – <b>Innovative Employment Bridging Programs</b> Carol Derby (Manager, Language Services, ISANS) Mohja Alia (Manager, Employment and Bridging Services, ISANS)	
10h30 - 11h00				Workshop / Atelier – <b>Multi-Stakeholder Work Group Model: Leading the Way in International Qualifications Recognition</b> Jan Sheppard-Kutcher (Consultant, International Labour Mobility, ISANS)	
11h00 - 11h30		Intégration scolaire des élèves issus de l'immigration dans les écoles francophones en milieu minoritaire : cas des écoles du Conseil scolaire acadien provincial à Halifax Malanga-Georges Liboy (USA)  <i>Falling Through the Cracks: Early School Leaving, Barriers and Supports of Portuguese-Canadian Youth in Toronto</i> Fernando Nunes (MSVU) Emily Rhyno(MSVU)	L'expérience des services d'accueil par les immigrants francophones en situation minoritaire : perspectives comparées Marianne Jacquet (FSJ, U of Alberta) Paulin Mulatris (FSJ, U of Alberta)  <i>La requalification professionnelle : l'incidence des programmes de main-d'œuvre temporaire sur les travailleuses domestiques migrantes au Canada</i> Laurence Matte Guilmain (UQÀM)		
11h30 - 12h15	<b>POSTER SESSION 2 / SÉANCE D'AFFICHE 2</b>  Minna Suni (Jyväskylä U.) "Good goals and deep gaps: Migrant education in Finland" Rohini Bannerjee (SMU) "Don't Sugar Coat Rape. Intercultural Approaches to Teaching Trauma, Atrocity and Genocide" Jennifer Guy (MSVU) "An exploration into how engagement with Multi-Cultural Food Learning Activities (MFLA) influences social integration of newcomers into Nova Scotia"				Workshop / Atelier – <b>Youth and Young Adult Integration Models and Supports</b> Maria Cain (Community Integration Services, ISANS)
12h15 - 13h00	LUNCH BREAK / PAUSE DÉJEUNER				
13h00 - 14h00	<b>KEYNOTE CONFÉRENCE D'HONNEUR</b> Dr. Magali Bouchon (Médecins du Monde) <i>L'anthropologie appliquée à la solidarité internationale : engagement et implication de la recherche auprès d'une ONG médicale</i>				

14h00 - 14h30		<b>Panel communications 16 – Communication interculturelle pour une intégration réussie / Intercultural Communication for a Successful Integration</b>  <i>Travail social et médiation familiale auprès des couples en contexte d'hétérogénéité culturelle en France et au Québec</i> Evelyne Choumtcheut (EHESS Paris, U. Laval)	<b>Workshop / Atelier - Équité et diversité en éducation : comment évaluer le climat interculturel de votre établissement</b> Marie McAndrew (U. de Montréal)	<b>Panel communications 15 – Conscience de soi et récits expérientiels du territoire / Self-Awareness and Experiential stories About The Territory</b>  (Ré)élaboration de savoirs sur l'interculturel par l'écriture d'une expérience personnelle Véronique Lemoine-Bresson (Université de Lorraine, France) Stéphanie Lerat (Université de Lorraine, France) Marie-José Gremmo (Université de Lorraine, France)	<b>Roundtable 6 / Table ronde 6 – A general overview of the shared partnership between the medical field and re-settlement agency</b> Zrinka Seles-Vranjes (Immigrant Health Coordinator, ISANS) Sara Abdo (Health Settlement Counsellor, ISANS)
14h30 - 15h00		<b>Projet immigration Petite Enfance Capitale Nationale (IEPCN)</b> Nebila Jean-Claude Bationo (Laval)		<b>Déconstruire les malentendus culturels par la rencontre et l'écoute</b> Stéphanie Arsenault (U. Laval) Nicole Gallant (IRNS) Johanna Cardona (U. Laval)	
15h00 - 15h30		<b>La Gouvernance de Migration : Meilleures pratiques de l'intégration pour l'avenir de l'éducation en Égypte et au Canada</b> Mei Gamaleidin (UQÀM)		<b>Narratives of Identity and Community Connections</b> Maria-Jose Yax-Fraser (York University)	
15h30 - 16h00		<b>Panel communications 8 – Intercultural Competence in the Classroom / Compétence interculturelle dans la salle de classe</b>	<b>Workshop / Atelier – Soutenir l'insertion professionnelle des nouveaux enseignants issus de l'immigration</b> Claire Duchesne (U. Ottawa)		<b>Workshop / Atelier – Les déterminants socioculturels de l'accès aux soins : Présentations des différents déterminants socioculturels de l'accès aux soins à prendre en compte lors de l'élaboration d'un projet en santé.</b> Magali Bouchon (Médecins du monde)
16h00 - 16h30		<b>Intercultural Language Curriculum: Teaching and Learning through an Intercultural Lens</b> Constanza Rojas-Primus (Kwantlen U.)  <b>The Value of Literature in the Second Language Teaching Classroom: Towards an Intercultural Social Integration Process</b> Cecilia Natoli (U.La Plata, Argentina)			
16h30 - 17h00		<b>Les perceptions d'apprenants immigrants adultes quant à la valeur (intérêt et utilité) d'activités interculturelles pour leur apprentissage du français et leur intégration à la société d'accueil</b> Maude Fauteux (UQÀM)	<b>COFFEE BREAK / PAUSE-CAFÉ</b>		

17h00 - 17h30		<b>Panel communications 7 – Politiques d'accueil, d'inclusion et de rétention des étudiants en milieu universitaire / Policies for the Reception, Inclusion and Retention of University Students</b>  <i>Leadership de diversité en milieu universitaire nord-américain : Analyse des politiques et des pratiques de quelques grandes universités</i> Abdoulaye Anne (U. Laval)  <i>Dynamiques identitaires, politiques éducatives, pratiques et représentations des enseignants des universités interculturelles au Mexique</i> Olivier Meunier (Université d'Artois – Laboratoire RECIFES)	<b>Panel communications 6 – Soutien à l'insertion professionnelle des professeurs d'origine étrangère / Support for the Professional Integration of Teachers of Foreign Origin</b>  <i>Migration et intégration régionale au Québec à travers le cas des enseignants haïtiens (1960-2000)</i> Augustin Roland D'Almeida (U. Laval)  <i>Enseignants noirs issus de l'immigration et pratiques d'insertion professionnelle</i> Sony Jabouin (U. Ottawa)		<b>Workshop / Atelier – Le travail social au-delà des frontières</b> Sylvie Lapointe (Director of Services of ISS Canada)
17h30 - 18h00		  <i>Pratiques pédagogiques pour favoriser la réussite académique et l'inclusion des étudiants internationaux</i> Dany Héon (UQAR) Clency Rennie (U. Laval)			
18h00 - 18h30			<b>Panel communications 3 – Parentalité et immigration / Parenting and Immigration</b>  <i>Interculturalité et parentalité : expérimentation d'échanges interculturels dans un organisme communautaire</i> Ingrid Lathoud (UQAM)  <i>Paternité et immigration : étude sur une population de pères immigrants en Abitibi-Témiscamingue</i> Saïd Bergheul (UQAT)		
18h30 - 19h00					
19h30 - 22h00	<p style="text-align: center;"><b>Séance cinéma / Movie Session</b>  <b>Andrea Segre - The Order of Things (2017)</b>  Dr. Evangelia Tastsoglou (SMU), Dr. Tatjana Takševa (SMU), Dr. Cathy Conrad (SMU)</p>				

	SATURDAY JUNE 16 / SAMEDI 16 JUIN			
	Loyola conf. Hall (200 places)	Scotiabank Conference Theatre (170 places)	Sobey 255 (100 places)	Sobey 260 (70 places)
8h15 - 9h00	Registrations and Coffee / Inscriptions et café			
9h00 - 10h00	<b>KEYNOTE CONFÉRENCE D'HONNEUR</b> Dr. Evangelia Tastsoglou (Saint Mary's University) <i>(En)Gendering Violence and Precarity in the Forced Migration Journey</i>			
10h00 - 10h30				
10h30 - 11h00				
11h00 - 11h30	<b>Panel communications 11 – Processus psychologiques et procédures de soutien / Psychological Processes and Support Procedures</b>  <i>Processus psychologiques dans les migrations : institutions, formation professionnelle et interculturalité en France et au Brésil</i> Elaine Costa-Fernandez (U. Toulouse)  <i>The Perceived Mental Health of Elderly Immigrant Punjabi Women who are Living in Nova Scotia</i> Sandeep Dhillon (MSVU)	<b>Roundtable 3 / Table ronde 3 – Inclusion and retention of international students within communities</b>  Hui-Ching Chang (U. Albany) Tom Brophy (SMU) Rima Majaess (Citadel High) Minna Suni (Jyväskylä U.)	<b>Roundtable 5 / Table ronde 5 – Immigrants Entrepreneurial Journey into Business – Importance of the Connection</b>  Sherry Redden (Manager, Business and Workforce Integration, ISANS)	
11h30 - 12h00	COFFEE BREAK - LUNCH / PAUSE CAFÉ - DÉJEUNER			
12h00 - 12h30				
12h30 - 13h00	<b>Panel communications 17 – From Precarity to Integration: Gender and Refugees in Diverse Contexts</b>  Evangelia Tastsoglou (SMU) Shiva Nourpanah (SMU) Brittany Hines, (SMU) Kathryn Bates-Khan (YMCA, Halifax) Amber McMunn (SMU) Julie Chamagne, (Manager, Halifax Refugee Clinic)	<b>Roundtable 4 / Table ronde 4 – Interculturels de l'entreprise en termes de management, de gestion de processus, de développement de marchés et d'organisation.</b>  <i>« La gestion des PME / TPE par les femmes propriétaires-dirigeantes »</i> Bienvenu Mungbenye Boku (ISC Kinshasa) Clarisse Bakaji Tamba (ISC Kinshasa)		
13h00 - 13h30				
13h30 - 14h00		<b>Panel communications 12 – Compétences organisationnelles pour les équipes multiculturelles / Organizational Skills for Multicultural Teams</b>  <i>Les compétences organisationnelles en contexte interculturel</i> Jessica Dubé (UQÀM, IRSST)  <i>Migrants chinois et subsahariens sur des chantiers algériens : interculturalité, sociabilité et altérité</i> Hicham Rouibah (Paris Diderot)		

## **Plenary Sessions**

### **Dr. Daniel Hiebert - Building Canada Through Immigration**

**Wednesday, June 13, 6:30p - 7:30p / Mercredi 13 juin, 18h30 - 19h30**

**Chrysler Canada Pavilion and Kenneth C. Rowe Hall**

Immigration has been used at key moments in Canadian history as a solution to difficult economic and demographic challenges. The current situation is essentially a point of continuity in this sequence of events. While there are continuities, however, there are also some unique aspects of this particular moment. Previous efforts to build Canada through immigration occurred when we still had an 'economy of bricks', but we now have an 'economy of clicks'. And, of course, in the past Canadians believed that immigration was a tool that would build Canada while also keeping its cultural composition as a white settler society intact, while it is now bringing the globe to Canada. At this point, I'll present a few basic statistics to illustrate this point, emphasizing the socio-economic and cultural diversity (indeed, 'superdiversity') of current immigrant admissions to Canada. I'll also point out the uneven geography of settlement of newcomers.

These fundamental changes, along with other intersecting processes, demand a different, more comprehensive approach to the settlement and integration of immigrants. I'll end the presentation by addressing this issue: what should settlement and integration look like in an age of superdiversity? Here, I'll focus on the emerging concept of 'whole of society' approaches to this issue and point out that Canadians have made important steps in this direction, but that we are not actually the world leaders we might like to believe (e.g., compare the German response to Syrian refugees and ours). My final point will be about the need for local places to contribute to this process (e.g., municipal governments; civil society; and the private sector).

### **Dr. Michèle Vatz Laaroussi - Integrating immigrants and refugees into their new society: who is responsible for the "Living Together"?**

**Thursday, June 14, 9:00a - 10:00a / Jeudi 14 juin, 9h00 - 10h00**

**Scotiabank Conference Theatre**

Based on several research projects focusing on the reception and integration of immigrant and refugee families in local communities of varying sizes in Canada and other countries, the presentation will highlight the various issues related to the arrival of the families in communities of varying sizes, metropolises and small towns in remote regions and in linguistically diverse communities. More specifically, I will focus on the trajectories and integration and participation processes implemented by the members of these families, the obstacles they encounter, and the strategies they develop, but at the same time, we will also focus on the reception and integration processes of local authorities, the political, institutional and community bodies, the linguistic communities, as well as on citizens who are already settled. We will then identify some areas of tension between the abovementioned issues. Focusing on the theoretical definitions and multiple operationalisations of over-explored (clichéd) concepts such as integration, social participation or the Living Together program, we will try to understand how responsibilities can be truly shared in a local co-construction process based on the sharing of stories and the development of joint projects. This sharing of responsibilities can only take place in a context where conditions of equality and fairness are respected and where the power relations and processes of stigmatization and racialization experienced by certain minority communities are taken into account. It is thus necessary to get away from the angelic vision of integration and to move towards a more critical intercultural perspective.

### **In migration and Out migration: Atlantic Canada At A Crossroads**

**Thursday, June 14, 1:00p - 2:30p / Jeudi 14 juin, 13h00 - 14h30**

**Scotiabank Conference Theatre**

Although recent federal and regional initiatives have resulted in an increase in immigrant retention in Atlantic Canada since the turn of present century, its immigrant retention rate remains lower than the rest of Canada. Speakers in this plenary session will discuss the importance of immigration for the region, recent trends in immigrant arrivals, their retention and mobility motivations. Evidence based presentations, and resulting discussions, will be useful information for policy makers in designing immigrant attraction and retention policies.

**Organizer:** Dr. Ather H. Akbari – Saint Mary's University.

**Chair:** David Chaundy (Atlantic Provinces Economic Council)

### **Presenters and Presentation Titles:**

#### **Dr. Ather H. Akbari – Who Comes, Who Stays, Who Leaves Nova Scotia**

Saint Mary's University

Most immigrants who come to Canada gravitate towards the larger provinces of Alberta, British Columbia, Ontario and Quebec where there are established resident immigrant communities and more diversified labour markets that offer wider opportunities to new comers and all residents. Smaller provinces, such as Nova Scotia, face difficulties in retaining immigrants who arrive. Two major reasons for this are smaller established resident communities and narrower labour market opportunities. In order to address this issue, governments, immigrant settlement organizations, communities, and business groups in smaller provinces have adopted several initiatives to welcome immigrants and to disseminate information about the availability of economic opportunities and other social and natural attributes a province has to offer. These initiatives are showing results as immigrant retention has increased over the past ten years in smaller provinces, including Nova Scotia. However, retention continues to be lower than provinces outside Atlantic Canada. The province aims to increase its retention of immigrants in light of the decline in natural growth of its population and population aging.

This presentation investigates the features of immigrants who decide to come to Nova Scotia, stay in the province, or leave. It also includes discussion of some related theoretical perspectives. Data from 2016 census are analyzed for immigrant flows for Nova Scotia between 2011 and 2016 for five types of migrants: children, post-secondary students, non-working adults, working adults, and retirees. Analysis is reported for Canada-born residents, immigrants who resided in Nova Scotia in 2011, and immigrant arrivals during 2011 and 2016. The presentation is based on the first of a three part study, conducted on behalf of Nova Scotia Office of Immigration

**Dr. James Ted McDonald – Immigrant Retention in New Brunswick: An Analysis Using Provincial Administrative Data**  
University of New Brunswick (Fredericton)

This paper examines immigrant retention in New Brunswick (NB) Canada using a novel approach based on data contained in NB's Medicare Registry, a database of individuals enrolled in the provincially-funded health insurance system that includes almost the entire provincial population. To date, researchers studying immigrant retention in Canada have had only a few options with regard to suitable data, and each data source is characterized by limitations intrinsic to the nature of the data collection. The main objective of the paper is to improve the current understanding of secondary migration patterns of international immigrants to NB residents with the objective of increasing their retention rates and thereby helping to mitigate the effects of NB's aging and declining population. The secondary objective of the paper is to demonstrate the feasibility and value of using administrative health data to analyze population retention.

**Dr. Yoko Yoshida – Examining the retention rates of immigrants to Atlantic Canada**  
Dalhousie University

Retention is a key metric for evaluating the success or failure of immigration policies and the integration of immigrants in Canada. This paper unpacks the concepts of "retention" and how it is measured. In doing so, it examines the retention rates of immigrants to Atlantic Provinces by comparing two different approaches for measuring immigrant retention using data from the Longitudinal Immigration Database (IMDB). Specifically, we compare the "destination-to-residence" to the "residence-to-residence" approach of measuring retention in Atlantic Canadian provinces to that of Ontario, to determine 1) the magnitude of the difference between the two measures; 2) if the differences are consistent across time and landing cohort, and 3) how different measures alter conclusions about retention.

*Note: This session is sponsored by Atlantic Research Group on Economics of Immigration, Aging and Diversity.*

**Dr. Marie McAndrew - The educational success of students from immigrant backgrounds: the role of systemic and school dynamics**  
*Friday, June 15, 9:00a - 10:00a / Vendredi 15 juin, 9h00 - 10h00*  
*Scotiabank Conference Theatre*

Educational success is often discussed in terms of student characteristics before they even enter the school system, examples of these characteristics include parental education level, socio-economic status, circumstances of migration, or fluency in the host language. Yet, many studies show that the quantifiable factors found in the databases only explain part of the variance in secondary graduation (education). Moreover, there are significant differences between establishments whose student mix is substantially similar. Therefore, the purpose of my lecture will be to present what national and international research tells us about the role of systemic dynamics (policies, programs and general frameworks) and school dynamics (mutual perceptions and attitudes, norms and practices in schools and in classes) in the progress of students from an immigrant background as a whole, as well as in certain sub-groups at risk.

**Dr. Magali Bouchon - Anthropology Applied to International Solidarity: Engaging and Involving Research with a Medical NGO**  
*Friday, June 15, 1:00p - 2:00p / Vendredi 15 juin, 13h00 - 14h00*  
*Scotiabank Conference Theatre*

First, we will address the general question about the scientific issues of anthropology's implication in an international solidarity association. To restore these issues, we will take a critical look at the anthropology of health in order to highlight the contributions and pitfalls of health projects stakeholders taking into account the representations of health and illnesses, as well as the contributions and the limits of these different approaches in anthropology.

We will also clarify the research stance that is being used at Doctors of the World, in both an ethical and methodological manner: a respectful approach of the cultural richness of the target populations is thus a factor of efficiency, quality and sustainability.

The second part will be devoted to introducing some examples of sociocultural determinants of access to health care around sexual and reproductive health. We will show that individual behaviors related to social norms that regulate sexuality, decision-making systems in families and power structures determine a set of pathologies that must be analyzed with concepts that come from the social sciences. We will also examine more generally the place of language in the health care relationship: there are social ways of talking about illnesses: people perform a particular linguistic encoding of symptoms that they observe on their body or on another's body, encoding that has an influence on therapeutic routes.

Finally, we will end with a presentation of the investigation procedure used to support the operations of France's Doctors of the World to produce dense descriptions of reality. We will present the developing process of a tailor-made methodology based on identified issues and contextual constraints in order to come up with recommendations for the improvement of medical practices in an intercultural context.

**Dr. Evangelia Tatsoglou - (En)Gendering Violence and Precarity in the Forced Migration Journey**  
*Saturday, June 16, 9:00a - 10:00a / Samedi 16 juin, 9h00 - 10h00*  
*Scotiabank Conference Theatre*

Women's experiences of sexual and gender-based violence (SGBV) and precarity are specific to each stage of the forced migration journey. They are shaped by social, legal and policy contexts at local, national, regional and international levels. Forms of SGBV experienced by asylum-seeking women and families fleeing from conflict are historically contingent, stage-specific, jurisdiction-distinct, intersectional, institutional and interpersonal; they are enabled by, and at the same time reinforcing the systemic and contextual vulnerability and precarity of asylum seekers. I draw upon and discuss the sexual enslavement and genocidal violence against Yazidi women and girls under the Islamic state in the Middle East; the predatory, and yet systemic, sexual and gender based violence by smugglers and traffickers against women and families "irregularly" crossing land and sea borders seeking "safe haven;" and the institutional and everyday forms of violence faced by asylum seekers in limbo in various stages of the asylum process in Greece and "Fortress Europe". I also discuss strategies of negotiation and resistance in everyday life by individuals and communities which are viewed as a critical starting point, holding the potential of disrupting systemic barriers.

## Description of Communications

### Panel communications 4 – Dynamiques identitaires en contexte migratoire / Identity Dynamics in a Migratory Context

Thursday, June 14, 10:00a - 11:30a / Jeudi 14 juin, 10h00 - 11h30 (Scotiabank Conference Theatre)

Chair: Marc Doucet

#### Rebecca Lash - Memories of Leaving: the Palestinian Diaspora from Refugees to Migrants

My research examines the significance of refugee camp experiences on the memories and everyday life choices of Palestinian refugees living in Canada. I comprehend the ways in which political solidarity and individual aspirations relate through life history interviews with Palestinian refugees that have left the Middle East. I examine refugees' personal memories of camp life, and how they recount the process of leaving. My research contrasts with previous ethnographic literature on Palestinian refugees- the majority of which suggests that collective nationalism is a central source of tension with individual motivations for leaving camps (Allan, 2014; Farah, 2009; Gabiam, 2016; Misselwitz & Hanafi, 2009; Pasquetti, 2011; Petet, 2005). My interview data collected suggests that participants do not necessarily view migration from camps as a central point of tension with the national liberation movement. Rather, on many levels, kin relations and social networks structured how participants saw their responsibility to national liberation. For the majority of migrants, leaving camps and settling in Canada has not been an obstacle to their political activism on Palestine. I also argue that understanding how Palestinian political identity moves with the migration of individual refugees, and how family and social networks also impact ideas of nation and belonging, is essential for developing refugee support policies in Canada that are empowering and culturally appropriate (High, 2014).

#### Lilyane Rachédi, Javorka Sarenac, Zahia Agsous, Amelia León - Trajectories of the deceased and place of death in a migratory context

This communication is part of a research project that focuses on the trajectories of the deceased to better understand the place of death in the migratory journey. It is part of a larger international cooperation project entitled Death in the Context of Migration. We have three goals:

- Describe how death takes place in the migratory journey of family and relatives;
- Identify the meaning and the transformation of knowledge and practices surrounding the death of immigrants in the host country;
- Identify their terms of transmission;

We collected and analyzed stories of immigrants who lost a loved one in Quebec. These people come from various countries and religions.

We will show how the results help to understand the place of death in migration, specifically the representations, knowledge and practices surrounding the relationship with death and the projection of dying from the point of view of the bereaved.

Finally, the results will guide policies and programs by proposing ways to integrate this knowledge into the adaptation of funeral services, health institutions and social services.

### Roundtable 1 / Table ronde 1

Thursday, June 14, 10:00a - 11:30a / Jeudi 14 juin, 10h00 - 11h30 (Sobey 255)

#### Let us be welcomed: Promoting strong bonds between newcomers and the Mi'kmaq

Inter-community circles working group

Chair: Dylan Letendre - Program Manager, Atlantic Council for International Cooperation (ACIC)

Cathy Martin – Independent producer and filmmaker

Aaron Prosper – President Dalhousie Student Union (DSU)

Kathryn Bates-Khan - Manager Gender Based Violence Prevention Project, YMCA

Fadi Hamdan - Youth Outreach & Young Adult Programs Manager, YMCA

Sylvia Calatayud - Volunteer Coordinator, YMCA

Marlon Solis - Healthy Child Champion, YMCA

Hilary Thorne - Coordinator, Community Connections, ISANS

Abshiro Abdille - Coordinator, Welcoming Communities, ISANS

Chaimae Bouardi - Integration and Awareness Officer, Immigration Francophone Nouvelle-Écosse

For more than four centuries, Halifax has been a port of entry for newcomers to Canada. The Mi'kmaq has been welcoming newcomers into their territory ever since the first European settler arrived in their lands. Among the many effects of colonization, the Mi'kmaq have increasingly lost their right to welcome newcomers in their traditional territory.

In an effort to respond to the Calls to Action of the Truth and Reconciliation Report, specifically actions 93 and 94, a group of representatives of different community and settlement services organizations got together to discuss with Mi'kmaq and other indigenous knowledge holders' possible avenues to facilitate spaces to build relationships between newcomers and the Mi'kmaq.

During this past Summer, two events were piloted, with the participation of more than 200 newcomers. First, two education sessions were held, hosted by Cathy Martin (Millbrook First Nation) and Joe Michael (Sipekne'katik First Nation) in the Wikoum at Mount Saint Vincent University. Within these two sessions, one in the morning and one in the afternoon, more than 60 newcomers of all ages and from many different countries were welcomed in ceremony, learned from first voice about the history of the Mi'kmaq and shared questions and ideas about a wide variety of topics, from colonization to worldviews to traditions. The second event consisted of two fieldtrips, one to the Mawio'mi at Grand Pre to celebrate the relation between the Mi'kmaq and the Acadians, and the other to a Mawio'mi at Millbrook, where newcomers were welcomed in the arena, participated in inter-tribal dancing and made a tobacco offering to the Chief as a symbol of our desire to build a lasting and meaningful relationship.

In this session, we would like to present the different perspectives that are now embedded in this project, and that are presently moving it forward. By the time of this conference, it is likely that this project will have entered its second phase. This session will be therefore integrated by organizers of the project, Mi'kmaq educators and

## **Workshop / Atelier**

**Thursday, June 14, 11:00a - 12:15p / Jeudi 14 juin, 11h00 - 12h15 (Sobey 265)**

### **Dr. Michèle Vatz-Laaroussi - Intercultural Mediations**

The goal of intercultural mediations is to build bridges and connections and to encourage dialogues between individuals, groups or communities who ignore each other, have some sort of prejudice against one another or who are in conflict, all that in connection with cultural dimensions. The workshop will propose a first epistemological, methodological and experiential approach on intercultural mediations. Participants will be invited to engage in an intercultural dynamic and to experience an animation that should allow us to reflect together on our prejudices, privileges, common values, interests and needs and also on our emotions. The aim is to live the experience of mediation and intercultural dialogue by identifying the contexts, tools and steps that make them possible. These tools and this approach are particularly relevant for stakeholders in organizations working with migrants but also for teachers with culturally diverse classes, for business managers or for elected officials and government officials who have to implement policies aimed at cultural diversity and social inclusion. It targets people and groups of the majority communities as well as the linguistic, cultural or ethnic minority communities.

## **Poster Session 1 / Séance d'affiche 1**

**Thursday, June 14, 11:30a - 12:15p / Jeudi 14 juin, 11h30 - 12h15 (Loyola Conference Hall)**

### **Lilyane Rachédi - Managing the dead in Quebec: Muslim burial sites as integration indicators**

The project entitled "Mort en contexte migratoire : besoins et pratiques en matière d'attribution et de gestion des lieux de sépultures musulmanes au Québec", funded by the Department of Immigration, Diversity and Inclusion (2017-2018) is based on two major objectives:

- 1) Identify the needs of people of Muslim faith and the issues surrounding requests for denominational land from Muslims;
- 2) To document the Muslim funeral practices on the management of burial sites in Montreal and Laval.

In this poster, we propose to first talk about the methodology that was used and then we will present the results and its analysis. In this case, the moral, ethical and political urgency of dealing with Muslim burial sites as a legitimate democratic and citizen right became clear according to the people we met.

### **Maria-José Yax-Fraser, Mahnaz Sobhani, Maria Dluteck, Krista Thomas - Narratives of Identity and Community Connections**

Narrative has been described as a universal genre because it emerges, across cultures, as a fundamental means to make sense of lived experiences. It has been understood as simultaneously being born out of experience and giving shape to experience. Through various genres, including visual art forms, narrative interfaces self and society, constituting, among other things, a crucial resource of identifications, for developing interpersonal relationships and membership in a community. Based on a qualitative arts-informed and participatory action research with immigrant and migrant women, this paper explores what solidarity means in the context of a policy initiative that seeks to create welcoming communities to attract and retain immigrants in Nova Scotia, and in the context of research as a broader commitment to connect the work of the academy with the life and lives of communities through research that is accessible, embodied, empathic, evocative and provocative.

### **Jennifer Chown, David Chown - Sarah Corning. A Nova Scotia Heroine**

Sara Corning, a Red Cross nurse from Yarmouth County, Nova Scotia, cared for thousands of orphaned children and refugees in the midst of epidemics, societal upheaval, and genocide from 1919 - 1930 in Turkey, Greece, and Armenia. She helped in relocating orphans from Turkey to Greece during the forced population exchange, and managed an orphanage for 2,000 children at Oropos. In June, 1923 Sara Corning was awarded the Silver Cross Medal by King George II of Greece.

## **Panel communications 2 – Politiques de gestion de la diversité au Québec / Diversity Management Policies in Quebec**

**Thursday, June 14, 2:30p - 4:00p / Jeudi 14 juin, 14h30 - 16h00 (Scotiabank Conference Theatre)**

Chair: Sophie Beaule

### **Afef Benessaieh - Ten years after Bouchard-Taylor: Questioning Interculturalism**

In this proposed talk, I want to discuss the case of Quebec as offering an important illustration of what interculturalism stands for and against. Like many other societies from Europe dealing with their growing ethnocultural diversity, Quebec has recently come to voice out public discourses and policies quite critical of multiculturalism. Indeed, the province never joined the federal turn for the latter since P.E. Trudeau's speech to the House of Commons in 1971, with the more official establishment of a Canadian Multiculturalism Act in 1988. Instead, it went through other ways and means to defining its own alternative version to it. The last decade, in particular, has seen tremendous, divisive, attention to establish interculturalism as such viable alternative. Interculturalism, in these public debates, has come to be seen by many as the favorite option, especially for partisan opinion leaders and public figures wishing to reaffirm Quebec's cultural identity as francophone, majoritarian, while menaced with soon dislocation by waves of allegedly dangerous migrants waiting to pour in. Of course these are not the only discourses and views existing in the public sphere. However, as I will show it through this talk, they have come to predominate the terms of the debates about cultural identity in Quebec. I will more specifically problematize the notion of interculturalism in three key aspects: (1) by clarifying what it is in Quebec's current context, and in contrast to Canadian multiculturalism; (2) by documenting some of the major policy initiatives it has recently produced (the final report of Bouchard-Taylor Commission: 2007-2008; a highly divisive bill about a 'Charter of values' in 2012-2014; with current much debated Bill 62 on religious neutrality); (3) and by highlighting the existence of other discourses and representations of transcultural orientations which are less strident in volume in the context of Quebec, yet of real resonance in the rest of Canada.

### **Farrah Bérubé, Vicky Girard - Media coverage of Quebec terrorist attack: pointing out the management of cultural diversity**

On January 29th, an islamophobic terrorist attack was perpetrated in Quebec city and six Muslims were killed. In the media sphere, experts, journalists, intellectuals, politicians and even the main public quickly started to search for an explanation of this horrible act. Was it the fault of the mass media and specifically the trash radio?

Was it the fault of migrants, of their integration in societies, of religious signs? Was it the fault of politicians, of management of cultural diversity, of historical identity debate in the province of Quebec, of the election of a new president in USA? Was it the fault of Quebecers, of their degree of openness? Was it the fault of international news about illegal migrations, about intercultural tensions and about terrorist attacks in major cities? This event generated on the media sphere a mixed of various views on the causes of a racist act. What was the media coverage of that story? What kind of images on migrants were projected? Which groups of actors publicly spoke out and what did they express? This communication presents preliminary results of a content analysis of Quebec city's press from January to March 2017. Results show that the management of cultural diversity was one of the main theme discussed in the media sphere. Also, the case of the coverage of this terrorist attack allows us to study the mediatization of intercultural tensions broadcasted all over the world and specifically when horror is the main actor.

#### **Nicole Gallant, Johanna Cardona - Hiring discrimination? Academic reframing of the Quebec discussion on the immigrant unemployment rates**

This communication is part of a vast research project aimed at deconstructing the way in which Quebec's relationship with immigrants is understood and analyzed, particularly the misleading amalgam that is often made between the Quebec identity and xenophobia, or even racism.

Faced with data showing higher unemployment rates among immigrants than among natives, the media and various public figures tend to blame companies (and hence Quebec in general) for racism and discrimination, generally without questioning the other factors that could potentially be involved. These charges are intensified by comparison with other Canadian provinces; the media then reflects on the description of the withdrawal of identity, as if nationalism was the only difference between Quebec and the other provinces. Yet, the unemployment rate is not in itself a measure of the level of discrimination.

By reframing both qualitative and quantitative data on the labor market integration of immigrants and natives, the communication will deal with more variables than current interprovincial comparisons. This refined academic analysis will help to qualify the ideological and normative theories behind these accusations, which hastily concluded with the discrimination in hiring, without taking into account the specific structure of Québec's economy (economy largely based on small and medium-sized enterprises) and other characteristics and retention factors of the local labor force (language characteristics, feelings of belonging), or the heterogeneous characteristics of the immigrants themselves.

#### **Panel communications 13 – Formation et compétences interculturelles en milieu de travail / Intercultural Training and Skills at the Workplace**

**Thursday, June 14, 2:30p - 4:00p / Jeudi 14 juin, 14h30 - 16h00 (Sobey 260)**

**Chair: Malika Bensekhar-Bennabi**

#### **Jessica Dubé, Daniel Côté, Sylvie Gravel - Collaborative Research on the Development of Support Tools for Intercultural Communication: A Montreal Experience in a Parastatal Organization**

In pluralist societies, an increasing number of public and parapublic institutions as well as numerous private businesses experience the need to develop intercultural competencies. For a whole year, two researchers accompanied a group of rehab counsellors from the CNESST (Commission of Standards, Equity, Health and Work Safety in Quebec) who wanted to improve their intercultural competence. This presentation will show some preliminary results of a collaborative research conducted within this group in the perspective of the co-construction of a support tool for intercultural communication.

To reach this goal, a working group as well as a steering committee, and a validation group were created. Inspired by the ethnographic approach, this research uses different tools to collect data: participant observations, focus groups, journal and quantitative measuring instruments to monitor the progress of efficiency during interventions in multi-ethnic contexts (IES), and also the perception of intercultural sensitivity (ISS) of the participants, including the researchers.

At the crossroads of research, consulting, and knowledge transfer, this presentation discusses the personal, collective and organizational challenges related to this approach as well as the elements which contributed to the completion of the project, and the benefits that this research brought to the sector. At the end of this presentation, the attendees will better understand the process which led to the construction of this tool and the overall reflection which was at the heart of the project.

#### **Cheolki Yoon - Immigration, Intercultural Relations and the Workplace: A Take on Labour Movements in Quebec**

In governmental and scientific discourses, immigration is perceived as an indispensable means to address the shortage of labour in developed countries faced with an aging population. This perception seems to be reflected in the recent immigration system in Canada which is characterized by an increase in the proportion of economic immigration as well as in the number of male and female temporary workers. This phenomenon coincides with the implementation of a neo-liberal model of society and a growing job instability which greatly challenges both labour movements and the population of immigrants with a temporary or permanent status.

In this context, this presentation aims to analyse Quebec labour movements' perspectives on immigrant workers and intercultural relations in the workplace. More specifically, this presentation questions identified barriers and strategies taken by members of these movements to protect the rights of workers and improve their power relations with employers and government officials.

In order to include the diversity of conditions and perspectives, this research is conducted with unionized (labour federations in Quebec: the CSN and the FTQ) and non-unionized organizations (Immigrant Workers Centre). This qualitative research approach uses three different types of data: semi-directed interviews; participant observations; and policy analysis. From a theoretical perspective, this research feeds on studies related to the transformation of work (Castel, 2009; Standing, 2014), intercultural communication (Hsab et Stoiciu, 2011) and a communicative approach to social movements (as proposed in my doctoral thesis).

#### **Ariane Le Moing - Intercultural training in social work in France and Quebec: a comparative study**

For decades, immigration and ethnocultural diversity in Western societies have fostered reflection on notions of interculturality and Living Together. In Quebec, despite a persistent debate on the limits of cultural relativism, interculturalism is about the projects and concrete actions to promote the inclusion of ethnocultural groups in the host community. In Europe, on the other hand, the orientation of an open diversity policy has been strongly influenced since the beginning of the year 2010. In the public debate, particularly in France, the need for intercultural dialogue is overshadowed by insecurity issues and suspicion or rejection attitudes towards immigrants. In this context, the social workers who are often the first to meet and accompany clients with an immigrant background in the host society are looking for answers and practical tools to solve communication problems and various obstacles related to the perception of the "other".

One of the main objectives of intercultural training for professionals working with migrant and refugee populations is to acquire the "intercultural reflex" which prevents oneself from judging the other immediately and also allows for a more efficient reception of people with an immigrant background by proposing various theoretical and methodological approaches.

This paper will present and compare the objectives, methods and theoretical orientations of intercultural training as the primary tool at the disposal of social workers, met during a field survey in associations and community organizations in Canada (Quebec) and France. We will also be interested in the definition of interculturality that has been proposed by those interviewed during our survey.

### **Workshop / Atelier**

**Thursday, June 14, 2:30p - 3:30p / Jeudi 14 juin, 14h30 - 15h30 (Sobey 265)**

#### **Sylvie Lapointe - Social Work-Beyond Borders**

Presenters will discuss the history of ISS, its headquarters (General Secretariat), the ISS International Reference Centre for the Rights of Children Deprived of their Family (ISS/IRC), and the history of ISS in Canada.

Highlights and outcomes from the ISS International Council Assembly and Conference at Banff in May, 2012 will also be reviewed.

Presenters will then discuss the services available through ISS Canada and, with the use of case examples, provide a picture of the work done every day to assist children, families, immigrants, refugees, and to assist the professionals working with them to improve their situation and/or to assess the possibilities that might be available to them.

With a few basic tools, the participants will then play the role of "inter-country social worker" for a day!

Participants will review and assess each case and its many international twists to better understand the cases ISS Canada deals with every day.

Participants will be encouraged to discuss their own case examples and discuss situations that they are familiar with.

### **Workshop / Atelier**

**Thursday, June 14, 3:30p - 4:00p / Jeudi 14 juin, 15h30 - 16h00 (Sobey 255)**

#### **Fadi Hamdan - Embracing the Space Between Us**

Nova Scotia, like many places across Canada, is made up of both large and small centres. In many cases we also have in common an aging population and a need to attract and retain new people to help us thrive and grow. One of the challenges has been around providing settlement support outside of urban centres that is effective, sustainable, meaningful and that supports and promotes retention.

This presentation will highlight a funding partnership and a community development model that does just this. The YMCAs across Nova Scotia, are longstanding, well established, well recognized, physical presences in communities both large and small. Working together we have created settlement hubs across the province that provide in-person support and use local resources, experience and expertise.

### **Roundtable 2 / Table ronde 2**

**Thursday, June 14, 4:30p - 6:00p / Jeudi 14 juin, 16h30 - 18h00 (Scotiabank Conference Theatre)**

#### **Lucienne Martins Borges, Stéphanie Arsenault, Lucille Langlois, Jean-Bernard Poocreau - Reflections on the Intervention Program developed following the shooting at the Quebec Mosque**

The event at the Grande Mosquée de Québec is unique to the history of Quebec. It was a shootout by a native Quebecer targeting citizens of Muslim faith in a city with a small presence of this religious minority (1%) and a low proportion of immigrants (5%). The magnitude of this tragedy experienced by dozens of bereaved people required the establishment, by the Centre intégré universitaire de santé et de services sociaux de la Capitale-Nationale (CIUSSS-CN), of an intervention program involving separate steps and objectives. This program mobilized urgently the most qualified stakeholders and managers in intervention in a context of cultural diversity and crisis in Quebec. They are stakeholders working in the CIUSSS-CN emergency unit, from the Refugee Health Clinic, the Immigrant and Refugee Specialized Psychological Assistance Service (SAPSIR), as well as stakeholders from other programs.

#### **1 – Knowledge in social intervention expressed by the stakeholders involved**

Summary: The following presentation will allow the translation of the results of a collection of data from stakeholders involved in the first two phases of intervention deployed by the CIUSSS-CN in the wake of the tragedy occurred at the Grande Mosquée de Québec in January 2017. We will particularly emphasize the knowledge gained from their experience as stakeholders and some proposed avenues to adequately operate in comparable situations.

#### **2 – Intersectoral collaboration in the development of an intervention protocol**

During this presentation will be discussed the various phases of intervention during the six months following the shooting on January 29, 2017 at the Grande Mosquée de Québec. During the intervention in this crisis situation, an intervention protocol was implemented in order to intervene in a context of intercultural crisis. Intersectoral collaboration was prioritized to provide the most effective support in a context of intercultural crisis intervention.

#### **3 - Protective and preventive functions of intervention in a crisis situation**

During this intervention, SAPSIR will need to be involved in the organization of the intervention program. The protective functions of a quick and continuous intervention based on an intercultural approach will also be addressed.

## **Panel communications 1 – Représentaions des immigrants dans différentes régions du monde / Representations of Immigrants in Different Parts of the World**

**Thursday, June 14, 4:30p - 6:00p / Jeudi 14 juin, 16h30 - 18h00 (Sobey 255)**

**Chair: Marc Doucet**

### **Catherine Conrad - "Back-Way or Bust: Perceptions of clandestine Migration from the Gambia, West Africa"**

Although Gambia is the smallest country on the African continent, per capita it ranks among the highest contributors to "illegal" (clandestine or so-called irregular) migrants who make the treacherous journey to Europe. Images of dramatic rescues and drama on the Mediterranean have flooded the international media, spreading moral panic about invasion as well as humanitarian pleas to improve the conditions of young people allegedly so desperate as to gamble their lives.

This presentation will provide an overview/summary of those who have succeeded (what were their motivations, perceptions, understandings of what they might face) as well as those who have chosen to remain at home.

### **David Yesaya - (Re)Thinking the denominations of the migrant subject in "Black, Blanc, Beur" France**

Undocumented migrants, youth of immigrant background, visible minorities, coloured people, "black", "beur". There are so many denominations used to define these individuals perceived as immigrants if not foreigners to the French nation. These identifying names are often attributed to these subjects in the media, the political and the academic discourse. However, the issue of the denomination of the migrant subject is charged with meaning insofar as the process of naming not only reveals the identity of the named sometimes, but it also reveals the perception of the person naming the migrant subject.

The objective of this communication is to reflect on the importance of naming adequately the migrant subject and the impact it has on French society. We will try to demonstrate that ill-naming is ill-defining hence ill-knowing, and as a consequence ill-treating the migrant subject.

The results of these poor qualifications cause ambivalences, ambiguities and generalizations about the migrant subject in society. Consequently, in this presentation, we will first define immigrants in France. Then, we will analyse the questionable identifying denominations given to them and provide a rationale as to why we believe these denominations are ambiguous, confusing and sometimes derogatory. We will propose a more adequate term for this social category perceived as immigrants or foreigners.

### **Kheira Belhadj-Ziane - Islam and Muslims in the collective imagination of the social workers in Quebec**

Since the last decade, mistrust towards Muslim communities has particularly increased in Quebec. Media coverage of the attacks perpetrated by Islamic terrorist groups in Western societies, public discourse examining Islam as a social problem, or practices related to the fight against terrorism, contribute to the stigmatization of these communities by associating them with potential terrorist threats (Guibet Lafaye & Brochard, 2016, Johnson-Lafleur et al., 2016). This contributes to feeding the collective imaginations where Muslims present themselves as suspect communities of modern times (Breen-Smyth, 2014), built around symbols that evoke barbarism and archaism and favoring many amalgams between Islam and religious fundamentalism (Abdolmohammad, 2014, Parini, Gianni, & Clavien, 2012).

Through this communication, we will examine this phenomenon of imaginary construction in the context of social work by presenting the results of a study conducted with social workers in Quebec. We will see how the perennial engraving of symbols, surrounding Islam and Muslims in collective history, has produced a mythology in their discourse, that is, "an organized and coherent imaginary narrative [...] that claims to be based on a reality and a truth "(Morin, 1982, p.48-49), while it is based on elaborate images, positive or negative, which play a role in determining the behaviors towards the people concerned by these images (Barthes, 2014). Throughout our communication, we will explore this mythology to better understand its role in the practices of social workers.

## **Roundtable 7 / Table ronde 7**

**Thursday, June 14, 4:30p - 6:00p / Jeudi 14 juin, 16h30 - 18h00 (Sobey 260)**

### **Élise Argouarc'h, Ingrid Lathoud, Dany Héon, Clency Rennie - Narrative and Dialogical Practices in the Context of Cultural Diversity**

#### **Contribution : Ingrid Lathoud**

The Centre de pédiatrie sociale de Saint-Laurent (CPS) (community social pediatrics) is a not for profit that adopts a model of integrated and systemic social medicine within a setting of cultural diversity: the family, supported by a pediatrician, social worker as well as all the other major players in the child's life, are all invited to participate and support the development of the child.

This approach put forth by the CPS is based on respecting the parents' knowledge, supporting them to learn from their experiences and to put forward the most appropriate solutions relevant to their history, context and needs. In this presentation, I will focus on the dialogical practices developed by those involved in supporting families in cultural diversity settings.

The goals of these practices are to create spaces of reliance between parents seen at the CPA, to encourage their capacity for action and to actualize their transformational competencies. I will also highlight the conditions laid down by the stakeholders – such as confidence building, group dynamics and safe spaces for reflection, non-judgment, caring; respecting the unique rhythm of each individual, their autonomy, their journey – that all influence the creation of a warm and welcoming space, that helps reduce the factors of stress caused by isolation and having to adapt to a new society, and to strengthen the sense of belonging to a community.

#### **Contribution : Dany Héon**

Psychosociology is a relatively new and decidedly transdisciplinary field of study. As taught at l'Université du Québec à Rimouski, training in psychosociology seeks to bring about the following outcomes: the learning of practical, experiential, and theoretical knowledge with the goal of providing the students the skills to accompany individuals, groups and organizations through their processes of change, by focusing on the link between the individual, the social, and the cultural. The Université du Québec à Rimouski, like all other universities in the country, has witnessed an increase in the cultural diversity of its student population due to the increase in the mobility of international students.

Despite the obvious gains brought forth by this rich diversity, this sharp increase of interculturalism also presents new challenges and pedagogical issues in the area of training, as well for organizations and individuals living in the region at large.

Based on this new reality, we are interested, within the context of research and training, in the development of dialogical, reflexive and cultural competencies. Through our efforts, we hope to see how these competencies, via multifaceted narrative practices, are expressed like other promising avenues in the enabling of the reflection of one's experiences, the analysis of cultural systems, intercultural exchanges and the development of collaborative projects.

#### **Contribution : Élise Argouarc'h**

Today, there are more than 24 million refugees. To support the process of resilience, Jacques (2001) notes that refugees, cut off from their cultural roots and often times their language, need spaces for sharing allowing them to make sense of and to symbolise their history.

While reflecting on the reception of refugees, it seems interesting to consider the role of one's body in the adaption process in migratory settings. It is an invisible dimension that carries a great degree of importance in relational spaces that would promote, it seems, intercultural communication. One's body as point of reference is at the heart of the symbolization of culture. And the speech arts have widely examined the influence of movement and how to rely on it during interactions.

Following Guibert, we believe in the impact of intercultural workshops on the imaginary to enhance the process of resilience. The originality found in this work will be to unite the creation of migration stories, tales and kasâlás (forms of poems) (Kabuta, 2010) with participatory observations of one's body to support participants to gain or regain their voice by performing it. These performance acts help to rebuilt one's positive identity that is crucial to social integration. The bodily performance of one's voice connecting to the memories of one's culture of origin constitutes a pertinent vehicle to support the linguistic efforts of migrants and to promote dialogue with members of the host community.

#### **Contribution : Clency Rennie**

Canadian universities a major pole of attraction for international students across the world (LeBras, 2017), with a growth rate of 12.3% between 2008 and 2012 (Canadian Bureau for International Education). These universities are a major asset in terms of immigration, for economic and cultural reasons, hence allowing the international competitiveness of these schools and the productivity in the regions where these international students choose to reside (Belkhodja, 2012). Though they represent an obvious added-value to their host institutions and regions, certain facets of this reality should be examined more closely.

For instance, several studies reveal difficulties experienced by these international students during their academic and migration trajectories. They must also deal with culture shock that is present in various dimensions of their lives, creating at times major challenges to successfully navigate their migration plan. As part of a pilot project on the support services related to the academic achievement and psychosocial inclusion of international student at the UQAR, proposed was the creation of a course to empower these students to better understand the host culture, in its different dimensions, as well as a better comprehension of their own culture, in order to increase the potential of transforming cultural challenges into opportunities for dialogue. In this roundtable, we hope to share the narrative and dialogical practices that allow the maintenance of a pedagogical space that fosters introspection and an assessment of one's environment through a cultural lens.

#### **Panel communications 9 – Droits humains et services aux réfugiés / Human Rights and Refugee Services**

**Friday, June 15, 10:00a - 11:30a / Vendredi 15 juin, 10h00 - 11h30 (Scotiabank Conference Theatre)**

**Chair: Marc Doucet**

#### **Dustin Johnson, Joëlle Badman - Complexities of disclosure for former child soldiers within the Canadian context**

There are currently an estimated 65.6 million forcibly displaced people in the world, with 55% of them coming from just three countries: South Sudan, Syria, and Afghanistan. All three of these countries, and 11 others listed by the UN, face the use of child soldiers, and many refugees fleeing these countries are children. It is likely that many child refugees coming to Canada and other western nations are former child soldiers (FCS).

However, there is a lack of accurate data regarding the numbers or experiences of FCS migrants, due to the threats they face if they speak out. Whitman and Liebenberg (2015) write "Many of Canada's immigration laws and policies appear to contradict [the Optional Protocol on children and armed conflict], rendering Former Child Soldiers vulnerable to the threat of prosecution and deportation." FCS are also often subjected to stigmatization due to the violence they have played a role in perpetrating.

This threat of legal measures and stigma limits the opportunity for FCSs to talk about their experiences and therefore access services and supports to meet their unique needs. The possibility of prosecution or deportation may be an important factor impacting the integration process of FCSs into Canada. This information, likely not disclosed during assessment and intake processes for fear of prosecution, can impact the ability of service providers/educators to support FCS.

This paper explores the complexities of disclosure for FCSs within the Canadian context, and makes recommendations for policy changes that could enhance our understanding of the numbers and experiences of FCSs in Canada, as well as create positive shifts in the integration process for FCSs.

#### **Grace Chammas - The Role of Human Rights in Social Work Practices: The Case Study of Asylum Seekers**

The communication focuses on the exploration of social work practices regarding cases of violations of the social and economic rights of asylum seekers. These violations stem from immigration measures and restrictive social policies and result in an institutional exclusion of the services offered by public institutions.

For the past three decades, Western countries have introduced restrictive immigration measures against asylum seekers, to prevent them from having access to their territories and to make integration conditions in host countries difficult (Canetti, Snider, Pedersen, & Hall, 2016). These measures affect the social and economic rights of asylum seekers (Watson, 2009) and induce psychosocial problems and integration difficulties among this population (Oxman-Martinez, Jimenez, Hanley, & Bohard, 2007).

The consulted literature revealed the importance of the notion of human rights in social work, but also a lack of specific approaches based on the notion of rights. Three key concepts - structural inequalities, power to act, and praxis - would be essential to understanding the link between the notion of human rights and social work and also to understand what real-life practices refer to. Our study examines the violations of social and economic rights in terms of the institutional exclusion of public services faced by asylum seekers, while also exploring the motivations of social workers to ensure the rights of asylum seekers in their care. The results of the study show that some social workers develop interventions that focus on the notion of human rights derived from the power to act. Others engage in structured practices based on public institutional policies that do not necessarily take into account the notion of human rights.

#### **Malika Bensekhar-Bennabi, Marie-Rose Moro, Philippe Spoljar - Migration realities and transcultural clinical practices: a necessary adaptation**

To describe the transformations of a clinical practice that take place in cultural diversity, in France, in places devoted to mental health.

To share the evolution of knowledge, even epistemological ruptures, in intercultural psychology, ethnopsychiatry and ethnopsychoanalysis, as well as readjustments on an ethical level, taking into account what migration flows are becoming (feminization, major collective conflicts). The clinical practice in question must deal with new clinical problems because of different human dynamics, due to the diasporization of the world (unaccompanied individual minors, maternal depressions, dysparentalities, traumas ...).

Our practices must be careful not to exoticize immigrants by thinking that they have different thought processes or representations of the world. They are already enrolled in a process of psychological and cultural transformation and are facing the divides of the world. For having been fed by an imaginary created by globalization, their psychological space largely crowds their social interactions. It is then necessary to bet on the fact that they tend to other "possibilities". On the theoretical level, these considerations can only force us to conceive the problem of interculturation, viewed from the angle of globalization. On the ethical level, we must take into account the fact that the representations of majority or minority groups arise in terms of counter-transference in direct relationship to patients. Indeed, any professional positioning in this field is strongly marked by the political discourse with regard to cultures and carriers of cultures, until we risk locking ourselves into a defined theoretical model, to the detriment of the narrativity of the subjects. Therefore, analyzing our clinical positions towards them implies both an analysis of what the political discourse produces on the categories of migrants, and an interrogation of the devices and the systems of care and social support as a whole.

This set of considerations has led the academics and clinicians that we are, to adapt our practices, to develop other tools, to evolve our teachings and, while reorganizing training offers, to set up courses, seminars and specialized programs, more adapted to emerging realities.

## **Panel communications 5 – Politiques d'intégration et de soutien de la petite enfance à l'université / Early childhood Integration and Support Policies at the University**

**Friday, June 15, 10:00a - 11:30a / Vendredi 15 juin, 10h00 - 11h30 (Sobey 255)**

**Chair: Afef Benessaieh**

**Sabrina Bolduc - The correlation between the quality of the educational environment in childhood educational services and the school preparation of children of immigrant families aged 3 to 5 years.**

The results of Quebecois surveys related to school preparation show that children born outside of Canada and children whose mother tongue is neither French nor English are at risk of being delayed when they enter schools compared to children born in Canada and children who are not allophones. Among the factors which can attenuate this gap in their development, offering quality early childhood educational services is crucial. For children of immigrant families, enrolment in quality childhood educational services exposes them to the educational culture and the language of teaching of the host society which contributes to their cognitive and language development.

In Quebec, few studies have focused their attention simultaneously on early childhood and immigration. With this in mind, this doctoral research project deals with the association between the quality of the educational environment in childhood educational services and school preparation for children of immigrant families aged 3 to 5 years. The quality of the educational environment and the level of school preparation for the children is evaluated with direct observations, survey and semi-structured interviews. The methods used for data analysis and the results are not yet available. Data collection will take place in the Fall of 2018 and the Spring of 2019 in childhood educational services in the region of Quebec.

**Malanga-Georges Liboy - Educational Integration of migrant students in Francophone Schools in minority settings: Case Study of the CSAP Schools (Conseil Scolaire Acadien Provincial) in Halifax (Nova Scotia).**

This communication is part of a research project that focuses on the educational integration of students from ethnic communities newly arrived in Halifax in the schools of the Conseil Scolaire Acadien Provincial, the only francophone school board of the province. The purpose of these schools, created under section 23 of the Canadian Charter of Rights and Freedoms, is to protect the French language and culture. Given certain situations, these schools are gradually opening their doors to other international Francophones with immigrant backgrounds and to Francophiles. This project has three objectives: 1) to report on the status of immigrant students' academic success in CSAP schools, 2) to identify the specific needs of immigrant students compared to other students and 3) to analyze existing resources at the schools and in Francophone associations for the reception, educational integration and social integration of newly arrived families. Data collection of this exploratory qualitative research was conducted among teachers, parents of immigrant students, school principals, and social and school workers. Semi-directed interviews and a mixed focus group are the two instruments that were used to gather each other's opinions. The results obtained will enable school authorities to set up prevention and intervention programs in view to provide concrete solutions to the problems regarding the academic success of students with an immigrant background in the Francophone school system.

**Fernando Nunes, Emily Rhyno - Falling Through the Cracks: Early School Leaving, Barriers and Supports of Portuguese-Canadian Youth in Toronto**

Over the last 40 years, successive generations of Portuguese-Canadian children (or Luso-Canadians) have under-performed academically, dropped out in greater numbers, studied disproportionately in lower academic and Special Education streams, and been underrepresented in post-secondary education, at levels that are close to those in the Aboriginal community (Nunes, 1998, 2014). This excessive dropout has resulted in the wholesale reproduction of their community in marginalized socioeconomic and political roles (Nunes, 2004). Yet, Anti-racism Education scholars have largely ignored the underachievement of Luso-Canadians, who are from a White European nation (Dei, 1995, 1996; Dei & Calliste, 2000; James, 1999). This omission has been exacerbated by the tendency amongst Portuguese-Canadians to blame the underachievement issue predominantly on community attitudes and practices, (Nunes, 1998).

This paper will present the results of 17 individual interviews that were conducted in Toronto, with Luso-Canadian high school students, those who had dropped out and the university-bound, in order to explore the ways in which these had reached their decisions concerning the completion of their high school programs and their participation in higher education. The paper will then use the framework of Critical Pedagogy (Freire, 1970; Giroux, 1981; McLaren, 1986), in order to qualitatively analyze how the educational choices of each group are influenced by the marginalized situation of the Portuguese-Canadian community within Canadian society, as well as by systemic school practices. Gender-based responses will be highlighted, since the dropout problem has been shown to be much more acute amongst young Portuguese-Canadian males (Giles, 2002; Nunes, 2005). The paper will further comment on recommended changes within the school system, in supporting students' post-secondary educational choices.

## **Panel communications 10 – Stratégies d'intégration par l'emploi / Employment Integration Strategies**

**Friday, June 15, 10:00a - 11:30a / Vendredi 15 juin, 10h00 - 11h30 (Sobey 260)**

**Chair: TBA**

### **Catherine Montgomery, Valérie Navert, Émilie Tremblay - Networking and employment integration experiences: the case of internationally trained health and social service professionals (PSSSFÉ)**

New forms of international mobility include a high number of health professionals who migrate to improve their employment prospects (WHO, 2010). Although a number of studies have looked at the issues of professional integration of immigrants in general, the specific situation of internationally educated health professionals and social services (PSSSFÉ) is less present in studies. Moreover, most research on migrant professionals looks at the obstacles experienced. Reitz (2011) stresses the importance of not only examining the obstacles, but also the strategies mobilized by individuals to facilitate the process of integration. Among documented strategies, networking capacity seems to be particularly important, whether through virtual networks (e.g. online forums) or interpersonal networks (e.g. within work teams, professional groups, through families and relatives). Our paper will examine the relationship between networking and integration into the work of Quebec's PSSSFÉ from two ongoing projects; the first focusing on an online forum for healthcare professionals in the process of immigration (a corpus of web conversations; UQAM funding) and the second focusing on relational and communication issues within the healthcare work teams (a corpus of stories of practices; Social Sciences and Humanities Research Council of Canada funding). We will focus on different forms of networking (formal / informal, virtual / face-to-face) and how they facilitate or hinder work integration.

### **Marianne Jacquet, Paulin Mulatris - The experience of Francophone immigrants in minority situations on reception services: comparative perspectives**

The recruitment and integration of Francophone immigrants is a strategic issue for Francophone Minority Communities (FMCs), which seek to maintain their demographic weight and to ensure their dynamism. To this end, the FMCs adopted a Strategic Framework (CIC, 2003), followed by a Strategic Plan (CIC, 2006) to ensure the reception, recruitment and economic, social and cultural integration of Francophone immigrants in their respective FMCs. The improvement of the reception capacity of the FMCs as well as the reinforcement of reception and settlement structures are directly targeted by these initiatives. In this presentation, we discuss the results of comparative research conducted in three Canadian provinces (Alberta, Manitoba and British Columbia) in minority Francophone communities. This study examines the needs and experiences of newly arrived Francophone immigrants and refugees regarding the use of reception and integration services offered by Francophone organizations. The data was collected through individual interviews and Focus Group interviews with the participants. The analysis of the data sheds light on the experiences reported by the Francophone immigrants who were interviewed in their specific context. For the purpose of this presentation, the data collected in the three provinces will be put into perspective with data from a previous mixed (quantitative / qualitative) research (Mulatris, Jacquet, Wilkinson, Ka & Carlson-Berg, 2017).

### **Laurence Matte Guilmain - Professional Retraining: The Impact of Temporary Labour Migration Programmes on Migrant Domestic Women Workers in Canada**

What happens when a government program helps to place migrant women workers in long-term job insecurity? This study analyzes the case of skilled women from the Philippines who migrated to Canada as part of a temporary program confining them to the domestic sector for at least two years before being able to apply for permanent residence. As their Filipino university degrees are not recognized, what happens to their professional integration, after two years, following the approval of their permanent status in the country? Do they stay in the domestic sector or do they try their luck in another employment sector? Do they have access to education? This research focuses on professional retraining, that is, returning to school as a strategy to have access to better jobs. Through semi-directed interviews with women who migrated under the Live-in Caregiver Program (1992-2014) and by analyzing, under an intersectional lens, their migratory and occupational trajectories, several observations on access to education were relevant. This study shows that the program itself, by confining women to a temporary status for many years, contributes to systemic discrimination demoting these women mainly to precarious jobs in the long run. It also provides an empirical illustration of the intersection of the oppressions suffered by these women workers over the long term, which will make it difficult to reverse the professional disqualification they face, even with a local degree.

## **Workshop / Atelier**

**Friday, June 15, 10:00a - 11:00a / Vendredi 15 juin, 10h00 - 11h00 (Sobey 265)**

### **Carol Derby, Mohja Alia - Innovative Employment Bridging Programs**

ISANS offers a variety of programs that address the pre-employment, employment and workplace communications needs of immigrants. Programs range from bridging programs for refugees to on the job competency assessment programs to sector-specific programming for regulated professionals to English in the workplace. This presentation will highlight the work we have done, as well as looking at successes, lessons learned and future possibilities.

## **Workshop / Atelier**

**Friday, June 15, 11:00a - 11:30a / Vendredi 15 juin, 11h00 - 11h30 (Sobey 265)**

### **Jan Sheppard-Kutcher - Multi-Stakeholder Work Group Model: Leading the Way in International Qualifications Recognition**

Multi-stakeholder Work Group model is unique to Nova Scotia and is recognized nationally as a best practice to address international qualifications recognition (IQR). International qualifications recognition is complex and to tackle IQR challenges effectively, all key stakeholders in a profession need to be at the table. Significant differences across occupations require that multi-stakeholder tables be profession-specific. Making systemic change and collaboration takes time, but once mutual trust and respect is established, a collective vision can develop, and the synergy around the table leads to critical thinking and innovation.

The Multi-Stakeholder Work Group project is a collaborative approach to developing practical and sustainable solutions. The project was initiated by ISANS staff after realizing that providing employment services, no matter how excellent, was not enough to ensure workforce integration for clients in regulated occupations. Fair and transparent pathways to licensure had to be in place, new pathways and competency assessment methods were needed, and unnecessary barriers had to be identified and removed. Finally, programs and supports were needed to provide orientation, address skill or knowledge gaps, and promote effective workforce integration. ISANS staff will lead a presentation and discussion on the unique model in Nova Scotia and its impact on the 12 professions involved in the program and immigrant clients.

## **Poster Session 2 / Séance d'affiche 2**

**Friday, June 15, 11:30a - 12:15p / Vendredi 15 juin, 11h30 - 12h15 (Loyola Conference Hall)**

### **Minna Suni - Good goals and deep gaps: Migrant education in Finland**

This poster presents key features of migrant education in Finland and provides examples of the recent research and development work focusing on migrants' language and literacy skills and their access to work life.

Finland is known for progressive education policies, excellent learning outcomes (PISA, PIAAC) and high education level. Like Canada, it is also an officially bilingual country, so all education including full-time integration training is available in either Finnish or Swedish. Free integration training (10 months) is provided for all unemployed migrants having a residence permit.

The projects at the University of Jyväskylä focus on the gaps experienced by

- asylum seekers having a limited access to language and literacy education in reception centres
- illiterate migrants who face real challenges in the information society where vocational education is the minimum expected from job-seekers
- highly educated migrants struggling to find employment in their own field in Finland.

### **Rohini Bannerjee - Don't Sugar Coat Rape. Intercultural Approaches to Teaching Trauma, Atrocity and Genocide**

This poster will highlight some of the intercultural pedagogical practices used both in and out of the Saint Mary's University classroom to discuss and critique the works of well-known Francophone Mauritian writers, including Ananda Devi, Natacha Appanah and Shenaz Patel. We will discuss how teaching, via fiction, difficult topics such as indentureship, slavery, forced displacement, exile, and rape, creates better intercultural competence for both our Canadian and international students. We will underline how these challenging and sometime uncomfortable conversations offer students a more authentic and intercultural understanding of the complexities that make up the Francophone world.

### **Jennifer Guy - An exploration into how engagement with Multi-Cultural Food Learning Activities (MFLA) influences social integration of newcomers into Nova Scotia**

Multi-Cultural Food Learning Activities (MFLAs) are learning experiences in which people from different cultural backgrounds engage in preparation, tasting, and sharing of new and familiar foods. Understanding how MFLAs support meaningful adult learning is important as migration and diversity are increasingly shaping our Canadian population.

Nova Scotia, like other provinces in Canada, is seeing a rise in immigration. While some newcomers to Canada experience racism and food insecurity, a variety of grassroots (community potlucks, cooking classes etc.) as well as government led initiatives (NS China Engagement strategy, Engage NS, Halifax Partnership, Immigrant Services Association of NS, My Halifax Experience etc.) take place across the province aimed at making newcomers feel "welcome" to Nova Scotia.

My experiences as a dietitian and post-secondary educator who uses MFLAs with university students has demonstrated to me that MLFAs can bring people from different backgrounds together in culturally inclusive and accessible learning spaces to enhance their higher education experience. As such, I wonder if similar beneficial learning from MFLAs occurs at the community and provincial level.

This presentation outlines my doctoral research which aims to illuminate how people are engaging with food learning activities to "produce knowledge across multiple divides, in ways that do not reflect or reinforce the interests, agenda and priorities of the more privileged groups" (Nagar, 2002, p. 182).

## **Workshop / Atelier**

**Friday, June 15, 11:30a - 12:15p / Vendredi 15 juin, 11h30 - 12h15 (Sobey 265)**

### **Maria Cain - Youth and Young Adult Integration Models and Supports**

Presentation on emerging pathway ISANS is developing to support youth and young adult integration. We have successful Lifeskills program, employment projects and refugee language programs that have led the way in Canada and are also working on exciting new projects (ISANS facilitated or through engagement in national projects) including understanding sexual violence and impact on newcomer youth and assessment of needs, best practices and resources need for LGBTQ newcomer youth. There is a need to offer further programs for this vulnerable population and we are exploring new service delivery models to meet this need.

## **Panel communications 16 – Communication interculturelle pour une intégration réussie / Intercultural Communication for a Successful Integration**

**Friday, June 15, 2:00p - 3:30p / Vendredi 15 juin, 14h00 - 15h30 (Scotiabank Conference Theatre)**

**Chair: Farrah Bérubé**

### **Evelyne Choumtcheut - Social work and family mediation with couples in a context of cultural heterogeneity in France and Quebec**

With the evolution of society and the changes in social fabric, Quebec has moved from the homogeneity of values to miscegenation and diversity, hence there is a need to outline new prospects for action. This indigence to rethink the practices and to readjust the modes of intervention is highlighted by several university researchers (Laaroussi 2013, Cohen-Emrique 2013, Beday-Hauser & Bolzman 2004). More specifically, when it comes to mixed couples who are faced with cultural confrontations, social work and family mediation are part of the intercultural and traditional world, at the intersection of which we are constantly trying to face the challenge of modernity. Multiculturalism challenges the social work profession. Between those who think that there is no specific approach to the intercultural situation and those who support the need to take into account the obstacles of culture shocks, the profession needs to find new ways, in order to effectively fulfill its mission, Legault (2006). The same goes for family mediation, as it is pointed out by Lisa Parkinson (2014). In order to contribute to the reflection in this specific field, this communication proposes to analyze the mechanisms of the existing interactions between immigration, identities and otherness, by trying to define the new stakes of the profession.

This communication will be based on three points: the first, "the social work between cultures, traditions and modernity". Then, the epistemological and methodological challenges. And, finally, the critical analysis.

#### **Nebila Jean-Claude Bationo - National Capital Early Childhood Immigration Project (IEPCN)**

The National Capital Early Childhood Immigration Project (IEPCN) was born from a collaboration between stakeholders from the world of childhood, immigration and researchers with the aim of understanding the migration experience of immigrant families with young children in the Capitale-Nationale and to support the updating of the intercultural competence of the stakeholders involved with these families. It should be noted that, in the Capitale-Nationale Region, the concern for the reception and integration of immigrants is relatively new despite the long-standing presence of the migratory phenomenon and that the mechanisms and tools of intervention in these categories are not very developed yet.

Our presentation will focus on the results of the first phase of the project, which revolves around three research activities. It is a review of writings on promising practices in intercultural intervention, focus groups with families and the survey of stakeholders involved with these families. We will present the needs and difficulties encountered not only by immigrant families with their young children, but also by stakeholders. We will also report some promising practices that led to the development of a reference framework for intercultural intervention.

Our participation in this conference will make our project known to the scientific community that specializes on issues related to immigration and early childhood and to contribute to the debate on the subject through the sharing of our experiences.

#### **Mei Gamaleldin - Migration Governance: Best practices of integration in the education of tomorrow in Egypt and Canada**

The purpose of this research is to identify the best governance practices in Egypt and Canada.

The first phase of the project shows the different issues of the phenomenon of migration which lead to these large inflows and outflows of immigrants in the context of the contemporary world.

The second phase describes the plans of governments and global organizations to address this urgent crisis and the Egyptian and Canadian models and their intervention strategies in the area of parent help services and child education: challenges, roles and needs on the ground (diversity, integration activities, curriculum development, teaching techniques, support services).

The third phase relates to several visits to a reception center in Montreal where we use several qualitative assessments to identify the best practices by comparing the Egyptian and Canadian situation.

#### **Workshop / Atelier**

**Friday, June 15, 2:00p - 3:30p / Vendredi 15 juin, 14h00 - 15h30 (Sobey 255)**

#### **Marie Mc Andrew - Equity and Diversity in Education: How to Evaluate the Intercultural Climate of your institution**

This workshop is of interest to any individual who attends, works in, manages, or is partnering with an educational institution (parents, NGO, etc.) at the secondary, college or university level. It will be structured in three parts: a brief theoretical presentation of the concept of "intercultural climate" and its links to academic success; a period of teamwork where each and every one will make a diagnosis of an institution following a structured approach based on five dimensions (an analysis grid will be distributed to all the participants); a third period as a large-group discussion on the realities of each group and the relevance of the dimensions included in the analysis grid.

#### **Panel communications 15 – Conscience de soi et récits expérientiels du territoire / Self-Awareness and Experiential stories About The Territory**

**Friday, June 15, 2:00p - 3:30p / Vendredi 15 juin, 14h00 - 15h30 (Sobey 260)**

Chair: Afef Benessaieh

**Véronique Lemoine-Bresson, Stéphanie Lerat, Marie-José Gremmo - (Re)development of the knowledge about interculturality through the writing of a personal experience**

The research (Duschene and Leurebourg, 2010) that we will be presenting, DIPERLANG, seeks to understand, as part of the initial teachers training program in France, the ways in which future teachers question intercultural issues and (re)develop knowledge as well as essential know-hows for a successful professionalization in the current context of heterogeneity of school audiences. Our theoretical framework is that of the renewed intercultural paradigm (Dervin, 2016, Holliday, 2011, Abdallah Pretceille, 2010) that values the upgrading of identities and pluralities by people in various contexts and in different situations. Through a pedagogical approach that combines teaching and learning from and through interculturality, students are led to think about how people use cultural elements to portray themselves and to look at others and to also think about the effects produced. At the end of the semester, they are asked to write a personal intercultural experience that they must also interpret. We then use these texts to identify traces of displacement in a way to (re)conceptualize the notion of interculturality, the presence or absence of the theoretical notions taught in class and the relevance of their use, and the positioning of the self in the relationship with the other (Hermans and Hermans-Konopka, 2010). The analysis methodology adopted the analysis of the discourse (Scollon and Scollon, Jones, 2012, Gee, 2014) which makes it possible to establish markers of complexity in the reconstruction of knowledge and in the emergence of competent analysis. Our communication, based on the results of the analysis of a corpus of 120 texts produced in 2016-2017, will aim to understand how this reconstruction of intercultural knowledge can take place and a critical positioning can emerge.

#### **Nicole Gallant, Johanna Cardona - Deconstructing cultural misunderstandings by meeting and listening**

As part of the International Conference in Intercultural Studies, we intend to present the final results of a research project on an intergenerational and intercultural group approach developed in Quebec City to counter cultural misunderstandings. This research is funded by SSHRC and it was completed in 2017. This research is based on the use of the Mutual Support Cooperative Intercultural Model (MICAM) to counter prejudices and stereotypes related to cultural diversity. In this context, we have formed two intergenerational groups of Quebecers of various origins to foster the building of relationships to overcome cultural misunderstandings through various approaches

including the implementation of intercultural workshops on the imaginary (Guilbert, 2013), written and oral stories and the production of mental maps for daily activities. In the spring of 2018, we will be able to present the conclusions of our analysis of the process of deconstruction of prejudices and stereotypes observed and the process of positive construction of the other. More specifically, we will propose ways of intervention allowing the deconstruction of cultural misunderstandings and the construction of positive representations of intercultural relations.

#### **Maria-Jose Yax-Fraser - Narratives of Identity and Community Connections**

Narrative has been described as a universal genre because it emerges, across cultures, as a fundamental means to make sense of lived experiences. It has been understood as simultaneously being born out of experience and giving shape to experience. Through various genres, including visual art forms, narrative interfaces self and society, constituting, among other things, a crucial resource of identifications, for developing interpersonal relationships and membership in a community. Based on a qualitative arts-informed and participatory action research with immigrant and migrant women, this paper explores what solidarity means in the context of a policy initiative that seeks to create welcoming communities to attract and retain immigrants in Nova Scotia, and in the context of research as a broader commitment to connect the work of the academy with the life and lives of communities through research that is accessible, embodied, empathic, evocative and provocative.

#### **Roundtable 6 / Table ronde 6**

**Friday, June 15, 2:00p - 3:30p / Vendredi 15 juin, 14h00 - 15h30 (Sobey 265)**

#### **Zrinka Seles-Vranjes, Sara Abdo - A general overview of the shared partnership between the medical field and re-settlement agency**

Presentation and discussion on the shared partnership of the Immigrant Services Association of Nova Scotia (ISANS) with the Newcomer Health Clinic (The Nova Scotia Health Authority) – how the partnership has developed, current best practices and discussion of some of the barriers and facilitators to implementing the transitional model of primary health care.

#### **Panel communications 8 – Intercultural Competence in the Classroom / Compétence interculturelle dans la salle de classe**

**Friday, June 15, 3:30p - 4:30p / Vendredi 15 juin, 15h30 - 16h30 (Scotiabank Conference Theatre)**

**Chair: Erica Fischer-Dorantes**

#### **Constanza Rojas-Primus - Intercultural Language Curriculum: Teaching and Learning through an Intercultural Lens**

Interaction between people from diverse linguistic and cultural backgrounds has never been greater. Advances in technology, and intensified processes of social, cultural, and economic globalization are rapidly increasing physical and virtual human mobility worldwide. As a result, today's Canadian university classrooms are diverse communities that hold the potential to build bridges across many dimensions of difference. In fact, numerous Canadian universities have adopted some form of internationalization vision in their mission statements calling for their educational programs to provide graduates with a 21st century education that includes intercultural learning, the process by which a person develops targeted knowledge, skills, and attitudes that lead to visible behaviours of communication that are both appropriate and effective in contexts of intercultural interactions. This communication will focus on my inquiry-based research whose purpose has been informing and testing the transformation of my Spanish language classroom at my university into one that a) promotes the development of intercultural skills and global competences for cross-cultural understanding, b) fosters inclusion of diversity in the classroom, and c) measures intercultural growth.

#### **Cecilia Natoli - The Value of Literature in the Second Language Teaching Classroom: Towards an Intercultural Social Integration Process**

In a context of social integration process and of rising immigration, the role of language is decisive to be able to interact in intercultural encounters and to succeed with communication. Nowadays, societies are multicultural and multilingual, and each individual is pluricultural and plurilingual since his/her identity is, simultaneously, one and plural ("social identities") (Byram 2000, Coste et al. 2009). Consequently, social cohesion can be achieved through an intercultural education, which consists in developing the capacity of analysing the other culture and using this experience in order to think about the other, to develop a better knowledge of oneself and to interpret and explain different perspectives by way of the intercultural dialogue and the respect and tolerance towards the other cultures; but not necessarily to identify oneself with the other cultural group or adopt their cultural practices (Byram 2009). When we teach a language, we are not only teaching grammar, vocabulary and phonology, but also culture, and this implies language in a context of use. Language, as a constituent element of a culture, cannot be dissociated from it since language expresses the cultural reality of a social group (Kramsch 1998). In this regard, culture is expressed through language and language generates different products, among which we find literature. This communication will illustrate how literary texts, as authentic teaching materials, can be exploited by means of the task-based language teaching approach (Nunan 2010), in order to allow a significant learning process and the development of the intercultural communicative competence (ICC) (Byram, 1997).

#### **Maude Fauteux - The perceptions of adult immigrant learners about the value (interest and utility) of intercultural activities for their learning of French and their integration into the host society.**

In a context of globalization and multicultural societies, a field of research in language teaching has emerged: the integration of intercultural communication competence (ICC) in language teaching / learning (Byram, 1997, Lazar et al. 2007, Lussier, 1997, 2005). Although the Common European Framework of Reference for Languages (Council of Europe, 2001) and the French Framework Program for Adult Immigrants in Quebec (MICC and MELS, 2011) recommend the development of the ICC, it is difficult to integrate this into language teaching (Olivencia, 2008, Zarate et al., 2003). A traditional teaching of culture (cultural facts, milestones, etc.) predominates over the teaching of culture (lifestyles, values, etc.) (East, 2012, Olivencia, 2008, Sercu, 2002). To remedy this situation, various European authors and practitioners have developed intercultural activities. To our knowledge, there are a few intercultural activities developed for the francization program offered to newcomers in Quebec. The purpose of this study is to describe the perspectives of adult immigrant learners as to the value (interest and usefulness) of intercultural activities for their learning of French and their integration into the host society.

## **Workshop / Atelier**

**Friday, June 15, 3:30p - 4:30p / Vendredi 15 juin, 15h30 - 16h30 (Sobey 255)**

### **Claire Duchesne - Supporting the professional integration of new teachers with an immigrant background**

The professional integration of new teachers with an immigrant background in Canadian schools constitutes a relatively new phenomenon and research regarding this issue is slowly developing. Recent studies have highlighted that some of these new teachers face acculturation challenges regarding the teaching profession and to the different educational systems within Canada; others face obstacles stemming from the professional environments which they wish to join.

Differentiated interventions, from the educational organization, could meet the particular needs of these teachers and to support their integration into the profession. During this workshop, the participants will be invited to reflect on the particular needs of these new teachers from immigrant backgrounds and to propose courses of action to help support their integration into the profession.

## **Workshop / Atelier**

**Friday, June 15, 3:30p - 4:30p / Vendredi 15 juin, 15h30 - 16h30 (Sobey 265)**

### **Magali Bouchon - The socio-cultural Determinants of Access to Care: Presentation of Various Sociocultural Determinants of Access to Care that need to be Taken into Account During the Elaboration of a Health Project**

Following the establishment of a theoretical base on therapeutic program pathways, we will present a detailed methodology that promotes inquiry and cultural sensitivity to the other in the provider-patient relationship. These methods must allow ways to shift gaze, challenge certainties in order to be better exposed to other ways of approaching illness and care and by the same token improve the relationship so that it is no more a monologue but rather a genuine dialogue.

## **Panel communications 7 – Politiques d'accueil, d'inclusion et de rétention des étudiants en milieu universitaire / Policies for the Reception, Inclusion and Retention of University Students**

**Friday, June 15, 5:00p - 6:30p / Vendredi 15 juin, 17h00 - 18h30 (Scotiabank Conference Theatre)**

**Chair: Elaine Magalhães Costa Fernandez**

### **Abdoulaye Anne - Diversity Leadership in North American Universities: An Analysis of the Policies and Practices of Some Major Universities**

The North American academic context of recent years is marked, among other things, by an acceleration of mobility within it. This phenomenon, particularly due to the fact that global competition pushes universities to recruit the best students and teachers wherever they are, has led to an accelerated diversification of university faculty, making it necessary and urgent to develop supporting policies for these newcomers. At the same time, there have been growing concerns about equality leading to policies for better representation and inclusion of minority groups in academia. Numerous initiatives, particularly at the university and college level in the United States, have made it possible to develop multiple organizational programs designed to adequately equip these institutions. With regard to this issue, we can mention information, orientation or socialization initiatives as well as various types of institutionalized mentoring. Specific measures to support faculty diversity have been developed at these North American universities. For example, we speak of management policies for New International Academics (NIAs) to help them meet the challenges of their adaptation and the difficulties encountered in the integration process into their new sociocultural and professional environment.

Our paper presents and discusses the results of a literature review on these measures facilitating the professional integration of university professors who immigrated to North America, in an analysis of reflections, policies and practices implemented and collected testimonials.

### **Olivier Meunier - Identity dynamics, education policies, practices and representations of the teachers of the intercultural universities in Mexico.**

This presentation stems from research undertaken in Mexico between 2014 and 2018 on the 'intercultural' universities established by the government in response to demands made by the aboriginal communities, mainly after the Zapatista uprising of 1994. Our methodology is based in the socio anthropology of education: classroom observations, interviews with the entire teaching staff and close to one tenth of the students.

After reviewing the historical context of the creation of these universities, we will highlight two of these institutions: the UMQROO in the Quintana Roo area and the UNICH situated in the Chiapas region. We will analyse the pathways taken by the teachers, then pedagogies and/or the intercultural positions they progressively put forth in their courses. Finally, we will posit about the gaps between practices and representations of these teachers while also comparing them to the 'intercultural' project as it was defined by the Mexican state via the DGEIB (National Directorate of Intercultural Bilingual Education).

### **Dany Héon, Clency Rennie - Pedagogical practices to improve academic success and inclusion of international students**

Global mobility for education purposes continues to grow across the world and in 2013, more than 4.2 million students (Le Bras, 2017) pursued their curricula in countries other than their homeland. International students are viewed as a desired immigration cohort (Belkhdja, 2012, Le Bras, 2017). Quebec, like the other Canadian provinces, for many years now has rolled out policies of attraction and retention of international students, with the perspective focusing on the regionalization of immigration. Though each of the institutional, regional, and governmental stakeholders as well as the students benefit from this internalization of education, many questions remained unanswered. Different studies highlight the issues pertaining to the academic achievement as well as the social inclusion of international students, in the short and medium-term, outside of the larger urban centres in Quebec (Pilote et Benabdellah, 2007; Gagnon, 2016; Gyurakovic, 2014; Belkhdja, 2012). Since 2015, we have undertaken a pilot project that undertakes a reflection on and the renewal of welcoming and support strategies focused on the psychosocial inclusion and the academic achievement of international students at the UQAR. This communication's goal is to share the findings of the action-research initiatives undertaken as part of the overall project, trying to identify and also put into place pedagogical practices that support the development of cultural competencies among newly arrived students.

## **Panel communications 6 – Soutien à l'insertion professionnelle des professeurs d'origine étrangère / Support for the Professional Integration of Teachers of Foreign Origin**

**Friday, June 15, 5:00p - 6:00p / Vendredi 15 juin, 17h00 - 18h00 (Sobey 255)**

**Chair: TBA**

### **Augustin Roland D'Almeida - Migration and Regional Integration in Quebec For Haitian Teachers (1960-2000)**

Haitian immigration to Canada has always been predominant in Quebec and more specifically in the Montreal metropolitan area. If there are historical and cultural ties that link Quebec and Haiti, we can see that it was in the early 1960s that the first Haitian immigrants with academic profiles actually began settling in Quebec. Many Haitian intellectuals went into exile under the Duvalier dictatorship while the Quiet Revolution in Quebec relied on a massive recruitment of teaching staff through an educational reform advocated by the Parent Commission report. Many of these Haitians have made a career in post-secondary education.

Our intervention derives from our doctoral project analyzing the socio-professional integration of these Haitian teachers who had a career in post-secondary education in the regions of Quebec. The regional dimension is desired and central because, in 1990, Quebec was a pioneer in Canada with its immigration regionalization policy aimed at "unblocking" Montreal from most of the province's migratory flows. This ethnohistorical study consists of a series of semi-directed interviews with Haitian teachers from CEGEPs and universities in the Capitale Nationale, Chicoutimi and Rimouski regions. These interviews will be completed with Quebec teachers who had Haitian colleagues in these educational institutions. The period covered by the study extends from 1960 to 2000, hence ten years after the adoption of this immigrant regionalization policy. Preliminary results will be presented, particularly with respect to the Capitale Nationale Region.

### **Sony Jabouin - Black teachers with immigrant backgrounds and professional integration practices**

At the end of their Bachelor of Education, new teachers begin the process of professional integration that will allow them to find a position in elementary or secondary schools. Among these candidates are new black teachers with an immigrant background. Their professional integration is sometimes difficult, particularly because of the fact that they obtained their accreditations from their country of origin and also because of the obstacles that they encounter in the workplace because of their belonging to a visible minority group. As part of this research, eight new black teachers, in semi-directed interviews, have testified about the professional integration practices that they have put forward in order to overcome the personal difficulties that they felt and the socio-professional obstacles encountered while searching for a teaching position. This communication will describe the categories of professional integration practices that have emerged from the analysis of the results.

## **Workshop / Atelier**

**Friday, June 15, 5:00p - 6:00p / Vendredi 15 juin, 17h00 - 18h00 (Sobey 265)**

**Sylvie Lapointe - Social Work-Beyond Borders**

Presenters will discuss the history of ISS, its headquarters (General Secretariat), the ISS International Reference Centre for the Rights of Children Deprived of their Family (ISS/IRC), and the history of ISS in Canada.

Highlights and outcomes from the ISS International Council Assembly and Conference at Banff in May, 2012 will also be reviewed.

Presenters will then discuss the services available through ISS Canada and, with the use of case examples, provide a picture of the work done every day to assist children, families, immigrants, refugees, and to assist the professionals working with them to improve their situation and/or to assess the possibilities that might be available to them.

With a few basic tools, the participants will then play the role of "inter-country social worker" for a day!

Participants will review and assess each case and its many international twists to better understand the cases ISS Canada deals with every day.

Participants will be encouraged to discuss their own case examples and discuss situations that they are familiar with.

## **Panel communications 3 – Parentalité et immigration / Parenting and Immigration**

**Friday, June 15, 6:00p - 7:00p / Vendredi 15 juin, 18h00 - 19h00 (Sobey 255)**

**Chair: Saïd Bergheul**

### **Ingrid Lathoud - Interculturality and parenthood: experimentation of intercultural exchanges in a community organization**

Many immigrants come to Canada with their families. The challenge of integration is not only for the individual but also for the family unit. Studies show the importance of creating spaces of dialogue for parents (Benoit et al., 2008, Kanouté and Lafortune, 2011) and of recognizing their skills (Miron and Tochon, 2004). In contact with a new society, the immigrant parent is led to transform himself/herself, to transform his/her educational values and practices to adapt to a new context (Helly, Vatz-Laaroussi and Rachédi, 2001) or to reinforce those that have been transmitted. The communication will address a collaborative research conducted at a Social Pediatrics Center with immigrant parents. A group discussion focusing on cultural practices around parenting was experimented in order to encourage the meeting of the other, to reflect on the various parenting practices, to bring a new understanding on parenthood in the context of immigration and to observe the possible transformations of these practices. Details about how this group discussion was to be conducted were co-constructed by the parents and the practitioner-researcher. The data collection was done through group meetings and individual interviews with each parent participating in the group. Data analysis followed the grounded theory approach. The results will raise the intra and interpersonal effects of a group discussion focusing on cultural practices around parenting.

### **Saïd Bergheul - Paternity and Immigration: A Study of a Population of Immigrant Fathers in Abitibi-Témiscamingue**

Immigration has an impact on the paternal role in the sense that it destabilizes fathers, undermines their identities and modifies their commitment (Battaglini, Gravel, Fournier, Brodeur, 2002, Hernandez, 2007, Legault and Rachédi, 2008). As part of our study, we have planned to interview three fathers of African descent, three fathers of North African (Maghreb) descent, three fathers of European descent, three fathers of Asian origin and three fathers of South American origin. The choice of this diversity for this investigation is explained by the need to have a wide range of perspectives and to approach the empirical saturation. Fathers were recruited from organizations that receive the immigrants in Abitibi Témiscamingue. The Carrefour jeunesse-emploi Abitibi-Est, the Mosaic in Rouyn-Noranda, the

succession movement in Amos and Abitibi-Témiscamingue valorization were solicited as part of the composition of our sample. Announcements and invitations to participate in the research have been posted on the agencies' premises, e-mails will be sent and the snowball technique will be used. The fathers were met in a guided interview that addressed the following themes: paternity conception, paternal identity, paternal commitment, the influence of immigration, discrimination, integration, and socio-cultural, linguistic, socio-professional and psychological adaptation. The interviews were digitally recorded before being fully transcribed. As a qualitative analysis approach, we adopted the thematic analysis (Miles and Huberman 2003). The results that will be presented for this conference reveal heterogeneous conceptions of paternity. The limits of the research are also analyzed and discussed.

### **Panel communications 11 – Processus psychologiques et procédures de soutien / Psychological Processes and Support Procedures**

**Saturday, June 16, 10:00a - 11:30a / Samedi 16 juin, 10h00 - 11h30 (Scotiabank Conference Theatre)**

**Chair: Sophie Beaule**

#### **Elaine Costa-Fernandez - Psychological processes in migration: institutions, vocational training and interculturality in France and Brazil**

This communication will provide details about an international project on scientific cooperation between two Brazilian universities (UFPE and UFSC) and two French universities (Toulouse II and Montpellier III) focused on vocational training and institutional practices within the context of migration.

Beyond the knowledge building provided by these research groups, this project seeks to promote the creation of an international research network focused on psychological and identity processes in migration and their repercussions in vocational training and health practices in place in our institutions.

By promoting the mobility of teachers and students, we seek to foster the development of human resources and the transfer of knowledge, in terms of research, university teaching as well as the expansion of topical themes of interest, in addition to assistance for the implementation of public policy.

We seek to develop products that foster prevention and follow-up regarding the psychological impacts provoked by international migration, by collaborating in the training of professionals and future professionals working in the areas of health care, social assistance, and education in both Brazil and France.

#### **Sandeep Dhillon - The Perceived Mental Health of Elderly Immigrant Punjabi Women who are Living in Nova Scotia**

The elderly population in Canada has been steadily increasing over the past 40 years (Statistics Canada, 2016), and by 2036, 25% of Canada's population will be 65 years of age or older. This increasing aging population is expected to have a major impact on the economy, society, and health care system over the next 25 to 30 years (Statistics Canada, 2016). Because Canada is recognized as a country that welcomes thousands of immigrants, the proportion of immigrants who are aged 65 years and older has also increased over the past decades. Of the overall older immigrant adults, the majority of them are from South Asia in Canada (Statistics Canada, 2016). The rise of elderly South Asian immigrants in Canada has led to the need for research that examines the mental well-being understood by immigrant South Asian women because of the phenomenon recognized as the health immigrant effect. Immigrant women on average experience poorer health outcomes than men, and women of colour, and those with lower socioeconomic status. With the introduction of the Atlantic Pilot Project, there is a need to understand immigrant populations and their health, and the barriers that are experienced. By understanding immigrant populations' health, it will potentially create a new dialogue for health care practitioners when dealing with elderly South Asian patients.

### **Roundtable 3 / Table ronde 3**

**Saturday, June 16, 10:00a - 11:30a / Samedi 16 juin, 10h00 - 11h30 (Sobey 255)**

**Rima Majaess, Minna Suni, Julian L'Enfant - Inclusion and retention of international students within communities**

**Facilitator: Hui-Ching Chang**

The Round Table Discussion will explore issues of inclusion and retention of International, Immigrants and Refugees Students and the linkages between diversity, inclusion, cultural identity and adaptation.

The aim is to share ideas and good practices concerning how conceptions such as "Globalization" and "Diversity" provide theoretical and applied frameworks for inclusion and retention in the spheres of education within communities.

Lead discussants will present for 15 minutes followed by interactive questions from the audience to the roundtable discussants.

Questions: What is the definition of diversity, globalization and inclusion?

How are we embracing and supporting diversity and inclusion of International, Immigrants and Refugees Students?

How do we ensure that diversity and inclusion are implemented in good practices?

### **Roundtable 5 / Table ronde 5**

**Saturday, June 16, 10:00a - 11:30a / Samedi 16 juin, 10h00 - 11h30 (Sobey 260)**

**Sherry Redden - Immigrants Entrepreneurial Journey into Business – Importance of the Connection**

Research shows that the majority of immigrants interested in starting a business in Canada do not do it in the first year. Why is that?

During this round table ISANS Business Development Services (BDS) will provide insight and facilitate discussion into why this is by exploring the importance of connections. ISANS sees all clients in a holistic manner and BDS - with over 25 years of experience in providing business services to immigrant entrepreneurs - is part of that continuum. BDS connects entrepreneurial clients to the NS business culture, counselling/training, resources, employment, community, networks, and so much more. Immigrants interested in business - are risk takers - they have already proven that by coming to Canada. What they don't want to do is risk everything in getting into business to see it fail. To get connected takes time. The national average for SMEs to be in business after 3 years is 48%. For BDS clients that average is 70%+. The round table will provide opportunity to discuss how effective connections can be built and sustained.

**Panel communications 17 – From Precarity to Integration: Gender and Refugees in Diverse Contexts / De la précarité à l'intégration: Genre et violence dans des contextes divers**

**Saturday, June 16, 12:00p - 1:30p / Samedi 16 juin, 12h00 - 13h30 (Scotiabank Conference Theatre)**

**Organizer:** Evangelia Tastsoglou

**Co-Chairs:** Shiva Nourpanah; Evangelia Tastsoglou

This panel of academic researchers and practitioners focuses on the intersections of gender, violence and precarity during the migration and settlement journey in Canada and the Eastern Mediterranean. Presenters will draw upon newcomer and refugee women's lived experiences of Sexual and Gender Based Violence (SGBV) and precarity, and / or intervention and prevention services and programs that various NGOs offer to newcomers and refugees in Halifax, N.S., and Athens, Greece. Acknowledging contextual, empirical and policy differences between the two locations, fruitful comparisons can be drawn for policy recommendations

**Panelists:**

1. Brittany Hines, IDS, SMU
2. Kathryn Bates-Khan, YMCA, Halifax
3. Amber McMunn, IDS, SMU
4. Julie Chamagne, Halifax Refugee Clinic

**Roundtable 4 / Table ronde 4**

**Saturday, June 16, 12:00p - 1:00p / Samedi 16 juin, 12h00 - 13h00 (Sobey 255)**

**Bienvenu Mungbenye Boku, Clarisse Bakaji Tamba - Intercultural Management for Companies, Process Management, Market Development and Organization. "The management of SMEs and very small businesses by female owners/managers"**

The difficult situation in DR Congo has seen the formal economic fabric disintegrate to give a growing place to the so-called informal entrepreneurial sector of SMEs/very small businesses, sheltering many survival activities but likely to constitute a source of opportunities for the socio-economic development of the country. Micro-enterprises and SMEs constitute today the bulk of the production of goods and services. When properly managed and supported, they can play a significant role in creating jobs, wealth and reducing poverty. In many Western countries, they constitute a powerful and dynamic economic machine whose effects fall on the whole of society.

Small production units include both economic activities initiated by one person or by a group of individuals. They are found in all sectors of economic life. Initially held by women, generally less educated and less present in the formal labour market, micro-enterprises have gradually become the refuge of all school dropouts, unemployed, civil servants and low-income people because it is less demanding. Jobs are created while young people are trained on the job and in the various occupations. The production of goods and services is offered to the population at an affordable price and taxes are often paid to the public authority (municipal authority).

We were able to analyze the management and integration of 50 micro-enterprises in the province city of Kinshasa, 36 (72%) of which belong to female owner/managers coming from the Eastern Democratic Republic of Congo. This predominance of women in the creation and management of small and medium-sized businesses could be explained by the concerns of the population which sees its purchasing power diminish with the disappearance of jobs, and hence try to create a means of substitution for their survival and to take care of their family by providing the needs that satisfy the household.

In Kinshasa, there are two categories of women entrepreneurs (owner/managers). The study shows that, in the city of Kinshasa, these small and medium-sized enterprises run by women owners/managers from the Eastern Democratic Republic of Congo are mainly concentrated in three sectors: commerce, services and agriculture.

**Panel communications 12 – Compétences organisationnelles pour les équipes multiculturelles / Organizational Skills for Multicultural Teams**

**Saturday, June 16, 1:00p - 2:00p / Samedi 16 juin, 13h00 - 14h00 (Sobey 255)**

**Chair:** Lucie Kocum

**Jessica Dubé - Organizational Skills in Intercultural Context**

The diversification of the Quebec society is becoming increasingly noticeable, both in terms of morals and organizational life. The importance of intercultural competence is widely recognized by organizations, but there is no consensus on the definition of the concept and its evaluation. Intercultural competence is often defined as a personal skill, that is, the ability of individuals to mobilize new ways of communicating in a multi-ethnic context. That being said, personal skills are not sufficient to promote inclusion, in part because the "monocultural reflex" of organizations can reset independent of the will of individuals. What about the development of intercultural competencies within organizations? The purpose of this communication is to present some of the results of a literature review conducted as part of a collaborative study with stakeholders from the Equity, Health and Safety Commission of Quebec Labor (CNESST), with view to construct a support tool for intercultural communication.

**Hicham Rouibah - Chinese and Sub-Saharan migrants on Algerian Job Sites: Interculturality, Sociability and Otherness**

This contribution focuses on two migrations in Algeria: firstly, that of Chinese expatriates, mainly migrant-peasants-workers (农民 Nóngmín gōng) bypass a saturated Chinese labor market and thus escape the administrative restrictions applied to their status (户口 hùkǒu). They move in the same way as their Chinese companies to carry out public works and / or building projects in Africa and particularly in Algeria. Sub-Saharan migrants (Malians, Nigerians, Burkinabés, Guineans, Cameroonian ...) fleeing misery or war, increasingly choose the Algerian territory because of the instability prevailing in neighboring countries (Tunisia, Libya, Egypt). They now find informal place in the labor market at Chinese constructions sites in Algeria.

Starting from an essentially ethnographic field work based on immersive observation and semi-directive interviews, we will first present the context of this dual migration (Chinese and sub-Saharan) in Algeria. And then, we will see how the ethnico-hierarchical relations and relations of otherness in compagnie between Chinese and Sub-

Saharan employees are constructed and their impact on the organizational model of work. Finally, we focus on interculturality and sociability between these actors on the building sites and in their respective residential areas: How do they communicate? What are they talking about ? What do they share socially?

## **Participant Short Bios**

*\*\*Additional biographical information is available in the conference programming found on our website / Des compléments d'informations biographiques sont disponibles dans la programmation du colloque sur notre site Internet\*\**

**Abdo Sara** - Sara Abdo is a Disability Support Coordinator at the Immigrant Services Association of Nova Scotia (ISANS) and co-founder and co-chair of Occupational Justice for Newcomers Network.

With a MSc in Occupational Therapy (OT) Sara spends her days empowering newcomers living with disabilities in the re-settlement and community integration process. Alongside her colleagues, she works to ensure that newcomers have equitable access in both community and healthcare settings.

**Akbari Ather** - Dr. Ather H. Akbari is Professor of Economics at Saint Mary's University and Chair of Atlantic Research Group on Economics of Immigration, Aging and Diversity. He has vast research experience in the area of immigration economics and has published extensively in academic journals. His research has been cited in national and international news media and in governmental documents.

**Anne Abdoulaye** - Abdoulaye Anne is a professor of administration and education policies in the Department of Educational Foundations and Practices in the Faculty of Education at Université Laval.

**Argourach Élise** - Originally from Brittany, she started her career as a physiotherapist in 2005. Having migrated to Quebec in 2011, she did her graduate studies in Psychosocial Practices at Université du Québec à Rimouski. She is interested in oral practices related to corporality in the support of individuals and groups. She now continues her research and intervention path as part of her PhD in Ethnology and Heritage at Université Laval, having turned to the arts of speech as mediation for intercultural communication

**Arsenault Stéphanie** - Stéphanie Arsenault holds a PhD in Social Anthropology. She is a full Professor in the School of Social Work and Criminology at Université Laval and the lead scientist of a research group on cultural diversity and immigration in the Quebec City Region. She focuses her research and teaching on integration and intervention with immigrants.

**Badman Joëlle** - Education Program Manager, The Romeo Dallaire Child Soldier Initiative. BA, MSW, RSW

**Bakaji Tamba Clarisse** - Born in Kinshasa on December 20, 1980 and of Congolese nationality. She has a degree in IT Management, and she is the entrepreneur of a small and medium enterprise in Kinshasa / Democratic Republic of Congo.

**Bannerjee Rohini** - Rohini Bannerjee is an Associate Professor of Francophone Studies in the Department of Modern Languages and Classics at Saint Mary's University. She is affiliated with the Feminism Studies and Gender Studies programs as well as the Asian Studies program. Her research interests include Francophone literatures and cultures of the Indian Ocean, particularly those of Mauritius, interdisciplinary studies including a current project on immigrant women and diaspora of Indian -Pakistani origin in Halifax, and pedagogical studies on the advancement of knowledge in teaching and learning.

**Bationo Nebila Jean-Claude** - Nebila Jean-Claude is a doctoral student in Psychopedagogy at Université Laval since January 2017 under the supervision of Dr. Jean Ramdé and Dr. Simon Larose. His research topic is entitled "Involvement of the fathers and socioemotional development of the child in a migratory context". He currently works part-time at the Centre multietnique de Québec as a research officer with the Early Childhood Immigration Project Capital National (« Immigration Petite Enfance Capitale Nationale (IPECN) »).

He also holds a Master's degree in Developmental and Educational Psychology from Université de Ouagadougou (Burkina Faso) and a Master's degree in Project Management from the Fondation Universitaire Mercure (Belgium).

**Belhadj-ziane Kheira** - Kheira Belhadj-ziane is a sociologist. She is a professor in the Department of Social Work at Université du Québec en Outaouais, and a regular researcher at the University Institute of the Estrie Health and Social Services Center (Canada). Her fields of interest include social work, sociology of culture and imagination. Her research focuses on the theme of ethnocultural and religious diversity: socio-political management and social intervention. Her current work focuses on the theme of social work within Muslim communities, which she studies under the prism of the imaginary.

**Benessaieh Afef** - Afef Benessaieh is Professor of International Studies at the online branch of the University of Québec (Université TÉLUQ, Montreal), since 2009. She was trained in international Relations (Ph. D 2005, University of Southern California) and was prior to joining TÉLUQ assistant professor at Glendon College, York University, Toronto (2005-2009). Her research interests include: sociocultural approaches to globalization, migration and multiculturalism in the Americas and the Caribbean, transcultural approaches to diversity, and international relations theories.

**Bennabi Bensekhar Malika** - Lecturer-Researcher HDR at Université de Picardie Jules Verne (Amiens, France). She is in charge of the Transcultural Clinic Master 2 Program. Psychologist for « Dispositif de Réussite Educative » (Anthony, France).

Regular member of the « Centre d'Histoire des Sociétés, des Sciences et des Conflits ». Adjunct member Inserm U1178.

**Bergheul Saïd** - Saïd Bergheul is a Professor at Université du Québec en Abitibi-Témiscamingue. His research focuses on social marginalities, homelessness, sexual violence, intercultural studies, migration processes and issues related to indigenous populations. He has international expertise and has worked in Algeria, France and Canada with reception and integration associations of immigrants as a trainer, speaker, and researcher. He is currently involved in an exploratory research on paternity in a migratory context in the Abitibi-Témiscamingue region of Quebec.

**Bérubé Farrah** - Farrah Bérubé is professor and researcher in the Department of "Lettres et communication sociale" at Université du Québec à Trois-Rivières (UQTR). She is the co-director of the "Groupe d'études et de recherches axées sur la communication internationale et interculturelle (GERACII)". Her research focuses on the exposure and the treatment of diversity in the medias in Quebec and the way immigrants use medias.

**Bolduc Sabrina** - Doctoral student in Psychopedagogy at Université Laval.

**Cain Maria** - Maria Cain is the Manager of Community Integration Services at Immigration Services Association of Nova Scotia. ISANS supports newcomers to build a future in Canada by providing a wide range of services including refugee resettlement, community integration, employment and business counselling, mentorship, language classes, and cultural competency for workplaces and community groups.

Maria has worked in the non-profit sector for over 16 years. She was the Executive Director of HeartWood Centre for Community Youth Development for six years, and was a Board member of the National Alliance for Children and Youth (2011-2014).

**Cardona Johanna** - Johanna Cardona holds a Bachelor of Law degree from Universidad Libre de Colombia and a Master's degree in Law from Universidad Nacional Autónoma de Mexico. She is currently finishing a Master's degree in Social Sciences on "Research practices and Public Action" (Pratiques de recherche et action publique (PRAP)) at the Centre Urbanisation Culture Société de l'INRS in Québec city. Her research focuses on immigrant employment integration in Quebec as well as the notion of discrimination in law and sociology.

**Chammas Grace** - Grace Chammas is a professor in the Department of Social Work at Université du Québec en Outaouais (Saint-Jérôme campus). She holds a PhD in Social Work from McGill University. Her thesis research explores the notion of human rights in practices with asylum seekers. Her research interests focus on institutional practices and social exclusion mechanisms in relation to immigration status.

**Chang Hui-ching** - Hui-Ching Chang est actuellement la doyenne du Honors College et professeure en communication à University at Albany. Elle a obtenu un diplôme de droit de National Taiwan University (1984) et un diplôme de maîtrise et de doctorat (1988, 1994) en communication de University of Illinois at Urbana-Champaign. Son domaine d'expertise est la communication interculturelle. Elle a publié, entre autre, dans Journal of Language and Politics; Discourse Studies; Research on Language and Social Interaction; Journal of Language and Social Psychology; Nationalism and Ethnic Studies; and Journal of Asian Pacific Communication.

**Chaundy David** - David David Chaundy is the Interim President and CEO of the Atlantic Provinces Economic Council (APEC). Since joining APEC in 1999, he has taken on increasingly senior roles, most recently as Director of Research, in which he was responsible for APEC's research projects, its member-only publications on Atlantic Canada's economy, and APEC's annual business Outlook conference.

Mr. Chaundy has directed research projects on a wide variety of topics including international trade and global value chains, international investment, immigration and labour market issues. Recent projects have focused on opportunities and mechanisms to reduce regulatory trade barriers among the Atlantic provinces; and growing clean technology firms and supporting a transition to cleaner economic growth in Atlantic Canada. He holds a B.A. in economics from the University of Cambridge and a M.Sc. in economics from the University of York, England.

**Choumtcheut Evelyne Elsa** - Evelyne Elsa is a Cotutelle doctoral student in Social Work at Université Laval (Québec city) and social anthropology at Ecole des Hautes Etudes en Sciences Sociales (Paris, France).

**Chown David** - David Chown is a co-chair of the Sara Corning Society, which is dedicated to sharing Sara Corning's story of humanitarianism and heroism with communities across Canada and around the world. His commitment to bring greater recognition to Sara Corning was born out of an historical interest in the post-World War I political and social environments in Greece, Armenia and Turkey. Since 2000, he has been a Halifax-based independent health policy consultant to clients in the pharmacy sector and other health care organizations.

**Chown Jennifer** - Jennifer Rodney Chown, co-chair of the Sara Corning Society, is committed to furthering the recognition of Nova Scotia nurse and heroine, Sara Corning. Jennifer's additional aim is to help create dialogue to advance intercultural understanding among local, national, and international communities. She is inspired by Sara's selfless service in rescuing and caring for thousands of orphaned children and refugees during and following the genocide and population exchange of Armenians and Greeks in the former Ottoman Empire from 1919 - 1930.

**Conrad Cathy** - Dr. Cathy Conrad is a Full Professor of Geography and Environmental Studies at Saint Mary's University. She earned her B.A. from SMU and M.E.S. and Ph.D. from the Wilfrid Laurier-Waterloo Graduate Program in Geography. Professor Conrad has traditionally worked on community-based environmental monitoring, having founded the Community-Based Environmental Monitoring Network out of SMU. She has worked with communities across Canada and around the world on a variety of water-related issues. Over the past decade she has focussed a lot of her work in West Africa, specifically in The Gambia. This work has led her to a recent change in research focus, now looking at issues of clandestine migration.

**Costa Fernandez Elaine** - Elaine Costa Frenandez is the vice-president of Association Internationale pour la Recherche Interculturelle (ARIC). She holds a PhD in Intercultural Psychology from Université de Toulouse Jean-Jaurès. She is a professor in the Post-graduation Programme in Psychology at Université Fédérale de Pernambuco (UFPE) and adjunct professor at Laboratoire Clinique, Psychopathologie, Interculture (LCPI) at Université de Toulouse. She is currently the coordinator of an international research project about intercultural aspects related to the impact of social networks and online gaming on the processes of socialization and subjectivation of teenagers in France, Brazil and Viet-Nam.

**D'Almeida Roland** - Roland D'Almeida is a doctoral student in ethnology and heritage at Université Laval where he obtained a Bachelor and a Master's degree in History. His research interests focus on immigration and immigration integration in Quebec regions, Canada's Black history as well as the history of Africa and the African diasporas especially in the Atlantic regions.

**Derby Carol** - Carol Derby is the manager of the Language Services, Immigrant Services Association of Nova Scotia (ISANS), overseeing face-to-face, online and blended English as an Additional Language (EAL) classes. With a MEd in Adult Education, she has over two decades of experience in EAL, with a focus on workplace communications and program development. She currently sits on the National Language Advisory Board (NLAB) and the Centre for Canadian Language Benchmarks (CCLB) Board.

**Dhillon Sandeep** - Sandeep Dhillon is in her second year of the Master's program of Family Studies and Gerontology at Mount Saint Vincent University. Sandeep is currently completing her thesis on the perceived mental health of elderly immigrant Punjabi women who are living in Nova Scotia, funded by the Nova Scotia Health

Research Foundation. Her personal research is heavily tailored to the health and well-being of immigrant women from the South Asian culture and the effects of immigration in old age.

**Dubé Jessica** - Jessica Dubé holds a Master degree in Human resources. She is currently a doctoral student in an interdisciplinary programme on Health and Society at UQAM. Jessica Dubé is also a scientific professional at the Institut de recherche Robert-Sauvé en santé et en sécurité du travail (IRSST) and a sessional instructor in various academic programmes related to Human resources.

Her main scientific career orientation focuses on the management of health and safety in the workplace. Over the past few years, she has been increasingly interested in the health of workers with multiple insecurities, i.e. the fight against health inequalities in relation to work. More specifically, her doctoral research focuses on preventive practices for workers in temporary employment agencies. She also works as the coordinator of the temporary employment agencies.

**Duchesne Claire** - Claire Duchesne has been a professor in the Studies in Teaching and Learning concentration of the Faculty of Education at Université d'Ottawa since 2004. Her research interests focus on the issues related to adult training, learning and development, transformative learning, the professional integration of new immigrant teachers as well as the training of health trainers about active offer of service in French in a minority context

**Fauteux Maude** - The first time I stepped in a francisation class, I immediately knew I was in the right place. For several years, I had been looking for an area where I could bring together my passions and my competences. Since 2000, I have traveled on several occasions to Europe and Latin America. Tired of going back and forth, I needed a job which would allow me to travel while staying close to my family. Teaching French to new immigrants is the best option I could find as it allows me to stay where I live and travel in my classroom at the same time. Following my field observations, I noticed that adult immigrant learners were going through various intercultural challenges in the classroom. I started a Master degree in Language Education at the UQAM with the ambition to contribute to the integration of an intercultural component in French as a second language courses.

**Gallant Nicole** - Nicole Gallant is full professor at Centre Urbanisation Culture Société de l'INRS in Québec city. She holds a PhD in Political Science from Université Laval (2002) and she was a professor in Political Science at Université de Moncton before joining the INRS where she directed the Observatoire Jeunes et Société (OJS) from 2010 to 2017. Her research interests are all linked to the reflection on belonging and focus in part on the challenges of immigration in Quebec and the francophone minority communities and in part on the relation of youth to politics in the digital age.

**Gamal El-Din Mei** - Dr. Mei Gamal El-Din est en stage postdoctoral à l'Université de Montréal. Educational Consultant in Islamic Bank. General Director of Educational Leader & Cultural Relations and Refugees at MOE. Expert of Foreign Languages Curricula at CCIMD, Evaluator & TOT of Intel Teach to the future. Consultant of Educational Governance & Quality in International Centre for Training and Quality of Services CTQS. Planning & Quality Assurance Volunteer at Societies of Orphans, National Correspondent in Education at Organization of CONFEMEN, Consultant in Educational Strategies of Arab Countries.

**Girard Vicky** - Vicky finishes her Bachelor degree in Social Communication.

**Guy Jennifer** - Jennifer's work on the MSVU Dietetic Bridging Project (2011) informed the development of a Sustainable Dietetic Bridging Process for the Atlantic Territory which in turn, received the IQN Innovation Award, (Citizenship and Immigration Canada, 2015). Currently, Jennifer is a member of the multi-stakeholder group for Internationally Educated Dietitians as well as a co-faculty advisor for the Intercultural Food Bridging Society (IFBS). Jennifer is a part-time faculty member in the Applied Human Nutrition Department at MSVU with research interests in trans-cultural literacy, adult education, nutrition education and food-based learning.

**Hamdan Fadi** - Fadi Hamdan, BSc., is a leader in youth settlement work, having led a variety of related programs and events at the YMCA since 2007. As a youth outreach coordinator, Fadi has developed and delivered direct services to youth and built community partnerships and networks which have contributed to effective settlement experiences and practices.

In his current role as manager of Child and Youth Settlement he is focusing on integrating multiple programs and activities related to children and youth which support successful school integration, academic success, parent engagement and healthy child development.

Fadi is also a youth program advisor with a national YMCA refugee program that provides pre-arrival services for youth overseas.

**Héon Dany** - Dany Héon is a sessional instructor in Psychosociology and Social Work at Université du Québec in Rimouski. He is currently a doctoral student in ethnology at Université Laval. Her research and intervention projects focus particularly on cultural and gender construction aspects of hypermodernity. For more information: <https://www.danyheon.com>.

**Ismail Fadia** - My name is Fadia Ismail, I'm originally from Egypt. I immigrated to Canada on 1993, my current position is YMCA School Settlement Program Coordinator. My professional background is Teaching. I taught English as a foreign language to High School students in Kuwait.

My Education History is, a Bachelor of Art Degree. English language & literature major, a Diploma in Child Psychology.

I'm a Certified interpreter/translator. I worked as a Community Relations Manager and provided Cultural Competency training to community leaders, organizations and agencies at HRM and NS counties, such as those who work with Newcomer population.

During my 20 years career with the YMCA, I covered tens of courses/training sessions in the field of Settlement/Integration/ conflict resolution/ combating racism....etc.

**Jacquet Marianne** - Marianne Jacquet is full professor in Education at Faculté Saint Jean (University of Alberta) since 2017. She taught several years at Simon Fraser University (SFU) where she was also associate director of the Office of the Francophone and Francophile Affairs in the Faculty of Education. Her research interests focus on policies and practices of institutional adaptation to ethno-cultural and religious diversity, social and educational integration of youth immigrants and visible minorities in French minority context, sociocultural experiences of foreign students in teacher training, teachers' critical intercultural training and training design, qualitative methods involving life stories, interdisciplinary approaches.

**Johnson Dustin** - Research officer at the Roméo Dallaire Child Soldiers Initiative since March 2016, masters from Dalhousie University.

**Langlois Lucille** - Manager responsible for intercultural and local intervention practices. Director of multidisciplinary services, section of professional practices, CIUSSS de la Capitale-Nationale.

**Lapointe Sylvie** - Sylvie Lapointe is currently the Director of Services at ISS Canada and is among the most experienced and respected 'international' social workers in the ISS global network. She is also member of the *Professional Advisory Committee for the International Network of International Social Service*. She has a passion for her profession that is evident in the quality of work she offers to social workers across Canada and around the world. Sylvie coordinates casework between Canadian agencies and ministries and the (more than) 120 countries that make up the ISS global network. Inter-country adoptions, child welfare (abuse, abduction, abandonment) and inter-country kinship placement have been constant issues in her casework.

**Lash Rebecca** - Rebecca Lash is a graduate student in Social Anthropology at Dalhousie University. Her research focuses on oral history and memory amongst Palestinian migrants to Canada.

**Lathoud Ingrid** - Ingrid Lathoud is currently a doctoral student under the supervision of Catherine Montgomery. She is also an intervener in a social paediatric center since 2012. Most of the clients are from immigrant origins. The challenges in communication, and those specific to immigration, integration and parenthood in that context are of particular interest to Mme Lathoud. As an immigrant herself, the reception and the intercultural intervention in the support of these families is at the core of her work as a practitioner and researcher since she arrived in Quebec in 2009.

**Le Moing Ariane** - Ariane Le Moing holds a PhD in North American Civilisation with a concentration in Canadian Studies (under the supervision of Dr. Jean-Michel Lacroix and entitled *Pluralisme et citoyenneté : le discours de la première génération d'immigrants haïtiens de Montréal*). She is a senior lecturer and researcher in North-American civilization at the Département d'Études Anglophones in the Faculté de Lettres et Langues as the Université de Poitiers (France). She is a member and future director (January 2018) of the Institut d'Études Acadiennes et Québécoises (IEAQ), a member of Mémoires, Identités et Marginalités dans le Monde Occidental (MIMMOC) at Université de Poitiers (France).

**Lemoine-Bresson Véronique** - Véronique Lemoine-Bresson is a senior lecturer and a researcher at Université de Lorraine and a member of the research team Didactique des langues et sociolinguistique (CRAPEL) at laboratoire ATILF. Her research focuses on intercultural issues in institutional spaces. She is the co-director of the DIPERLANG research. Her thesis which she defended in 2014 is entitled « *Diversités franco-allemandes : Pratiques interculturelles et autonomisantes en didactique des langues étrangères* ». [veronique.lemoine-bresson@univ-lorraine.fr](mailto:veronique.lemoine-bresson@univ-lorraine.fr)

**L'Enfant Julian** - Julian L'Enfant is the Academic Manager at The Language Centre, Saint Mary's University, Halifax, NS. He has been a Cambridge Assessment English teacher-trainer/assessor for 17 years working in many parts of the world and has over 20 years' experience of management in language education in the private and public sectors. He is also an Adjunct Professor in the Faculty of Education at Saint Mary's.

Julian is a regular speaker at national and international conferences and his research interests have included making space for learners' languages, culture and traditions, promoting plurilingual and pluricultural competences in second language and subject classrooms and developing subject-specific literacy in Higher Education.

**León Correal Amelia** - Amelia León Correal is a research professional at UQAM, at Université de Sherbrooke as well as other institutions. She is also a social communicator and a publicist. She holds a Bachelor degree in the social sciences and humanities. Her keen interest for the rights of women, youth and immigrant families motivates her work and her engagement in various social research projects in Quebec and Colombia.

**Lerat Stéphanie** - Stéphanie Lerat is a senior lecturer and a researcher at Université de Lorraine and a member of the research team Didactique des langues et sociolinguistique at laboratoire ATILF. Her research focuses on discourse analysis. She is the co-director of the DIPERLANG research. [stephanie.lerat@univ-lorraine.fr](mailto:stephanie.lerat@univ-lorraine.fr)

**Liboy Malanga-Georges** - Malanga-Georges Liboy obtained his PhD in Education from l'Université de Sherbrooke. He is an associate professor and the director of the Department of Education at Université Sainte-Anne (Nova Scotia).

**Lofumbwa Batoto John** - John Lofumbwa Batotot is an independent researcher. He is from Congo and was born in Kinshasa. He is a financial assistant at SOCOPE SA. He holds an Executive Master certificate in management and business law from Ulg.

**Majae Rima** - I am the alternative language specialist at my school, Citadel High School. In addition to teaching English as Additional Language in grades 10 to 12 and advocating for bilingual education, literacy and numeracy in the mother's tongues, I provide academic support to main streamed students in English Language across the curriculum. As Teacher Advisor, I also engage students in extra-curricular activities and community-based projects as, Model United Nations, debating and Me to We. I am also actively involved in professional development and life-long learner.

**Martins Borges Lucienne** - Lucienne Martins Borges holds a PhD in Psychology. She is the co-founder of Service d'Aide Psychologique aux Immigrants et Réfugiés (SAPSIR) and she is a professor in the Department of Psychology at Université Fédérale de l'État de Santa Catarina (UFSC) in Brazil since 2010. There, she is responsible for the « Laboratoire d'Études et de Recherches sur les migrations, psychologie et cultures ». She is a member of Association internationale pour la recherche interculturelle (ARIC) and she actively collaborates with the intercultural psychology teams or researchers in Quebec and Brazil.

**Matte Guilmain Laurence** - Laurence Matte Guilmain holds a Master's degree in Industrial Relations from UQAM. She is currently an ABD doctoral candidate in Law at UQAM. She is interested in the forms of access to the job market for people of immigrant origins, temporary migrant workers, labour law as well as critical analysis of law, racism and intersectionality. She is also an activist for PINAY, the Filipino Women's Organization of Quebec

**McDonald Ted** - Dr. Ted McDonald is a Professor of Economics at the University of New Brunswick in Fredericton. He holds a Ph.D. and a Master of Commerce in Economics from the University of Melbourne. Dr. McDonald was designated a UNB Research Scholar for 2012-2014 and has been PI or co-PI on over \$4 million of research funding since 2009. He is the Academic Director of the NB Research Data Centre, the Director of the NB Institute for Research, Data and Training and the New Brunswick lead for the Maritime SPOR SUPPORT Unit. His main areas of research include the health status and health services use of immigrants, rural residents, minority groups and other subpopulations, as well as an ongoing program of research on the socioeconomic and demographic determinants of cancer. He has also researched extensively on immigrant labour market issues.

**Meunier Olivier** - Olivier Meunier is a university professor in sociology at Université d'Artois. He is also a member of laboratoire RECIFES. His research focuses mainly on intercultural education, by analyzing the relations between sociocultural knowledges (indigenous, local, religious, community-based, etc.) and academic and/or school-

based knowledges particularly when actors in schools try to take into account the sociocultural backgrounds of students in their learning.

**Montgomery Catherine** - Catherine Montgomery is professor in the Department of Social and Public Communication at UQAM. She is also the director of the Migration, Ethnicité et Interventions en Santé et Services Sociaux (METISS) research group. [Montgomery.catherine@uqam.ca](mailto:Montgomery.catherine@uqam.ca)

**Mungbenye Boku Bienvenu** - Born in Kinshasa. He holds an Executive Master diploma in management and business law with a concentration in Marketing & Management, Finances and banking from Université de Liège.

**Natoli Cecilia** - Cecilia Natoli - Universidad Nacional de La Plata - Cecilia Natoli has a University Teaching degree in Letters and a B.A. Honours degree in Letters (Linguistics) (UNLP - Argentina), she graduated from the post-Bachelor degree program of study "Specialization in Teaching Spanish as a Foreign Language" (UNLP), she is a Ph.D. candidate and she is writing her doctoral research project related to the use of literature in the teaching of Spanish as a foreign (SFL) and second language (SL2).

**Nunes Fernando** - Dr. Fernando Nunes is an Associate Professor with the Department of Child and Youth Study, Mount Saint Vincent University. He has conducted research on at-risk immigrant children, the academic underachievement and civic participation of Portuguese-Canadian youth and on Canada's model of immigrant settlement services. He authored the first national study on the Portuguese in Canada: Portuguese-Canadians: From Sea to Sea. He has also acquired over 35 years of volunteer, consultancy and employment experience within education, social services and public health.

**Onga Lubanza Sophie** - Independent researcher. Financial and administrative Manager at GECONSTRUCT. She holds an Executive Master certificate in management and business law from Ulg.

**Park In Hae** - In Hae Park has been an active community developer in the settlement sector for the past 15 years. Through her work with YMCA Immigrant Services In Hae has been involved with leading multiple projects which have contributed to a variety innovative and sustainable programs and activities.

For the past several years, as the Coordinator of the YMCA's Active Living program, In Hae has led a staff team in the development of programming that recognizes the importance of, and utilizes, healthy physical activity, as tool for settlement and integration.

In Hae has been in a current role as the Provincial Coordinator of the YMCA's YREACH program for a couple of years.

**Pocreau Jean** - Dr. Pocreau is a retired full professor (retired) from the School of Psychology at Université Laval (1972-2006) but remains an adjunct professor in the School of Psychology since 2006.

The deepening of ethnopsychiatry and intercultural psychology in the field of psychotherapeutic intervention and mental health, particularly at a clinical level, led him to study in the field traditional practices in West Africa and in Brazil. This action research combined with the needs in the health system and social services linked to the state of vulnerability of some refugees received in Québec City led to the creation of Service d'Aide Psychologique aux Immigrants et Réfugiés (SAPSIR) in August 2000.

**Rachédi Lilyane** - Lilyane Rachédi is a social worker by trade. She teaches social intervention and intercultural relations in the School of Social Work at UQAM. Her research focuses on immigration, academic performance and issues related to integration. She is the person in charge of the project "Morts en contexte migratoire" (MECMI ANR\_FRQSC).

She is the co-author of the book *L'intervention interculturelle* (2<sup>ème</sup> édition), Gaëtan Morin-La Chenelière, Québec.

**Ramos Howard** - Howard Ramos a political sociologist who investigates issues of social justice and equity. He has published on issues of non-economic immigration, social movements, human rights, environmental advocacy, ethnicity, and race. He is currently working on projects looking at perceptions of change in Atlantic Canadian cities, state funding of NGOs, environmental advocacy, and integration of immigrants and refugees.

**Redden Sherry** - Sherry has many years of experience in human services and business. For the past 7 of those, she has combined both passions as Manager of Business and Workforce Integration (BWI) at ISANS, developing programs and services to meet the needs of their clients - immigrants seeking to start or grow a business and employers wanting to hire immigrants to diversify their workforce. Prior, she managed the Kings Co. Career Resource Centre, an offsite project of NSCC and owned several businesses (in partnership). Education includes: Diplomas in Project Management, Adult Education, Community Economic Development, and Career Counselling/Coaching; business and public relations courses; BSc; and Life!

**Rennie Clency** - Clency Rennie is originally from the Indian Ocean Island of Réunion. He migrated to Quebec about ten years ago to study in the program of Psychosociology at Université du Québec in Rimouski. He also graduated from a Master's degree in perceptive educational psychology. He is currently a doctoral student in Ethnology at Université Laval. His research focuses on the integration processes of students in the context of international mobility at the intersection between ethnographic intercultural and biographical approaches. He is also a sessional instructor at UQAR in the Department of Psychosociology and Social Work.

**Rojas-Primus Constanza** - Dr. Constanza Rojas-Primus teaches Spanish and Intercultural Studies in the department of Language and Cultures at Kwantlen Polytechnic University in Greater Vancouver, BC. Her latest research has focused on the integration of intercultural communicative competencies into the language classroom and on the role telecollaboration plays in developing students' intercultural competences. She co-edited, with Dr. Grisel García-Perez (UBC Okanagan), Promoting Intercultural Communication Competencies in Higher Education released in February 2017 by IGI Global: Hershey, PA.

**Rouibah Hicham** - He graduated in Survey engineering in Social Sciences from Université de Lille 1 in 2014 and in Development comparative analysis from EHESS in Paris in 2015. He is currently a doctoral student in Socioeconomy at Université Paris-Diderot (CESSMA UMR 245). He is a research fellow in the Arts programme of IRD, a member of laboratoire DYNURES de l'Université d'Oran 2 and speaker in the China-Africa seminar at EHESS in Paris. He works on Sino-African relations and more specifically on Chinese construction companies in Algeria.

**Sarenac Javorka** - Javorka Sarenac is a research officer and sessional lecturer at Université de Sherbrooke as well as a doctoral student in Social Work at UQAM.

**Seles-Vranjes Zrinka** - Zrinka Seles-Vranjes is Immigrant Health Coordinator at Immigrant Services Association of Nova Scotia (ISANS). She works with newly arrived

clients, government assisted refugees, to support them in accessing services and information important to their health and wellbeing.

After spending close to a decade working in the field of refugee health, directly with refugee population, connecting new arrived clients with medical services and service providers, Zrinka gained valuable experience and insight into challenges, as well as good or promising practices, in the area of refugee health.

**Sheppard Kutcher Jan** - Jan Sheppard Kutcher has worked in the field of immigration settlement for 20 years focusing on workforce integration and international qualifications recognition. As Manager Employment Services with the Immigrant Settlement Association of Nova Scotia (ISANS), she built an innovative program of employment services for newcomers to the province and developed the Multi-stakeholder Work Group model. Since 2011, she has partnered with the Nova Scotia Department of Labour & Advanced Education to provide leadership to this model. She holds a BA, B.Ed, MA and MSW, and her awards include Honorary Fellow of Engineers Canada and the Queen's Diamond Jubilee Medal.

**Sosa Edgar** - Edgar Sosa is a university professor, Ph.D. in Health Sciences, founder and CEO of Ednaturals Healthy Foods ([www.ednaturals.com](http://www.ednaturals.com)). He designs healthy foods combining scientific knowledge from medicinal plants, nutrition and society. His mission is to help people eat healthy without effort, anytime and anywhere.

**Sun Xinpei** - Stefanie (Xinpei) was born in a small city in Shandong Province, China. In 2012 she came to Halifax to study, obtaining her Bachelor of Science and MAs from Dalhousie. After graduation she founded UBIELIFE, an IT/marketing agency. In 2016, she was nominated by the NS immigration department through international graduate entrepreneur stream as the first case. She's happy to live and work in Nova Scotia.

**Suni Minna** - Minna Suni is professor of Finnish language at the University of Jyväskylä, Finland. Her area of expertise is Finnish as a second language, and she has published widely on language learning, multilingualism, language education policy and migrants in work life.

**Takševa Tatjana** - Dr. Tatjana Takševa is Associate Professor at the Department of English Language and Literature and the Women and Gender Studies Program at Saint Mary's University, Canada. She is a member of the Central and Eastern European Studies Research Group at the University of Ottawa, a long-standing member of the Motherhood Initiative for Research and Community Involvement, and is the Communications Coordinator of the Women and Gender Studies Association of Canada. She is an expert on gender and conflict, and in particular on the effects of conflict on mothers and mothering.

**Tremblay Émilie** - Émilie Tremblay is a Master student in Communication with a focus on International and Intercultural Communication at UQAM.

**Yan Xiaoyi** - Director, Policy Research, Research and Evaluation Branch, IRCC

**Yax-Fraser Maria Jose** - Maria Jose is a scholarly and community research practitioner, community leader and activist. She is completing her doctoral degree in social anthropology on the experiences of immigrant and migrant mothers to understand what a welcoming community looks like for them as women and as mothers. She participated in several committees responsible for establishing a health interpreting organization (Nova Scotia Interpreting Services) and the creation of IWK Diversity & Inclusion Advisory Council. More recently, in 2012, along 10 other immigrant and migrant women, she co-founded the Immigrant Migrant Women's Association of Halifax (IMWAH) to celebrate the contributions and address the needs and interests of immigrant and migrant women.

**Yesaya David** - David Yesaya holds a Bachelor degree in French Literature from UBC and a Master's degree in French Literature from the University of Toronto. He is currently a doctoral student at University of Waterloo (Ontario, Canada). His research interests focus on francophone literatures in general and more specifically on migrant literatures. His latest articles are entitled "La question du retour dans Les lettres chinoises de Ying Chen" ("The issue of the return in Ying Chen's Chinese Letters") and "Un aperçu sur l'écriture (im)migrante dans l'espace québécois : un concept ambigu et ambivalent" ("An Overview of migrant literature in Quebec : an ambiguous and ambivalent concept").

**Yoon Cheolki** - Doctoral student in Communication at UQAM

**Yoshida Yoko** - Yoko Yoshida is an Associate Professor of Sociology at Dalhousie University. She is also Vice-President of the Canadian Population Society. Her research is concentrated on issues of immigrant retention and integration. Her work uses administrative and Statistics Canada data to explore life course transitions, family, and non-economic immigration as well as immigration issues in Atlantic Canada and secondary migration centres.

## Word of thanks / Mot de remerciement

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- Nos partenaires institutionnels et nos bailleurs de fonds : Saint Mary's University (y inclus les différentes facultés, le Bureau du VPAR, le Bureau du Président, le département des langues modernes et des études classiques, le département de Psychologie, le Centre for Global Engagement, le Studio, le Centre international), Nova Scotia Immigration, l'Université Laval, ainsi que les groupes de recherche partenaires du colloque (l'Association internationale pour la recherche interculturelle (ARIC), The Atlantic Research Group on Economics of Immigration, Aging and Diversity (ARGEIAD), the Atlantic Immigration Research Group (à travers leur programme de financement Knowledge Dissemination Grant), Gorsebrook Research Institute);
- Les partenaires communautaires : Halifax Local Immigration Partnership (HLIP), le Conseil scolaire acadien provincial (CSAP), ISANS, Immigration francophone Nouvelle-Écosse (IFNÉ), YMCA, Nova Scotia Health Authority, Réseau Santé Nouvelle-Écosse, Nova Scotia Coalition on Community Interpreting, Halifax Refugee Clinic, (Im)Migrant Women Association of Halifax (IMWHA); Halifax Language Consortium.
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- 

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- The community partners : Halifax Local Immigration Partnership (HLIP), le Conseil scolaire acadien provincial (CSAP), ISANS, Immigration francophone Nouvelle-Écosse (IFNÉ), YMCA, Nova Scotia Health Authority, Réseau Santé Nouvelle-Écosse, Nova Scotia Coalition on Community Interpreting, Halifax Refugee Clinic, (Im) Migrant Women Association of Halifax (IMWHA); Halifax Language Consortium;
- All the volunteers who dedicated some of their time to help with the logistics of the conference. Here are the names:

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