



THE EDUCATIONAL SUCCESS OF STUDENTS FROM IMMIGRANT BACKGROUNDS: The Role of Systemic and School Dynamics

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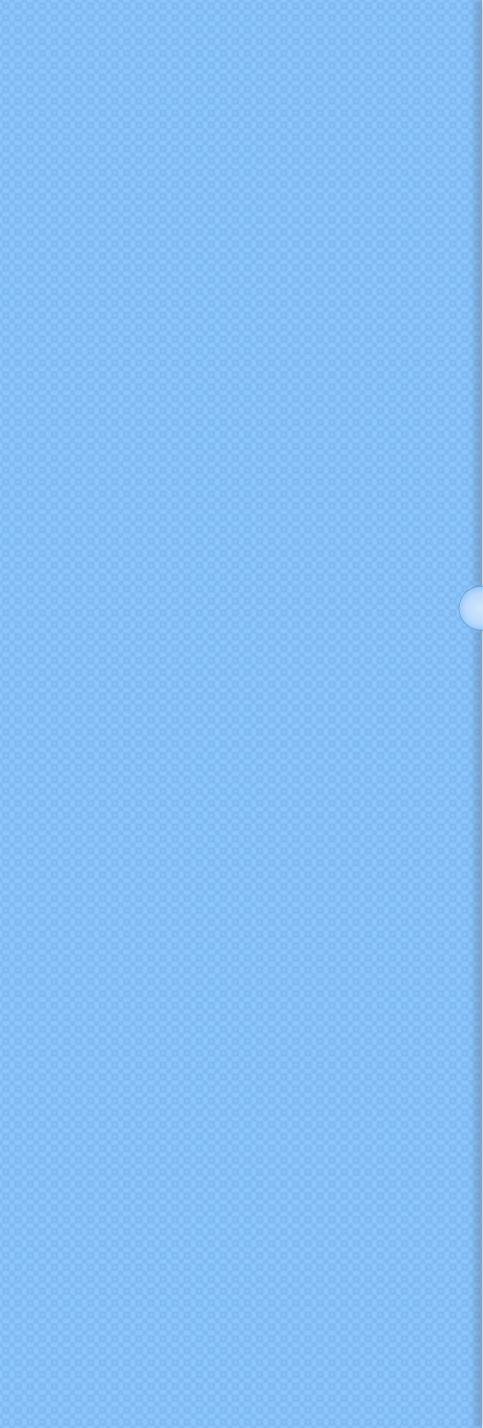
International Conference

***Immigration, the Dynamics of Identity, and Policies for Managing
Diversity***

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OUTLINE

- The educational success of students from immigrant backgrounds: an original project in a Quebec context
- The impact of social, systemic, and educational dynamics according to national and international literature and metanalysis of Quebec studies
- Conclusion : Some of the main issues to deepen in a transforming context



**THE EDUCATIONAL
SUCCESS OF STUDENTS
FROM IMMIGRANT
BACKGROUND:
AN ORIGINAL PROJECT
IN A QUEBEC CONTEXT**

PRESENTATION OF THE APPROACH

- The creation of a FQRSC team in 2010 with a participation of various services from the Ministry of Education, school boards as well as representatives from community organizations

- A programme centered on :
 - The delineation of cross-cutting assessments (metanalysis)
 - Putting in dialogue quantitative and qualitative studies done by researchers and partners (*see list of main studies at the end of the presentation*)
 - The development of comparative perspectives
 - The transfer into practice environments

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- A metaanalysis of 19 quantitative studies based on departmental databases, in order to define the main findings on:
 - The characteristics of students of immigrant background
 - Their performance and educational experience
 - The influence of a variety of factors in this regard

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- A synthesis of 43 qualitative studies (or experimental studies based on samplings) done in Quebec over the past ten years under four main themes:
 - The sociolinguistic dynamics and language learning (11)
 - Families and communities' educational strategies and practices as well as relationships between school, family and community (13)
 - Multidimensional approaches to students' educational experience (11)
 - Systemic dynamics and educational practices (8)

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- A critical examination of Quebec studies in the light of main findings from national and international literature
 - A synthetic volume by 14 authors from academic (professors and students), government, and community settings

Mc Andrew, M. (dir.), 2017. *La réussite éducative des élèves issus de l'immigration : Dix ans de recherche et d'intervention au Québec*. Montréal : Presses de l'Université de Montréal

ASSESSMENT OF THE SITUATION ACCORDING TO QUANTITATIVE STUDIES

- Students of immigrant background present a starting profile much less favorable than that of the control group in regards to the following characteristics:
 - Sociodemographic
 - Linked to the education process
 - Linked to the schools they attend
- However, the profile of second-generation students, students with French as their language of use, or students from specific communities is more positive

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- The performance and educational experience of these students are better than might be expected from these baseline characteristics:
 - Graduation lower 5 years after entering secondary school gets significantly better on a time horizon of 7 years
 - Comparable drop-out rates (which takes into account departures from Quebec)
 - Most advanced course in mathematics chosen more frequently
 - The profile of second-generation students or students with French as their mother tongue or language of use is more favorable and intergroup differences according to the region of origin are marked

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- Statistical analyses done in some studies confirm the important role of the following factors in descending order:
 - Be identified as EHDA
 - Falling behind two years after entering 7th grade
 - Being behind upon entering 7th grade
 - Be of Caribbean or Central and South American origins
 - Be a male
 - Changing school frequently
 - Attending a public school

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- However, the global impact of the factors considered to account for the graduation of students of immigrant background is limited ($\approx 30\%$)

➔ The key aspects to achieve success in school are not accounted for by quantifiable factors (we have to explore other dynamics)

➔ Success in school is not played out only when entering secondary school (even less when entering primary school)

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- Moreover, the variation among schools in regards to high school graduation, that is not accounted for by the composition of their clientele, is important
 - 17% to 20% for students of immigrant background according to the study, which is more than for their counterparts with a long-standing presence
 - Schools really make “a difference” for this youth



**THE IMPACT OF SOCIAL,
SYSTEMIC, AND
EDUCATIONAL DYNAMICS
ACCORDING TO NATIONAL
AND INTERNATIONAL
LITERATURE AND
METANALYSIS OF QUEBEC
STUDIES**

IMPORTANCE OF THE RECEPTION CONTEXT ACCORDING TO NATIONAL AND INTERNATIONAL LITERATURE

- Nature of immigration policies (OCDE, 2006; Suárez-Orozco, 2008)
 - ± valued
 - ± selective

- Success and limitations of integration policies (Ogbu et Simons, 1998; De Meyer *et al.*, 2005; Farmer *et al.*, 2012)
 - Economic integration and social mobility
 - Distribution over the entire territory
 - Sociolinguistic dynamics

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- State of inter-ethnic relations (Bourhis et Leyens, 1999; Inglis, 2008; CIC, 2011)
 - Attitude of the populations toward immigration
 - Media representations of specific groups
 - Social and political debates surrounding diversity

OUTCOMES IN QUEBEC ACCORDING TO THE METANALYSIS OF QUALITATIVE STUDIES

POSITIVE RESULTS

- The selective character of Quebec immigration policies that allows immigrant families to be present in various socioeconomic categories
- These policies aim for permanent settlement which contributes to the stability of families and the legitimacy of the presence of immigrants
- The globally positive vision that students and their parents have of their chance of success in the new society



“Here, in this country, all the doors are open. If a child wants to, he can succeed. In Russia, sometimes it depends on money. Here, if you work well, you will have a successful life. That’s the message I want to pass on to my children.” (Vatz-Laaroussi et al., 2005)

“People around us and our friends were talking a lot about education in Canada, so I decided to come here to give my child a brilliant future.” (Sun, 2014)

ISSUES AFFECTING SPECIFIC STUDENT GROUPS, REGIONS OR SECTORS OF THE EDUCATIONAL SYSTEM

- The vulnerability and precarity of families with refugee status entering Quebec

“All my family is stressed out because of our children left in Tanzania. I am tired, my wife cries, my children suffer, they changed camps three times.” (Guyon et al., 2014)

“At the beginning, we had mixed feelings, it was a victory, but also a failure. I had to admit that we had lost because I had never thought that I would leave the country.” (Guyon et al., 2014)

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- The difficult socioeconomic integration of recent immigrants which sometimes allows greater resilience but is also at risk of generating for some students a mental block toward the new society

“My mum tells me: we came, we left our jobs and everything else for you and we work crappy jobs here just so you can succeed in school. And now, you don’t do the work in school!” (Lafortune, 2012)

“My parents, they never go to school to see what’s going on, but it does not mean that they don’t care. They don’t have time, they work night shifts.” (Vatz Laaroussi et al., 2005)

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- The sociolinguistic complexity and the climate of linguistic competition which prevails in Quebec, is likely to affect the students from some communities to learn French

“As soon as they get a chance to integrate the Anglophone system, they leave and that’s too bad for us, we put so much energy to have them learn the French language.” (Bakhshaei, 2013)

“I agree that French is very important here, but English is an international language. If our children want to work in the United States or in other provinces, they have to learn English.” (Sun, 2014)

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- The unequal distribution of populations of immigrant background in the province of Quebec generates specific challenges in terms of reception and integration

Usually, you get to class and there is an immigrant who speaks your first language, so it is easy to communicate. But I was alone, I didn't know anyone in my class. That really pushed me to speak the language.” (TCRI, 2011b)

“In the 2000s, having so many refugees was a novelty, the school community was not ready, neither was the community. Because of circumstances, everybody had to roll up their sleeves.” (TCRI, 2011b)

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- Negative media and public representations of various groups, among which the Black and Muslim communities

“It is almost degrading to be of immigrant origin, because in the news it is always: a young man of Haitian origin, a young Black man. Sometimes, I feel like I am directly affected.” (Lafortune, 2012)

“When you start hearing about Islam, it is always in an extremist view. People only see what they say on tv, and then they generalize: Muslim equals terrorists or extremists.” (Triki-Yamani et Mc Andrew, 2009)

THE IMPACT OF POLICIES AND EDUCATIONAL PROGRAMMES ACCORDING TO NATIONAL AND INTERNATIONAL LITERATURE

- General characteristics of the educational system (Christensen *et al.*, 2008; UNESCO, 2009; Crul *et al.*, 2012)
 - Flexibility, late selection and pathways between programmes
 - Centered on the student's needs / differentiated instruction (with some reservations)
 - Valorisation of the relationships between school, family and community

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- Supervision policies targeting specifically students of immigrant background (Garcia et Morgan, 1997; Cummins, 2000; Inglis, 2008; UNESCO, 2009; Armand *et al.*, 2011; Brown, Jeffrey et Cooper, 2011; Potvin *et al.*, 2014)
 - Availability and diversity of services targeting the learning of host language
 - Promotion of students' previously acquired language competences and experiences
 - Elimination of stereotypes et biases in educational material

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- Development of a broader approach encompassing diversity, including:
 - ✓ Adoption of policies (multi-intercultural, inclusive, antiracist) actually out into effect on the ground
 - ✓ Availability and visibility of at-risk subgroups success indicators
 - ✓ Curriculum reflecting diversity in the students' backgrounds
 - ✓ Presence of a multi-ethnic staff in schools
 - ✓ Appropriate training for all stakeholders focusing on:
 - The development of competences
 - A critical approach to social and educational inequalities
 - For future teachers, tight-knit with internships

OUTCOMES IN QUEBEC ACCORDING TO THE METANALYSIS OF QUALITATIVE STUDIES

POSITIVE RESULTS

- The extent of the common core curriculum which brings together the student population for a long period of secondary school
- The flexibility of Quebec school system as well as the nature of the preferred curriculum

“Here, teachers are very friendly toward students, it is very different from our country. Here, they are lucky, they can ask questions to know what they didn’t know. Teachers always help them.” (Vatz Laaroussi et al., 2005)

“Here, they take concrete examples, that immerses you in real life. Some things that I didn’t understand back in Haiti, when I got here, I understood in one day, and I understood very well.” (Lafortune, 2012)

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- The expertise developed for more than 40 years in terms of reception policies and French learning for new immigrants, as well as the scope of services offered

“At first, when he was in the reception programme, there were lots of fieldtrips to help him integrate into the society. He visited museums, historical sites, I think it is a great way to integrate newcomers.”
(Gosselin-Gagné, 2012)

“The school created tools to help immigrant youth because we noticed that there were many needs. We do much more than just provide educational support for them.” (Harnois, 2012)

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- The existence of policies and programmes directly or indirectly supporting the adaptation of the school system to diversity:
 - Educational integration and intercultural education policies (1998) and their evaluation (2014)
 - École montréalaise pour tous
 - Intervention strategy Agir autrement
 - Numerous policies from school boards

ISSUES AFFECTING MOST SPECIFICALLY STUDENT GROUPS, REGIONS OR SECTORS OF THE EDUCATIONAL SYSTEM

- The lack of flexibility in the face of students' needs integrating Quebec secondary schools far behind in their education

“Sometimes, it is a judicious choice, but other times I wonder. Some students can be considered under educated because they scored 45% on their exam in mathematics. Is the exam culturally relevant for someone coming from another country?” (Armand, 2011a)

“It is when I got here that I really started to go to school. They put me in the “cheminement” programme so I could not move forward. As far as I can remember, I never attended secondary school before the age of 16. They mix classes with people with learning issues and people who come from other countries.” (Potvin et Leclercq, 2010)

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- The inappropriateness of the formula for these students to learn French in the training program for young people (FGJ) as well as several programmes and practices when they integrate the training program for adults (FGA)

If you are in 7th grade and you are 16, they will put a lot of things into your head and talk you into attending the school for adults, “it is better than staying in a secondary school surrounded by young people”, things like that. They said to me that it was for my own good...” (Potvin et Leclercq, 2010)

“Here, it is individualistic: you work alone and you ask the professor only when you have questions. It was hard because in secondary school I got used to lecture-based teaching.” (Potvin et Leclercq, 2010)

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- Certain limitations to reception services when it comes to:
 - The diversification of the models
 - The sharing and tracking of information
 - The social integration of students
 - The funding for the regions

“Most often, when the student arrives in class, we don’t know his level, we don’t know for how long he has been here, we have no information.” (Armand 2011a)

“Since it is new for school boards, we are starting from scratch. The educational material does not exist, the report cards have not been created. We have to rethink the assessment model, create competency scales, better adapt to newcomers. This is the real challenge.” (De Koninck et Armand, 2012)

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- A still insufficient institutionnal adaptation to diversity especially when it comes to:
 - Relationships with immigrant families

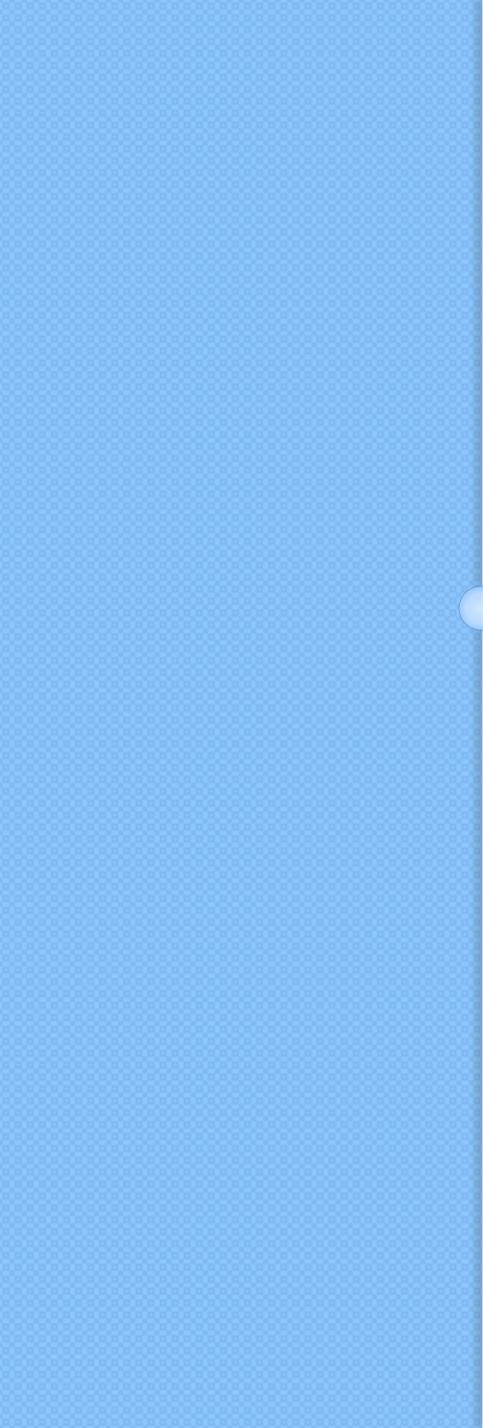
“The school organizes, in collaboration with organizations in the neighbourhood, information sessions on Quebec educational system, our school, our programmes but there not many parents who participate in these events.” (Sun, 2014)

“Immigrant parents are confused here. The educational system does not work the same way in thei country. Also, the interpretation of non-verbal cues is often a source of misunderstanding.” (Harnois, 2012)

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- The intercultural initial training and enhancement of school staff

“Would it be possible to convince people from the whole Department of Education that all future teachers, whatever their level, get training on this... I am not sure.” (Larochelle-Audet et al., 2013)

“Really, the key message is the connection with the internships and the integration of professional practice in the evaluation. Because otherwise, it is like a cherry on a Sunday, it is nice, but superfluous. People will not always think about it.” (Larochelle-Audet et al., 2013)

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**THE ROLE OF PRACTICES
AND INTERACTIONS IN
THE SCHOOL
ENVIRONMENT
ACCORDING TO NATIONAL
AND INTERNATIONAL
LITERATURE**

GENERAL CHARACTERISTICS OF THE SCHOOLS WHICH SUPPORT ACADEMIC SUCCESS

- Quantitative studies on the factors which encourage school engagement for students identified at a high risk of dropping out of school (Christenson et Segeritz, 2008; Archambault *et al.*, 2009; Suárez-Orozco *et al.*, 2010)
 - The implementation of a climate of positive relations between the various actors
 - A close monitoring of student learning
 - A flexible but systemic behaviour management and support system

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- The presence of mechanisms of support for the active participation of students and parents to the school life
 - Democratic and efficient management practices
 - A positive experience for teachers

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- Qualitative studies on the experiences of individual schools where the success ratio of students from disadvantaged backgrounds or marginalized minorities is superior to the national average (Samsons *et al.*, 1995; Johnson et Asera, 1999; OFSTED, 2002)
 - A strong belief on the part of teachers that all students can succeed
 - A clear leadership of the school's principal
 - A well integrated school team sharing common objectives
 - The establishment of close contacts with the parents
 - On a pedagogical level, an adequate balance between traditional methods and pedagogical innovations

DYNAMICS SPECIFIC TO STUDENTS OF IMMIGRANT BACKGROUND

- Evaluation and ranking (Lucas, 2001; Mehana et Reynolds, 2004; Kushnick, 1999) :
 - Recognition of prior learning upon arrival
 - Equitable evaluation throughout schooling
 - Sharing the information
 - Adequate training of school staff (two hurdles: over- or underestimate the problems of newcomers)

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- Opening to diversity and students' languages and cultures of origin (Cummins, 2000; UNESCO, 2009; Christenson et Sheridan, 2001)
 - Adoption of life codes valuing diversity and zero tolerance for discrimination
 - Legitimacy of multilingualism in pedagogical activities and informal exchanges at school
 - Promotion of family-school relationships models which take into account the needs of parents of immigrant background
 - Pedagogical and extracurricular activities reflecting the cultural and religious diversity

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- The attitudes of school staff toward students of immigrant background and diversity in general (Garcia et Guerra, 2004; Volmer, 2000; Pass et Mantero, 2009)
 - High expectations toward all subgroups of students of immigrant background
 - Use of a variety of systems of explanation for success or failure (extrenal vs systemic factors)
 - Low level of cultural essentialism
 - Éthique professionnelle et capacité à distinguer ses opinions et positions personnelles et ses responsabilités auprès des élèves

OUTCOMES IN QUEBEC ACCORDING TO THE METANALYSIS OF QUALITATIVE STUDIES

POSITIVE RESULTS

- The demonstration by schools and teachers of numerous qualities and characteristics showing academic success

“The teachers in my school have high expectations toward us. They always want you to do better. They value highly generosity, learning capabilities and good marks.” (Sun, 2014)

“In some schools... teachers are not interested in you, nobody is. But at our school, they are all there for you.” (Livingstone et al., 2010a)

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- The strong appreciation by the students of immigrant background of the multicultural quality of their school and the quality of inter-ethnic relationships which prevail there

“I would say that it is special because it is multicultural. We all com from different countries, but we manage to communicate together, it is really special.” (Livingstone et al., 2010a)

“It is multicultural. There is a rich cultural diversity. I like to see people from different countries together rather than a school with students from one country.” (Bakhshaei, 2013)

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- The integration of a variety of cultural elements from communities of immigrant background in teaching and the implementation of specific activities promoting multilingualism

“We were talking about history when Jacques Cartier came to Canada looking for spices. There was a small slideshow about spices (cardamom, etc.). The youth of south-Asian background could not believe it! We eat that too, we do that too, it was pure happiness.” (Bakhshaei, 2013)

“I always write in French but now you can see my mother tongue. I see that Quebeckers respect my culture of origin.” (Vatz Laaroussi et al., 2013b)

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- The generally positive portrayal of students of immigrant background by the teacher and the school staff

“That’s something that always impresses me. It was one of the great strengths of most immigrants that I have worked with, they want it, they won’t let go, they are ready.” (Vatz Laaroussi et al., 2005)

“They are incredibly thirsty for knowledge, they drink in my words and ask for more all the time, they tell us: ‘Madam, tell me a story. And they love it.’ (Murphy, 2014)

ISSUES AFFECTING MOST SPECIFICALLY STUDENT GROUPS, REGIONS OR SECTORS OF THE EDUCATIONAL SYSTEM

- A negative perception of the attitudes and expectations of their teachers toward them as well as the school climate by students of immigrant background experiencing learning difficulties

“Instead of encouraging you to get good marks, they will discourage you. They will tell you that you would be better off in a vocational school or in a training programme for adults.” (Livingstone et al., 2010a)

“It looked like a prison, it looked dirty, there were no pretty colours. The bars of the lockers looked like cell bars. The teachers looked like police officers. The security was the police, also with their uniforms. There were always rules, authorities.” (Lafortune, 2012)

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- Existence of limitations and biases in the evaluation and ranking affecting more particularly allophone newcomers and students finishing their education in the training programme for adults

“The biggest challenge is the ranking of students because when they get here, they are not necessarily available for learning. For example, students coming from Africa don’t think about dressing up before they go out in the winter. We offer linguistic support when they get here, but there are other elements that need to be considered.” (De Koninck et Armand, 2012)

“I thought I was going to be placed in grade 10 in most subjects because I had an equivalency to MICC. I showed this to the registration person, she gave me a sheet of paper and she told me it was my receipt and that I would take my first exam the following morning.” (Potvin et al., 2014a)

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- The ambivalence, and sometimes resistance from specific environments toward students' first languages and their expression in the public sphere

“It is totally forbidden to speak another language. So, you have to use exclusively French. I never refer to another language, nor to their mother tongue, because I think it becomes quickly a mere crutch.” (Thamin et al., 2013)

“Simply convincing a school team that students in the reception programme can communicate in their first language at lunch time is the subject of intense debate! Often, when teachers hear children speak a language other than French, they will tell you: ‘Speak French !’” (Sun, 2014)

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- The perception by students from specific communities that the treatment of their history, their culture, or their religion is insufficient or biased

“In our Morality classes, we always debated about the various religions that exist. On Islam, it is always about submissive women. We were never told anything that was good, it was always women being beaten up, torched.” (Triki-Yamani et Mc Andrew, 2009)

“It is quite boring to always study White history, it would be good to learn our Afro-Canadian history. We too, are people, but not only Black history, the history of all kinds of people.” (Livingstone et al., 2010a)

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- The existence of situations of exclusion and marginalization, linked to systemic dynamics or discriminatory behaviours

“I registered my daughter in extracurricular activities, one day she told me: “The other students don’t pass me the ball, they say I stink.” It is a form of racism.” (Harnois, 2010)

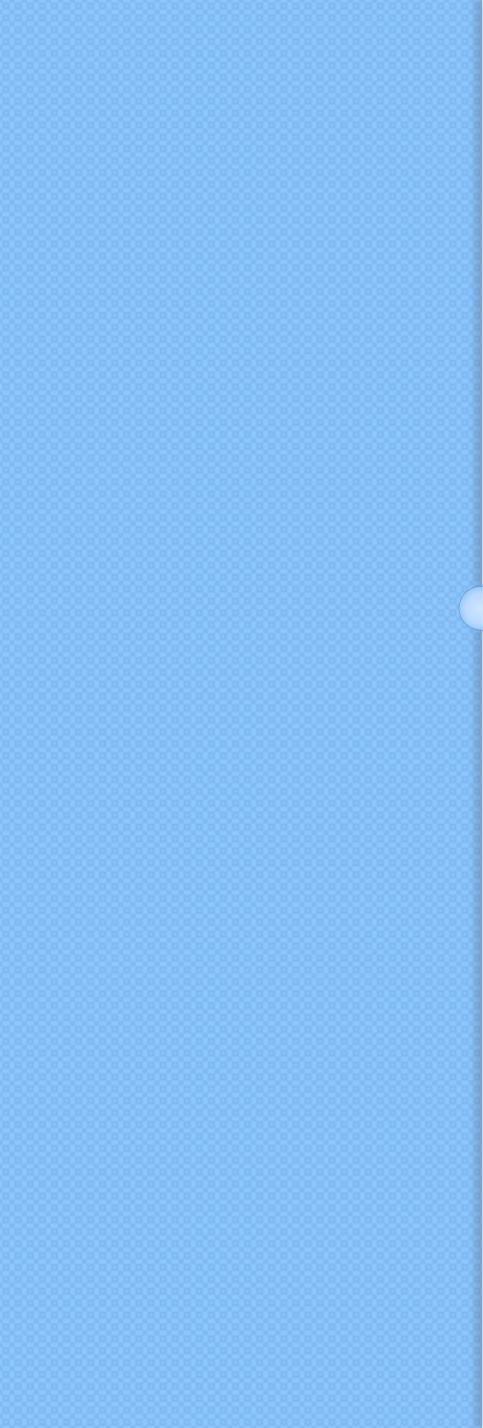
“Third floor, yes, it is the reception programme, in the orange room. It is hard to get out of there. You have nothing. All the people you meet are people who don’t “give a damn” about school and don’t have guidance for their future.” (Bakhshaei, 2013)

- The tendency on the part of education staff to use ethnic characteristics or deficiency models to explain academic success or failure

“Black Anglophones come with an attitude. It is as if their parents at school told them: “French is nothing, speak English instead, you will go to an English-speaking cegep.” (Murphy, 2014)

“Chinese always do their thing. They perform really well. You give them homework and they always do it. They are very respectful in the classroom, they come at recess, they ask great questions, they really want to understand.” (Sun, 2014)

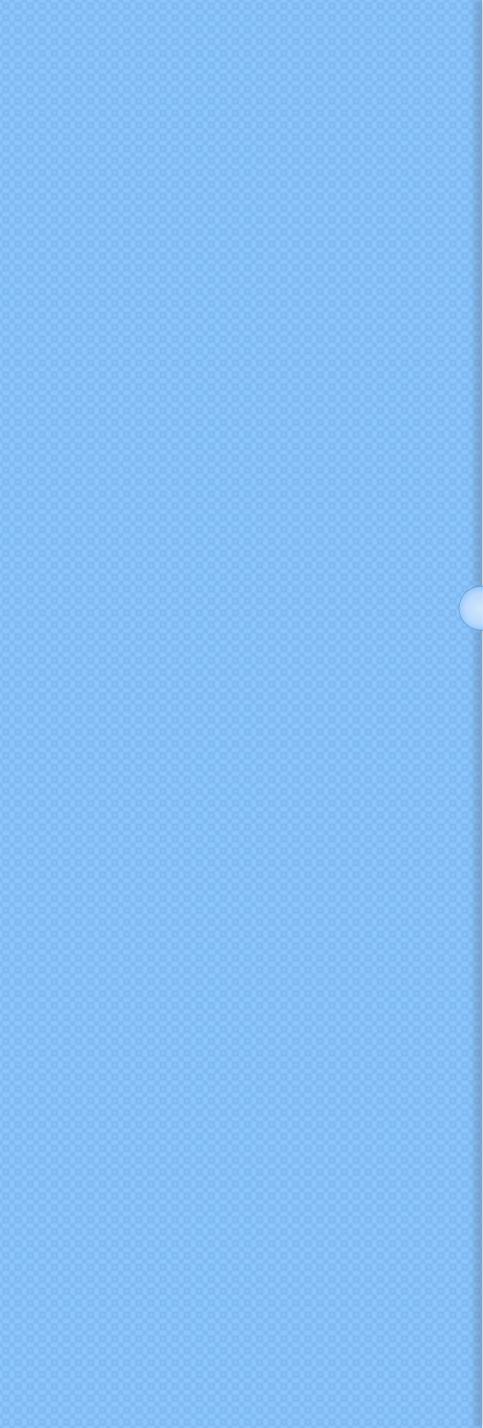
“Often, one of the two parents is not there and the children have to work to bring money home. It is painful to see young girls work 25 hours a week in a call centre to help their mother order food for old people. That’s beyond my comprehension ! And it impacts their school performance. (Murphy, 2014)

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CONCLUSION :
SOME OF THE MAIN
ISSUES TO DEEPEN IN A
TRANSFORMING
CONTEXT

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- The impact of the recent increase in temporary immigration on the global school experience of students of immigrant background
 - The consequences of the growing problematization of the discourse on diversity on their school experience and school openness to take linguistic and religious diversity into account
 - The efficiency of reception models in regards to the proficiency in French according to the characteristics of the students and the environment and the role played by the recognition of their first language in this regard

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- The impact of intercultural training for school staff on the attitudes and professional competences depending on the nature and the scope of this training
 - The articulation between the representations of school staff toward students of immigrant background, real behaviours, and practices generating exclusion and marginalization

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LIST OF MAIN QUEBEC RESEARCH IDENTIFIED

Quantitative studies based on the administrative data of MELS

Mc Andrew, M., Garnett, B., Ledent, J., Sweet, R. et al. (2009). *Le cheminement et les résultats scolaires des jeunes d'origine immigrée à Montréal, Toronto et Vancouver: une analyse comparative*. Rapport final soumis au Conseil canadien de l'apprentissage et à Citoyenneté et Immigration Canada.

Mc Andrew, M. et Ledent, J. (coll. R. Ait-Said) (2008). *La réussite scolaire des jeunes noirs au secondaire québécois*. Rapport de recherche. Université de Montréal, Chaire en relations ethniques.

Mc Andrew, M., Ledent, J et Murdoch, J. (coll. R. Ait-Said) (2011). *La réussite scolaire des jeunes Québécois issus de l'immigration. Rapport de recherche*. Montréal: MELS. Dont 10 portraits par communautés et quatre études approfondissant des sous-thèmes spécifiques

Ministère de l'Éducation, du Loisir et du Sport (2008). *Étude exploratoire du cheminement scolaire des élèves issus de l'immigration : cohorte de 1994-1995 des élèves du secondaire*. Document préparé par Claudine Provencher. Québec: MELS, Direction de la recherche, des statistiques et des indicateurs, Bulletin statistique de l'éducation, n° 34.

Ministère de l'Éducation, du Loisir et du Sport (2011). *Caractéristiques et éléments de cheminement scolaire des élèves qui ont bénéficié du service d'accueil et de soutien à l'apprentissage du français, 1997-1998 à 2007-2008*. Document préparé par Alain Carpentier et Georges Lemieux. Québec: MELS, Direction de la recherche, des statistiques et de l'information, Direction des services aux communautés culturelles.

Qualitative or experimental studies

I) DYNAMIQUES SOCIOLINGUISTIQUES ET ENSEIGNEMENT DES LANGUES

- Armand, F. et De Koninck, Z. *Analyse des services d'accueil et d'intégration scolaire*. DSCC/MELS 2006-2009
- Armand, F. et Rousseau, C. *Ateliers d'expression créatrice pour les élèves en grand retard scolaire*. DSCC/MELS 2009-2012
- Armand, F., Gagné, J., De Koninck, Z. et Dutil, C. Exploration des pratiques de littératie en milieu familial et portrait démographique d'élèves immigrants allophones nouvellement arrivés en situation de grand retard scolaire. *Revue canadienne de linguistique appliquée*, 8(1), 2005.
- Armand, F., Sirois, F. et Ababou, S. *ÉLODiL - Éveil au Langage et Ouverture à la Diversité Linguistique*. CSDM - Opération solidarité et Centre Metropolis du Québec-Immigration et métropoles 2006-2009
- Kanouté, F. *Outils parents et bénévoles de l'organisme «j'apprends avec mon enfant»*. MESS et Ville de Montréal, 2010
- Ministère de l'Éducation, du Loisir et du Sport. *Rapport d'évaluation. Programme d'enseignement des langues d'origine*. Direction de la recherche, des statistiques et de l'évaluation, 2009.
- Murphy, T. *Les représentations des enseignants quant à l'intégration des élèves allophones à Montréal*. Mémoire de maîtrise. Université de Montréal, 2012
- Saboundjian, R. *Effets de l'enseignement réciproque sur la compréhension en lecture d'élèves allophones immigrants nouvellement arrivés en situation de grand retard scolaire au secondaire*. Mémoire de Maîtrise, Université de Montréal, 2012
- Thamin, N. *Tensions discursives autour de la prise en compte de la diversité linguistique dans les écoles montréalaises*. Rapport de stage postdoctoral..Université de Montréal, 2011
- Vatz Laaroussi, M., Armand, F. et Kanouté, F. *Écriture et histoire familiale de migration: recherche-action pour favoriser les compétences à l'écrit des élèves immigrants allophones et réfugiés*. FQRSC/MELS, 2009-2012

2) STRATÉGIES ET PRATIQUES ÉDUCATIVES DES FAMILLES ET DES COMMUNAUTÉS/LIENS ÉCOLE-FAMILLE-COMMUNAUTÉ

- Audet, G. et Potvin, M. *Les intervenants communautaires-scolaires dans trois quartiers pluriethniques et défavorisés de Montréal. Synthèse comparée de deux initiatives et état de la situation*. Montréal: Partenariat ARIMA et InterActions. CSSS Bordeaux-Cartierville-Saint-Laurent, mai 2013
- Bilodeau, A., Lefebvre, C., Bélanger, J., Deshaies, S. et Gagnon, F. *La collaboration école-famille-communauté et les mesures qui en sont issues dans quatre communautés montréalaises pluriethniques et défavorisées*. CSSS Bordeaux-Cartierville-St-Laurent: Direction de la qualité et de la mission universitaire, 2010a
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