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Snapshot of the situation

CULTURAL DIVERSITY

TABLE OF CONTENTS

Strategic priority:
CULTURAL DIVERSITY

> The cultural-diversity strategic priority aims to create French-language learning spaces where people of all cultural identities can find their place and fully participate in the development of Francophone communities.

OBJECTIVES OF THE CULTURAL-DIVERSITY SNAPSHOT

Cultural Diversity translates into the inclusion of Francophones in all their cultural plurality. This inclusion requires increased, lifelong access to French-language programs and services adapted to their needs and realities as well as increased citizen participation.

THIS SNAPSHOT AIMS TO:

- Present the findings

- Identify the strengths and challenges

- Identify relevance indicators

- Present existing resources

- Identify lacking resources

DESIRED OUTCOMES

Taking relevance indicators into account, Francophone and Acadian communities (FACs) have developed/reviewed and implemented their intersectoral strategies aimed at including members of the Francophone community in all their cultural diversity through lifelong access to French-language programs and services and through increased citizen participation.

TARGET AUDIENCE
Who are you?

I AM AN EDUCATOR
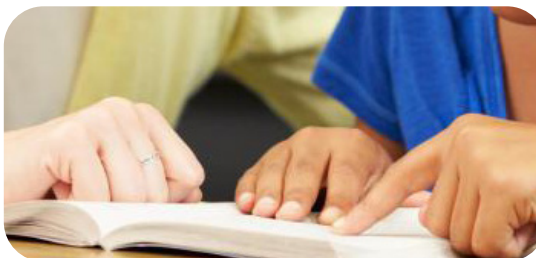
I AM AN ELEMENTARY OR A SECONDARY SCHOOL TEACHER

I AM A SCHOOL PRINCIPAL

I AM A SCHOOL TRUSTEE
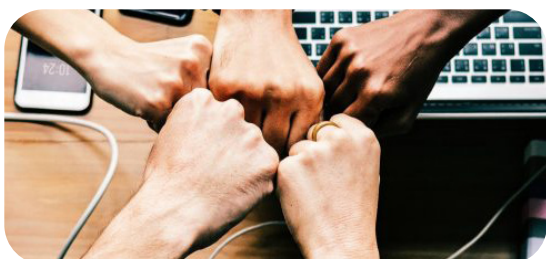
I AM A GUIDANCE COUNSELLOR

I AM IN CHARGE OF TEACHER TRAINING/
POST-SECONDARY STUDIES

I AM RESPONSIBLE FOR LIFELONG LEARNING

I AM FROM A MINISTRY OF EDUCATION OR A
GOVERNMENT MINISTRY WITH A RELATED FIELD

I AM AN EMPLOYEE OF A COMMUNITY ORGANIZATION OR A MEMBER OF THE COMMUNITY WITH AN
INTEREST IN THIS AREA

FINDINGS

The field of cultural diversity includes several components all of which are equally complex. Claiming to want to cover all the issues in this snapshot of the situation would be unrealistic and would not be in line with the needs and purposes of the Strategic Plan for French-language Education. The snapshot takes 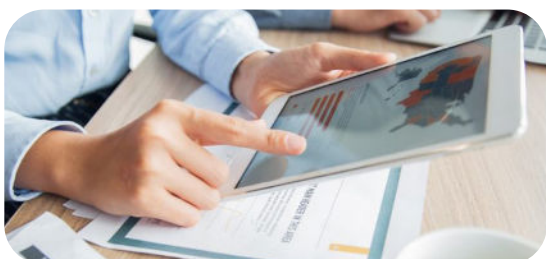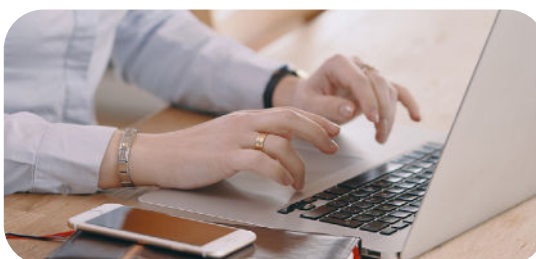a look at the capacity of Francophone and Acadian communities in a minority situation in Canada to meet the needs and aspirations in terms of inclusion of cultural diversity.

CULTURAL DIVERSITY IN CANADA'S FRANCOPHONIE

In the early 2000s, Francophone and Acadian communities (FACs) made it a national priority to act collectively on the issue of immigration and diversity, as an essential vector of their development and vitality.

To be able to be more effective in this regard, the FACs must take into account the needs and realities of immigrant families in the process of adjusting and integrating into Francophone adoption communities and must be able to address the needs and realities of Francophones born in Canada in all their cultural diversity.

Francophone and Acadian communities have targeted as priorities: recruitment of French-speaking newcomers, implementation of networks and reception and settlement services, cultural diversity awareness and the economic, social and cultural inclusion of newcomers.

In 2019, to support the vitality of Francophone communities in a minority setting, Immigration, Refugees and Citizenship Canada (IRCC) undertook to promote Francophone immigration outside Quebec through the initiative MEETING OUR OBJECTIVES: FRANCOPHONE IMMIGRATION STRATEGY.

This strategy aims to achieve a strengthened approach to Francophone immigration for Canada with three main objectives, namely to increase Francophone immigration in Canada to reach a target of 4.4% of French-speaking immigrants outside Quebec by 2023, support the successful integration and retention of French-speaking newcomers and strengthen the capacity of Francophone communities.

To implement the measures contained in the IRCC strategy, the ACTION PLAN FOR OFFICIAL LANGUAGES – 2018-2023: INVESTING IN OUR FUTURE is allocating a $40.8 million in funding over five years.

According to the data provided by the IRCC's Francophone immigration policy centre, in 2017, 2% (4,702) of the individuals admitted as permanent residents outside Quebec were Francophone, which is a slight increase from 1.8% (4,396) of individuals in 2016.[1]

CANADA'S FRANCOPHONE IMMIGRATION STRATEGY INCLUDES FIVE PILLARS:

1. **Selection — Selection tools promoting French-speaking candidates**

2. **Attraction — Expansion of promotion recruitment support**

3. **Collaboration — Joint action with key partners**

4. **Services — Enhanced resettlement and settlement pathways**

5. **Results — Coherent policies supported by evidence and outcomes**

[1] 2018 Annual Report to Parliament on Immigration, Immigration, Refugees and Citizenship Canada. p. 27

SOME PREMISES

The snapshot of the cultural diversity situation in the Francophone school community must take into account certain premises :

1) Immigrants must have access to various programs and services to fully integrate in the host society, and be able to participate fully in various activities and institutions in the Francophone and Acadian communities. Since no single stakeholder can meet all of these needs on his own, the communities' commitment in terms of Francophone immigration must be based on a multisectoral approach, including various stakeholders (governments, sectors, communities).

2) This snapshot will promote lifelong access to French-language programs and services focused on an approach emanating from principles of equity, anti-oppression and inclusion.

3) The continuum of education, which begins in early childhood and includes elementary and secondary as well as post-secondary levels and lifelong skills development, enables Canadians to adopt a growth mindset to therefore build the collective effectiveness of Francophone and Acadian communities. The continuum develops the students as someone who is part of a family which may itself be in a learning process.

DISTINCTION BETWEEN CULTURAL DIVERSITY INCLUSION AND INTEGRATION OF FRANCOPHONE IMMIGRANTS IN A MINORITY SETTING

UNESCO describes inclusive education as a "process that involves the transformation of schools and other centres of learning to cater for all children – including students from ethnic and linguistic minorities, those from rural populations, and those with difficulties in learning and to provide learning opportunities for all youth and adults as well.

Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability. Consequently, inclusive education is essential to achieve social equity and is a constituent of lifelong learning."[2]

The concept of immigrant integration could be defined as follows: a process through which a person of immigrant background undertakes to understand, adapt, participate in and contribute to the institutional, economic, social and community life of the host society.

[2] UNESCO. (2009). Policy Guidelines on Inclusion in Education.

Inclusion and integration are interrelated processes. For example, immigrants are sometimes themselves confronted for the first time with a great cultural diversity when they first arrive in Canada. In order to ensure respect for diversity by all stakeholders and students in French-language schools in a minority setting, it is essential to build social cohesion.

The vision of social cohesion in Canada is based on the participation and inclusion of the entire population in a society where diversity is perceived as a strength. "A cohesive society is an inclusive society with a web of bonds and connections facilitating participation. They further said that such a society requires public spaces, institutions and programs that act as bridges across distance and difference."[3]

For example, according to the Conseil des écoles publiques de l'Est de l'Ontario (French Public School Board of Eastern Ontario - CEPEO), the consumption of products of Francophone culture within the educational institution increases social cohesion, due to the creation of links between consumers of the same type of culture.

INTERSECTIONALITY

The individual exists in an intersection of different identity dimensions. This intersectionality has an effect on the way of experiencing the world and on the way in which the individual is perceived by society.

Identity therefore manifests itself through multiple aspects of diversity, including, but not limited to, migration origins and routes, racial and cultural identities, belief systems, gender identities and gender expressions, sexual orientations, family structures, socioeconomic profiles and situations of disability, but not limited to these dimensions alone.

Diversity is not only for newly arrived families (immigrants, refugees and asylum seekers), but it is also for students born in Canada: there is a marked human diversity and a growing complexity of identity construction.

> "EACH OF US COULD IDENTIFY WITH MORE THAN ONE GROUP. PEOPLE'S LIVES ARE MULTI-DIMENSIONAL AND COMPLEX. LIVED REALITIES ARE SHAPED BY DIFFERENT FACTORS AND SOCIAL DYNAMICS OPERATING TOGETHER." [5]

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[3] Justice Canada. Inclusion for All: A Canadian Roadmap to Social Cohesion
[4] Term developed by Kimberlé Crenshaw, 1991
[5] University of Ottawa. (2016) Racialized People. Equity & Inclusion Lens Snapshot.

THE THREE LEVELS OF A CULTURE

A culture is a set of manifestations and complexities that includes three different levels [6] **:**

LEVEL 1: DOING

- The most easily observable demonstrations of a culture, such as the customs and rituals, food, language, clothing, etc.

- This level is visible and apparent.

- Emotional load is the lowest of the three levels and therefore has a limited impact on trust-based relationships.

LEVEL 2: THINKING

- Implicit rules and patterns, which seem obvious to members of the same culture, such as eye contact, non-verbal communication, the relationship between a male and a female, ideologies, etc.

- This level is invisible and complex, but for individuals who possess the appropriate interpretation keys, it can also be visible and obvious.

- Emotional load is high and the elements associated with it have a significant impact on the development of bonds of trust, because they express, among other things, signs of respect or hostility.

LEVEL 3: FEELING

- Deeply held beliefs and standards that shape the view of the world such as the relationship to nature and animals, the definition of family, notions of what is right or wrong, etc.

- This level is invisible and complex.

- Emotional load is very intense and the elements associated with it have a strong effect on the bonds of trust.

When it comes to diversity, we often think of the easily observable elements (level 1), but it is just as important to address all the unspoken issues (level 2) as well as visceral elements, meaning deep beliefs and the standards that shape the view of the world (level 3).

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[6] According to the teaching tool "Pour bâtir nos compétences interculturelles, il faut comprendre les 3 niveaux d'une culture" of the Conseil des écoles publiques de l'Est de l'Ontario (CEPEO) and based on the research of Émilie Deschênes, Ph.D., school management and intercultural management consultant.

CULTURAL AND INTERCULTURAL PROFICIENCIES OF SCHOOL STAKEHOLDERS

Cultural competency is based on individuals' ability to adapt to each other's culture while maintaining a balance with their own. It can also be understood as the ability to be effective in one's interactions and daily life within a given culture.

E.g., A teacher who acquires skills to work in a new cultural environment.

Intercultural proficiency is based on [translation] "appreciating the differences between one's own culture and those of others, understanding diversity and understanding it as an advantage, being knowledgeable and respectful of different cultural groups, and knowing ways to learn more about one's culture and the culture of people and organizations (schools, boards)."[7]

Intercultural proficiency is therefore the ability to understand and adapt to the interaction between cultures in order to find a balance.

E.g., When the school stakeholder has acquired the skills necessary to teach in a culturally diverse context and implements dialogue strategies that promote mutual recognition and a sense of common belonging among learners.

"INTERCULTURAL PROFICIENCY FOCUSED ON EQUITY"

Intercultural proficiency aims to [translation] "create, in the school, an environment and a community free of racism, contempt and stereotypes, where all students, regardless of their place of origin, are treated with empathy, dignity and respect. [A place] where cultural bridges can be built between students from different cultures, where teacher-student and student-student communication is effective, and where the skills, knowledge, and abilities of students are valued."

— ÉMILIE DESCHÊNES, CONSULTANT SPECIALIZING IN SCHOOL MANAGEMENT AND INTERCULTURAL MANAGEMENT

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7 Based on a presentation by Émilie Deschênes (2019), consultant specializing in school management and intercultural management, at a Tripartite Committee meeting.

Key elements specific to French-language schools in a minority setting and the Canadian Francophone Network

- The presence of a vast cultural diversity.

- Educational facilities and the situation of Francophone and Acadian communities are different from one environment to another.

- The lack of communication between schools and parents, largely due to cultural differences and the still inadequate capacity of our schools to understand and address the experiences of racialized people and the systemic biases they face on a daily basis.

- The integration and retention of teachers

- The lack of Francophone tools and resources.

- Bilinguism and the ability to take cultural diversity into account influence parents' choice of school for their child.

- Institutional completeness of the French-language education system.

Building teachers capacity

- Culture must be better defined so that it reflects the diversity of French-language schools. To do this, we must move away from the folkloric vision that is not current among students and away from the vision of a single Francophone culture; on the contrary, there are several dimensions of Francophone identity.

- The reality of working conditions; prior to hiring, teachers from a region where the French language is in the majority and teachers with a recent immigration background need to adapt to a new pace of learning and a new cultural environment.

- Teachers' professional integration must occur at the teaching level, of course, but also at the community level.

- The lack of training in connection with multicultural classes, the increase in working time (the emotional investment, as well as the investment of relevant and adapted knowledge and know-how, in the desire to understand the other), the management of inter-ethnic conflicts between students and the socialization of newly-arrived students.

- The challenge of communication and mutual understanding due to cultural differences.

- The choice of differentiated teaching and evaluative practices, including an understanding of the individual and systemic biases that involve these practices and how to deal with them.

- Initial training does not include specific courses on the inclusion of cultural diversity or on the development of intercultural skills. Training must also be provided for the acquisition of French language skills in a minority and multilingual context.

- Promote the integration of parents of students with recent immigration backgrounds through school to ensure the successful integration of all family members. Promote teachers' understanding of intersectionality and take it into account in classroom instruction.

KNOWLEDGE

French-language schools in a minority context must prioritize the development of cultural and intercultural skills that take into account minority Francophone culture, cultural diversity and multiple or hybrid identities.

These practices must promote discussions between students and the educational experiences outside the classroom to meet the Francophone school's double mandate, namely to transmit the French language and build their Francophone identity.

In order to do so, teachers need opportunities to network with families from recent or distant immigration backgrounds and training in diversity knowledge and intercultural skills adapted to their roles and profession.

SOFT SKILLS

[Translation] "Intercultural proficiency is a soft skill which translates into the ability to interact effectively with people from cultures different from our own." (Lussier, 2007)

Soft skills allow relationships to be created with students. Teachers who welcome their students into the classroom, develop a sense of humour with them, and is genuine will make the student feel comfortable and confident and thus promote learning. Among other things, teachers must be able to practise education that is relevant and adapted to multicultural environments and rooted in the principles of equity. This knowledge includes respect for others, open-mindedness and humility.

KNOW-HOW

Know-how enables teachers to develop the capacity for professional and personal reflection on their own attitudes, beliefs, prejudices and values that influence teaching practices and student learning.

Know-how therefore requires a set of skills that ensures a match between observation and action (e.g., adapting one's teaching and adapting the curriculum accordingly, respecting students' pace, working according to the needs of the students/school, taking into account the other's culture.)

One of the key concepts of know-how is decentration, the fact of putting oneself in the shoes of the other person in order to understand the complexities of different cultures and thus open a dialogue that allows for understanding, but also for making oneself understood.

SAVOIR-SAVOIR (KNOWING HOW TO UNDERSTAND)

Savoir-savoir describes the knowledge, but also metaknowledge; it is therefore not only what individuals know, but also the way they know and learn. Teachers must understand the norms, ways of functioning, les reflexes and intuitions of their students, cultural differences and dynamics, and different ways of looking at the world, etc.

For example, interactions (disagreeing, giving opinions, etc.) may be perceived as acceptable or unacceptable depending on the culture. To be fair, teachers who give a participation rating will need to consider the savoir-savoir in their way of teaching.

[Translation] "In an inclusive educational environment, all students, parents and other members of the school community are welcomed, included, treated fairly and respected. All students are supported and their success is fostered in a culture of high expectations. Fairness does not mean treating everyone the same regardless of differences. In an inclusive school environment, all students are supported and identify with the curriculum. Students who feel connected to their teachers, to other students, and to the rest of the school community achieve better results."[8]

INTEGRATION OF STUDENTS WITH AN IMMIGRANT BACKGROUND INTO SCHOOLS

Several partners in the education community have been involved in research on the school integration of students with an immigrant background.

This research shows that the level of difficulty in integrating at school can vary, on the one hand, for each group of immigrants depending on their origins, migratory journey, previous social and educational experiences, language, culture and, on the other hand, based on the practices used in welcoming immigrants into the school environment.

Researchers Diane Farmer and Normand Labrie show that [translation] "the school's expectations are not always understood or adapted to the reality of immigrant families who must deal with new social norms, particularly in the way they communicate with the school's teaching and administrative staff. The partial proficiency with the French language by immigrant parents and other characteristics related to their immigrant or refugee status that sometimes limit their resources are enough to create a distance between these families and the school."[9]

[8] Ontario Ministry of Education. (2010) Ontario Curriculum for grades 1 to 8. Programme d'appui aux nouveaux arrivants (PANA) (Newcomer Support Program).
[9] Farmer, D., & Labrie, N. (2008). Immigration and francophones in Ontario schools: structure of relationships between institutions, parents and the community. Revue des sciences de l'éducation, 34(2), 377-398.

In recent years, a great challenge surfaced with many immigrants arriving. Coming from countries in conflict, many of these students have physical, emotional (anxiety, post-traumatic stress disorders, etc.), behavioural (lack of concentration, violence) and academic (failures, delays due to irregular school attendance) problems.

Since the school is a crossroads where people come together across cultures, school boards must, among other things, incorporate some of the following elements to provide immigrant students with a true and positive welcome:

- Creation of a file containing the profiles of the immigrant/refugee students and their families (e.g., the family's migratory journey, contacts (networks: matching with others, needs and means to communicate with them, parents' experiences, etc.)

- Hiring of liaison officers, psychologists and deployment of additional school and community resources.

- Hiring of teachers and school staff with whom students and identify culturally and in terms of identity.

- Fining community agencies to assist newcomer students whose parents are unable to get involved in homework.

- During pedagogical days: to give strategies to properly include diversity in the classroom and intercultural instruction for teachers and school stakeholders.

- Include the intercultural education course focused on equity in the curriculum of the Faculties of Education.

- Offer information sessions intended exclusively for newcomer families.

[TRANSLATION] "THE RECOGNITION OF MAJOR DIFFERENCES BETWEEN THE CULTURAL GROUPS THAT MEET WOULD BE ONE OF THE FIRST STEPS TOWARDS THE ACQUISITION OF INTERCULTURAL PROFICIENCY IN SCHOOLS."[10]

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[10] Selon Émilie Deschênes, school management and intercultural management consultant, 2019.

BEST PRACTICE

The Conseil des écoles publiques de l'Est de l'Ontario (French Public School Board of Eastern Ontario - CEPEO) has implemented, in 2015, a one-of-a-kind program to support newcomer parents in Canada with their children's academic and social success.

Cafés-communautés (community cafés) allow newcomers, including refugees, to come together so as not to be left to fend for themselves in their new city. The CEPEO has thus created a meeting place for exchanges and discussions on a wide range of topics such as school report cards, schedules and homework, the job search and safety.

Organized around weekly thematic meetings, this program is given by an experienced instructor, alongside a welcome team to create a warm and engaging environment for participants.

As such, CEPEO's community cafés facilitate the integration of refugees and newcomers to Canada and enable them to develop their networks. These get-togethers are mainly used to forge connections between newcomers and with the various Francophone community stakeholders.

DIVERSITY WITHIN THE FRENCH-LANGUAGE EDUCATION SYSTEM

EARLY CHILDHOOD

Francophone early childhood development services are essential for immigrant parents. They are often the first place of institutional care where they can integrate into the reality of the host society and the values advocated there.

These services intended for children from birth to school age help parents of immigrant families to integrate while allowing them to work, return to school or take time to settle into their new life.

Furthermore, it is an ideal place to raise awareness of diversity among pre-school children and thus foster the emergence of an intercultural dialogue. Contrary to popular belief, young children are sensitive to cultural differences and absorb the implicit messages of those around them in this regard.

As in all places of education, intercultural training is essential for educators; they must take up the major challenge of developing in children and adults the open-mindedness necessary for adaptation in a pluralistic society. From a very early age, children are open to cultural diversity and to what is available to them through contact with their friends.

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[11] Lacassagne, A. (2010). Le Contact interculturel francophone de Sudbury (CIFS) : francophones avant tout ! Exemple d'un interculturalisme réussi.

According to the early childhood facilitator's tool, [translation] "development of cultural identity and respect for diversity go hand in hand, because open-mindedness and acceptance of the other person's culture can only be achieved through affirmation and pride in one's own culture."[12]

Early childhood development programs and services (PSDPE), through developmental and learning situations, enable young children to interact with the various identity dimensions of Francophones in a minority context, thereby fostering the appropriation and construction of their own Francophone identity.

However, despite the importance of these programs and services designed to open up the cultural diversity of young children, their families and community members, a number of challenges remain in terms of access to childcare services within communities.

ACCESSIBILITY CHALLENGES;

- **Recruitment and retention of staff**

- **Shortage of childcare spaces**

- **Inadequate funding for early childhood services**

- **Need for better promotion of the existence of Francophone early childhood services to parents**

[Translation] **"The existence of services in French is inadequate; it is also necessary to ensure that the parents in question are made aware of the existence of Francophone daycare centres early in their child's life."»[13]**

ELEMENTARY AND SECONDARY LEVELS

Beyond the integration of students and their families, the main challenge facing French-language schools remains that of ensuring the success of the immigrant student, including the realization of their full potential and their well-being within their community.

From the point of view of many young people with an immigrant background, a point of view corroborated by their parents, school is a place of instruction, socialization and qualification. Faced with such ambitions, schools must adjust so that they take into account the needs of a wide variety of learner profiles among newcomer students.

When dealing with newcomer students, it is important to put in place practices that take into account the diversity of schooling experiences, migratory journeys and life experiences (such as trauma from experiences of armed conflict).

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[12] L'ACELF (2011) Des enfants en art. Trousse du passeur culturel : la contribution des arts et de la culture à la construction identitaire, ACELF.

[13] Chartier, M., Dumaine, J. & Sabourin, E. (2011). Vivre en français pendant la petite enfance et apprendre à l'école française, y a-t-il un lien? Cahiers franco-canadiens de l'Ouest, 23, (1-2), 3–61.

"
[Translation] "The impact of traumatic experiences on children's learning and development is becoming increasingly important in the world of education. (...) School staff members are not responsible for healing students; but by adopting certain practices, they can play a crucial role in creating learning and living contexts that are conducive to their healing and development."[14]
"

SOME OF THE SERVICES OFFERED TO IMMIGRANT CHILDREN AND FAMILIES IN FRENCH-LANGUAGE SCHOOLS IN A MINORITY CONTEXT INCLUDE THE FOLLOWING[15] :

- One-on-one meetings with students and their families;

- Guiding students and their parents to adjust to the provincial/territorial school system and life in Canada;

- Information workshops for parents/guardians;

- Information and training workshops for students (self-esteem workshop, leadership course, health information, etc.);

- Training sessions for school personnel;

- Help in cultural interpretation for pour parents and school personnel;

- Referral of newcomer families to the various settlement services that exist in the community;

- Preparing the host community for the successful integration of newcomers;

- Reception classes for students who are behind academically;

- A breakfast program for children of low-income families (children of non-immigrant families also benefit from this program);

- Provision of school supplies (school bags, binders, books), shoes, winter clothing, etc. for low-income newcomer families;

- A visit to the school (operation of the toilets, soap dispenser, etc.) combined with a presentation by the teacher and the students in the class;

- Agreement on the school entry date (teacher and parent) so that the teacher can greet the student upon his or her arrival.

- Meetings intended for parents after school hours to make connections with other parents of students and therefore facilitate and accelerate their integration into the school community.

[14] Sirois, N (2019) Pour une pédagogie sensible à l'impact des traumatismes sur l'apprentissage. Le Centre franco

[15] Bisson, R., & Ahouansou, P. (2013). Intégration des jeunes réfugiés en milieu scolaire dans les communautés francophones en situation minoritaire de cinq provinces : Colombie-Britannique, Saskatchewan, Manitoba, Ontario, Nouvelle-Écosse. Fédération des communautés francophones et acadienne.

For French-language schools, it is essential to address not only the integration of immigrant students, but also the inclusion of diversity in the classroom, since all students come from some kind of cultural diversity.

Inclusive education marks a significant paradigm shift in equal opportunities: it is no longer simply a matter of equal access or equal treatment, but of educational outcomes, achievements and success. [Translation] This is the very foundation of equity and the fight against discrimination: the focus is not only on the student's performance, but also on the school, its stakeholders and the means of equity implemented on the basis of the students' differentiated needs.[16] (Nussbaum 2012).

In order to navigate in the context of diversity, it is critical for all school personnel to develop intercultural skills. These skills facilitate a perspective of equity, anti-oppression and inclusion in the classroom.

The development of intercultural skills allows for the emergence of knowledge and an open-minded attitude towards diversity. Staff training in equity thus makes it possible to look at the non-functional elements within the school in order to adopt a growth mindset and therefore build collective efficiency.
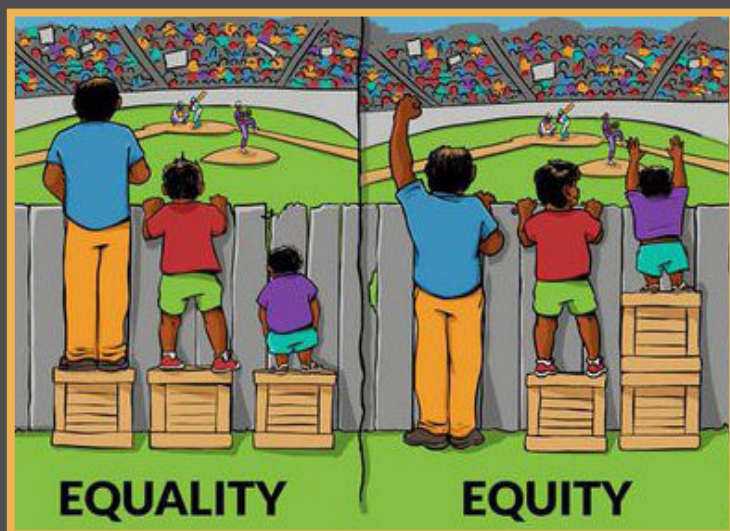
[Translation] "Treating all students equally, that is, in the same way, exacerbates existing inequalities. Acting with fairness in mind means intervening so that all students have access to equal opportunities to success and thrive."

(NATHALIE SIROIS [2019], MANAGER AND SENIOR MANAGER IN EQUITY AND HUMAN RIGHTS FOR THE CEPEO.)

[16] NUSSBAUM M.C. 2012 Capabilités. Comment créer les conditions d'un monde plus juste ?, Paris, Flammarion

WINNING PRACTICES IN EDUCATION AND SCHOOL ACCOMMODATION

SUPPORT PROGRAM FOR NEWCOMERS

The Support Program for Newcomers (Programme d'appui aux nouveaux arrivants - PANA), developed by the Ontario Ministry of Education aims to facilitate the integration, reception, admission and support of newly arrived students in the country.

This program entrusts school stakeholders with the collective and individual a responsibility of ensuring the student's harmonious integration through the acquisition of cultural references and general knowledge related to school and community life. In addition, from grades 1 to 8, the PANA also touches upon French, Mathematics and Science and Technology.

Based on students' specific needs, the school determines the arrangements for guidance and support needed to offer the PANA.

SETTLEMENT WORKERS IN SCHOOLS (SWIS) PROGRAM

Funded by Immigration, Refugees and Citizenship Canada (IRCC), the Settlement Workers in Schools (SWIS) Program (Programme de travailleuses et travailleurs en établissement dans les écoles - TÉE), is an initiative that aims to meet the needs of newly arrived students and families in terms of settlement and integration.

The program facilitates the integration and full development of newcomer Francophone families by building bridges between school, family and community.

TO BUILD THESE BRIDGES, THE SWIS:

- get in touch with the parents, newcomer guardians (and the young people in the secondary schools) to help them meet their settlement needs;

- direct the families to more specialized community resources, as needed;

- offer group information sessions to parents, guardians and youth newcomers, often in partnership with support staff;

- help support staff to understand the settlement needs of newcomers.

BEST PRACTICES IN DIVERSITY INCLUSION IN FRENCH-LANGUAGE SCHOOLS IN A MINORITY CONTEXT

The population served by French-language schools in a minority context is characterized by a diversity that manifests itself in a number of ways. This diversity is regarded by the CEPEO as a source of richness and a sign of vitality of Francophone communities.

[Translation] "However, it is clear in today's society, various dimensions of identity continue to be subject to prejudice, structural barriers, and unfair power relations that affect the opportunities for learning, success and fulfillment for both individuals and entire sectors of our community."[17]

SYSTEMIC ADVISORY COMMITTEE ON EQUITY AND HUMAN RIGHTS

On the basis of this observation, in 2019 the CEPEO set up a Systemic Advisory Committee on Equity and Human Rights (Comité consultatif systémique en équité et droits de la personne). This committee provides an opportunity for individuals with an equity-seeking identity to engage in discussions with the School Board decision-makers to influence policy creation.

The committee is made up of CEPEO staff members, students, parents or other adults responsible for students from the CEPEO and of representatives from community organizations. Members meet five times a year and sponsor at least three dialogue and co-learning events.

THE ADVISORY COMMITTEE'S MANDATE IS TO:

- Serve as a point of contact and a forum for dialogue among stakeholders to identify and address systemic barriers that may impede the success, well-being and full development of students and staff.

- Report equity and human rights needs and issues to the CEPEO.

- Identify issues that affect the Board's equity and human rights priorities to the CEPEO.

- Recommend to the Board the measures it deems appropriate to enhance diversity and improve its policies, procedures, programs and practices using an equity tens in compliance with applicable laws and existing collective agreements.

- Provide recommendations and feedback aimed at improving the effectiveness of equity, accessibility, inclusion and anti-oppression measures undertaken in the CEPEO.

- Sponsor actions in support of the development of the organizational culture of the CEPEO and of its partners in terms of diversity, equity, accessibility, inclusion and anti-oppression, including meetings for dialogue and co-learning.

[17] CEPEO (2019) Création d'un comité consultatif systèmique en équité et droits de la personne

POST-SECONDARY EDUCATION

Post-secondary teaching institutions play a key role in revitalizing Francophone communities in a minority setting. Post-secondary studies represent both a continuation of the French-language education continuum and a gateway for many immigrants.

There are currently 22 post-secondary institutions in Canada that are members of the Association des collèges et universités de la francophonie canadienne (ACUFC).

The ACUFC aims to increase access to post-secondary education in French in order to establish a true continuum of French-language education, from early childhood to post-secondary education.

The 22 member institutions play a crucial role as catalysts in attracting international students and then training and successfully integrating this skilled Francophone immigration into Francophone minority communities. Each year, the colleges and universities of the Canadian Francophonie welcome approximately 4,000 international students.[18]

To promote their integration and success, the members of the ACUFC aim to offer a range of personalized support services as soon as they express an interest in immigrating to Canada. These services address barriers to equity, diversity and inclusion on campus and in the community.

IN GENERAL, THE PROGRAMS AND SERVICES AVAILABLE TO IMMIGRANTS FALL INTO FOUR MAIN CATEGORIES:

1. Recruitment and orientation (international student orientation, explicit recruitment of immigrants, preparation for Canadian college and university life);

2. Intra-institutional services (contact person for immigrants or international students, skills and competencies assessment system, English and French language training, pedagogical support for students);

3. Links to the labour market (employability services, entrepreneurship training and support, career planning);

4. Links with the community (established community partnerships, cross-cultural skills for immigrants and host communities, settlement and community integration).

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[18] ACUFC (2019) 2018-2019 Annual Report. Association des collèges et universités de la francophonie canadienne.

Teach training in French-language schools in a minority context

Faculties of education must also offer training programs to prepare future teachers to work in French-language schools in a minority setting.

In order for teachers to actively contribute to the achievement of the educational mission of French-language schools in a minority setting, they must be made more aware of all aspects of the minority situation.

[Translation] "Future teachers must increase their knowledge of the social and political issues related to linguistic minorities in order to be able to raise their students' awareness of these issues and understand the importance of supporting them in their identity-building process, while nurturing in them the pride of belonging to a plural Francophonie rich in its diversity." (Cavanagh, M., Cammarata, L., & Blain, S. 2016)[*]

Integration of teachers with a recent immigration background

In these times in which there is a shortage of Francophone teachers, French-language schools in minority contexts are welcoming an increasing number of new teachers from immigrant backgrounds. Their presence in the schools is greatly desired, as it ensures a certain representativeness of the increasingly diverse school population. However, these new teachers face several challenges associated with their professional integration.

HIRING DIFFICULTIES;
- They may not have access to technological tools to complete online assessments.
- They are not accustomed to taking part in semi-structured interviews, as this is an American practice.
- They do not have access to references from a Canadian employer.

DIFFICULTIES RELATED TO THE ACQUISITION OF EDUCATIONAL KNOWLEDGE AND SKILLS;
- Immigrants who want to work as locum tenens do not have easy access to the training unit.
- They sometimes have difficulty adapting the teaching practices of their country of origin.

DIFFICULTIES RELATED TO THE NON-RECOGNITION OF QUALIFICATIONS;
- Since education is a provincial jurisdiction, the criteria are not the same for each province and territory. In addition, qualifications earned in their country of origin may not be recognized in Canada.

DIFFICULTIES RELATED TO SCHOOL AND COMMUNITY INCLUSION;
- Teachers face prejudices, within their school or community environment, because of their country of origin, religion and dress.
- While cultural diversity is very present in schools, it is difficult for students and teachers to find cultural references in educational resources.

These many challenges reiterate the importance of offering host and integration programs in schools, developing training on intercultural management for school principals, intergrating cultural works from other countries into teaching curricula (promoting cultural diversity in schools), and creating a hiring process that focuses less on interviews and more on how candidates perform in the classroom.

[*] Cavanagh, M., Cammarata, L., & Blain, S. (2016). Enseigner en milieu francophone minoritaire canadien: synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants. Canadian Journal of Education/Revue Canadienne De l'éducation,

COMMUNITY SUPPORT FOR DIVERSITY INCLUSION

In interviews with Francophone immigrants and refugees, participants emphasized the importance of community organizations in their social integration and participation.

[Translation] "The host and integration program for Francophone refugees is successful when a Francophone organization is in charge of the file and when this organization receives the support of the other partners that serve this clientele and the support of the members of the host community. When all these conditions are met, the file of the Francophone refugees is no longer just a matter of political will; it also becomes a social initiative."[19]

Furthermore, immigrant youth who develop friendships with other students succeed in integrating very quickly into their host society. It is important for newly arrived students to identify places where it is possible to meet other young people of their own age outside of class time, such as sports and recreation facilities, youth centres, community groups, etc.

[Translation] "Gradually, students not only develop an understanding of how school works and the transition to post-secondary education, but also learn about the new codes governing relations between individuals in Canadian society and how it functions as a whole, particularly with respect to the coexistence of the two official languages."[20]

Collaborations between school boards and community organizations are essential in promoting the inclusion of cultural diversity.

Community programs and initiatives that promote equity and inclusiveness in society make community members aware of the diversity that surrounds them.

[19] Veronis, L. (2018). Spaces of encounter: Social and cultural integration experiences of French-speaking immigrants and refugees in Francophone minority communities. Immigration, Refugees and Citizenship Canada.

[20] Bisson, R., & Ahouansou, P. (2013). Intégration des jeunes réfugiés en milieu scolaire dans les communautés francophones en situation minoritaire de cinq provinces : Colombie-Britannique, Saskatchewan, Manitoba, Ontario, Nouvelle-Écosse. Fédération des communautés francophones et acadienne.

COMMUNITIES WISH TO BE INVOLVED FOR VARIOUS REASONS:

- Make their interests and those of their allies understood;

- Provide advice, specialized expertise and information to benefit others;

- Have a say in decisions that affect them.

ENGAGED COMMUNITIES CREATE COMMUNITIES THAT HAVE, AMONG OTHER THINGS;[21]

- More sensitivity to different points of view

- Better adherence to decisions and more effective enforcement of regulations;

- Greater social capital in the community (trust and improved relationships);

- The possibility of higher degrees of well-being and better health status;

- Better adapted children;

- Safer, more attractive and more welcoming communities.

LANGUAGE, CULTURE AND IDENTITY

Language is one of the most significant identity markers. It is this first identity marker that partly determines the relations that will be established between different speakers.

In many Francophone minority communities, there is a desire and an effort to redefine the collective identity, what constitutes "the Francophone community" in terms of openness to diversity and inclusion.[22]

In order to foster immigrants' identity-building and sense of belonging to a French-language community, the school must encourage students to work together to redefine Francophone identity. This exercise, which promotes inclusive education, allows students to see that Francophone identity is applicable to everyone and can be experienced in different ways. It is not a single identity, but rather a common project, which they express in French.

[21] L'Initiative : une ville pour toutes les femmes (IVTF), Ottawa (2015) L'avancement de l'équité et l'inclusion : Un guide pour les municipalités

[22] Veronis, L. (2016). Rapport Final : Rencontre de recherche sur l'immigration d'expression française dans les communautés francophones en situation minoritaire (CFSM) du Canada. Immigration, Réfugiés et Citoyenneté Canada.

CULTURAL, INTERCULTURAL AND CROSS-CULTURAL SKILLS

Cultural, intercultural and cross-cultural skills in French-language schools develop as students become more open to other Francophone cultures. These skills enable students to exert a positive influence on their environment and thus contribute to the growth of Francophone communities and the construction of a collective and inclusive cultural identity.

According to the Council of Ministers of Education (Canada) consortium, cross-cultural skills generate the desire to create a common social project to which all members of the Francophone community can adhere, because their cultural contributions to the Francophone community will be valued.

THIS INTERACTION PUSHES THE STUDENT TO USE A SET OF KNOWLEDGE, SKILLS AND ATTITUDES THAT FOSTER: [23]

- An in-depth knowledge of one's own and other cultures with the intention of building a pluralist and renewed Francophone collective culture.

- Intercultural exchanges and developing a role of cultural mediator to build with others a new way of life together.

- Building new common cultural representations.

[Translation] "Since the Canadian Francophonie is characterized by diversity, each person's cultural experience is often part of a relationship with what is other, that is, a relationship of otherness. For the individual, this relationship is revealed in three components: the cultural component, the intercultural component and the cross-cultural component" .»[24]

THE OPENING CONTINUUM:[25]

CULTURAL COMPONENT/OPENING AND OBSERVATION

Students learn to know themselves and to understand the culture, their own and that of others, within the same society. If young people are active in their own culture, they can however be considered passive towards the culture of the other.

INTERCULTURAL COMPONENT/EXPERIENCE

Through the events in their lives, students open up to other cultures, exceed the boundaries of their perceptions and judgments about other cultures. It is a process of socialization, a reflective and active approach.

CROSS-CULTURAL COMPONENT/AFFIRMATION

Students come to evolve in various contexts other than their own with respect to other cultures. They live in coexistence with other value systems related to ways of thinking, acting and being in relation to other cultures. The cross-cultural component generates the construction of new common cultural representations.

[23] Council of Ministers of Education (Canada) (2012) Pan-Canadian Framework for Cultural Appropriation in French-Language Schools.

[24] Lussier, D. (2006). Intégrer le développement d'une «compétence interculturelle» en éducation: Un enjeu majeur de la mondialisation. Paper presented at the conference "La transmission des connaissances, des savoirs et des cultures" in Alexandria.

[25] L'ACELF (2015) Comprendre la construction identitaire 10. Les compétences culturelles, interculturelles et transculturelles.

French-language schools in a minority context must also promote greater inclusion of linguistic diversity by emphasizing the importance of preserving the plurality of francophone accents. The lack of recognition of this cultural and identity diversity can lead to discriminatory practices, the consequences of which include linguistic insecurity.

Several researchers[26] have shown that, for some children, the non-recognition of the existence of a family language (be it an immigrant language, a regional language, a language of Aboriginal communities or other languages), that is different from the language of the school, can result in "language insecurity," feelings of discrimination, low self-esteem, and difficulties in transferring cognitive and language skills from one language to another.

Drawing on the results of research conducted with immigrant students in multi-ethnic settings, these researchers emphasize that schools must take into account the multilingual nature of the social environment and must build on the use of students' language skills.

The Fédération de la jeunesse canadienne-française (French-Canadian Youth Federation—FJCF) launched, in March 2020, the National Strategy For Linguistic Security. This strategy proposes courses of action so that everyone can express themselves in French with confidence, resilience and pride, so that the different accents reflect the diversity of Francophone communities. Education is one of the four areas of intervention at the heart of this strategy.

THE OBJECTIVES OF LINGUISTIC DIVERSITY APPROACHES ARE TO:

1. Develop positive attitudes towards linguistic and cultural diversity.

2. Allow for the development of language thinking skills.

3. Facilitate, in a multi-ethnic environment, recognition and legitimization of children's languages of origin.

4. Facilitate the learning of French and awareness of the social role and identity of French as a common language.

[26] Armand, F., Dagenais, D. & Nicollin, L. (2008). La dimension linguistique des enjeux interculturels : de l'Éveil aux langues à l'éducation plurilingue. Éducation et francophonie.

According to Françoise Armand and Erica Maraillet[27], the implementation of the language awareness program has shown that students at the end of primary education develop an acute sociolinguistic awareness of the surrounding language issues, that they perceive their pluralism as appreciable multilingual skills and that they are in favour of maintaining linguistic diversity. Pluralism thus promotes the recognition and appreciation of differences and the development of social cohesion that goes beyond and embraces this diversity, in order to serve common goals.

If the French-language school wishes to train a person with a cultural foundation based on a sense of belonging, its goal is also to form a citizen capable of associated with all the other members of society and investing the public space or a citizen capable of "living together."[28]

The realization of this concept of interculturality is based on the implementation of a cultural approach to teaching. The Council of Ministers of Education, Canada (CMEC) has developed a Cadre pancanadien pour l'appropriation de la culture dans les écoles de langue française (Pan-Canadian framework for a cultural approach to teaching).

The foundation document of this framework presents the model of the dynamic process of appropriation of an evolving Francophone culture. In this way, students maintain and affirm their identity, which is built on their personal history and their interactions with the world around them and with the other cultures that make up the Canadian Francophonie.
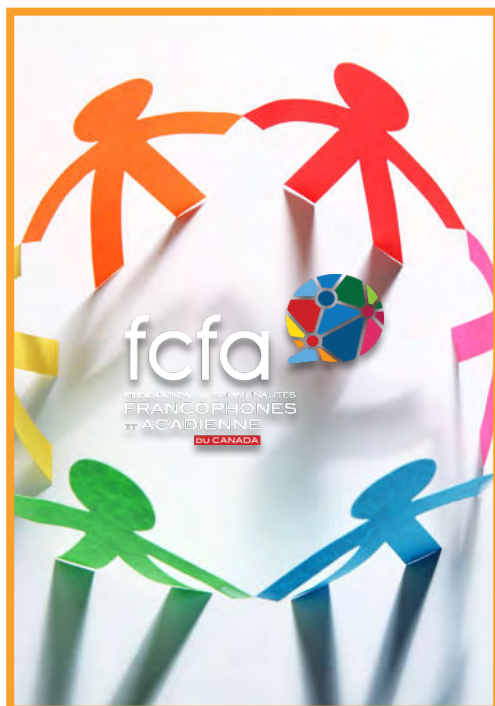
COLLABORATION

All the authors who have tried to propose responses to the issues related to cultural diversity have spoken of the need for collaboration among the various stakeholders and networks that can contribute directly or indirectly to the success of inclusion in the Francophone and Acadian communities.

In their final report (Intégration des jeunes réfugiés en milieu scolaire dans les communautés francophones en situation minoritaire de cinq provinces : Colombie-Britannique, Saskatchewan, Manitoba, Ontario, Nouvelle-Écosse, 2013) submitted to the FÉDÉRATION DES COMMUNAUTÉS FRANCOPHONES ET ACADIENNE (the Federation of Francophone and Acadian communities of Canada - FCFA), Ronald Bisson and Patricia Ahouansou make a series of recommendations, all of which are based on collaboration and partnership.

In particular, the authors recommend that service providers in the fields of immigrant reception and settlement, health, education and social services work more in partnership while reinforcing the notion of intercultural competence in all their practices. They suggest that the FCFA works closely with the FÉDÉRATION NATIONALE DES CONSEILS SCOLAIRES FRANCOPHONES (FNCSF), a federation that represents French-language school boards in Canada outside the province of Quebec, to better identify the needs with respect to the provision of services to children of refugee parents and other immigrant youth.

27 ARMAND, F., DAGENAIS, D. & NICOLLIN, L. (2008). LA DIMENSION LINGUISTIQUE DES ENJEUX INTERCULTURELS : DE L'ÉVEIL AUX LANGUES À L'ÉDUCATION PLURILINGUE. ÉDUCATION ET FRANCOPHONIE,
28 GOHIER, C. (2006). ÉDUCATION ET FRAGMENTATION IDENTITAIRE : À LA RECHERCHE D'UN CENTRE DE GRAVITÉ. ÉDUCATION ET FRANCOPHONIE, 34 (1), 148-161.

COLLABORATION

Several partnerships already exist within the Francophone and Acadian communities in relation to immigration, Francophonie and education. Among them, the Réseaux en immigration francophone (RIF) are collaborative mechanisms that ensure that all stakeholders across the country work together and coordinate their efforts.

The RIF are not organizations, but rather groups of organizations, whose mandate includes ensuring cooperation and promoting partnerships with stakeholders from different sectors in order to achieve the objectives of the immigration continuum.

The majority of RIF are part of the provincial or territorial Francophone advocacy organization, which is a member of the FCFA. As a result, advocacy organizations play a key role in both the management of RIF abd with other key stakeholders such as provincial and territorial governments, the institutional networks of our communities, etc.

LEADERS' FORUM

Nor can we neglect, beyond the RIF and the advocacy organizations, the role of the members of the Forum des leaders. This group of close to 50 organizations and institutions active within the Francophonie, coordinated by the FCFA and responsible for implementing the Plan stratégique communautaire national, brings together stakeholders from a variety of sectors, including posetsecondary teaching, health, economic development, school boards, Francophone and bilingual municipalities, etc.

In fall 2013, the FCFA set up a new community governance for Francophone immigration. In fact, in order to strengthen the concerted action of the communities, the FCFA created a new NATIONAL COMMUNITY TABLE ON FRANCOPHONE IMMIGRATION.

Building on the structures already establised within the communities in terms of Francophone immigration, in order to foster aligned initiatives throughout the country, the National Table is made up of 12 members working at various levels of intervention and within key sectors. It is responsible, among other things, for identifying issues and priorities in the area of Francophone immigration, ensuring the coordination of actions at the national, provincial/territorial and local levels and between various sectors, and providing a clear picture of the realities of Francophone immigration as they are experienced across the country.

TABLE NATIONALE SUR L'ÉDUCATION

The Table nationale sur l'éducation **is a group of national organizations working directly or indirectly in the field of French-language education.**

THIS TABLE HAS A MANDATE TO:

- Promote exchanges of information on issues of common interest and thus avoid duplications of effort;

- Facilitate partnerships based on each person's area of expertise;

- Take into account the educational needs of the Francophone and Acadian communities in order to develop common positions and strategies on issues with a national connotation;

- Align the needs of organizations in terms of education according to the axes, fields, strategies or committees identified;

- Ensure that the Table's strategies are aligned with other national strategies that have an impact on education;

- Act as an educational advisory group to the national institutions concerned.

ALONE WE GO FASTER, BUT TOGETHER WE GO FURTHER

Within the scope of Civic Community School, we read that collaboration extends well beyond communication, networking, cooperation or coordination. It refers to a mutually beneficial relationship between two or more parties to achieve objectives by collectively assuming responsibility, authority and accountability for the achievement of jointly defined results.

The purpose of collaboration is to create a common vision and collective strategies to address issues that are far beyond the jurisdiction of any one party.

The ÉCC's vision is an invitation for collaboration and partnership between the school and the community in order to see and do things differently.

It represents a social transformation that neither the education system nor any component of the community could achieve individually. The ÉCC's success depends on the collaboration and leadership of all stakeholders.

FINALLY, THE TRIPARTITE COMMITTEE WAS ESTABLISHED FOLLOWING THE SOMMET DES INTERVENANTES ET DES INTERVENANTS EN ÉDUCATION DE LANGUE FRANÇAISE EN MILIEU MINORITAIRE, HELD IN 2005.

THIS COMMITTEE BRINGS TOGETHER THE THREE EDUCATION STAKEHOLDERS, NAMELY THE SCHOOL BOARDS AND COMMUNITY ORGANIZATIONS, THE MINISTRIES OF EDUCATION OF THE PROVINCES AND TERRITORIES AND THE GOVERNMENT OF CANADA.

THE TRIPARTITE COMMITTEE'S MANDATE IS TO FACILITATE THE IMPLEMENTATION OF THE STRATEGIC PLAN FOR FRENCH-LANGUAGE EDUCATION (PSELF) BY DEVELOPING A COLLABORATIVE STRUCTURE, MONITORING AND REPORTING MECHANISMS. THE TRIPARTITE COMMITTEE IS RESPONSIBLE FOR THIS SNAPSHOT OF THE SITUATION WITH REGARD TO CULTURAL DIVERSITY.

STRENGTHS

A SOLID PARTNERSHIP STRUCTURE AND WINNING RESOURCES

Francophone minority communities have a set of organizational structures that promote the establishment of strategic partnerships. Increased use of these partnership structures and the connections between them will make it possible to collectively find answers to issues related to cultural diversity while building on the inclusive nature of the communities. The greatest impacts come from collective efforts to understand the issues, develop strategies, and take action.

CHALLENGES

ORGANIZATIONAL CAPACITY BUILDING

Strengthening systemic capacity to intervene in the area of cultural diversity from an equity, inclusion and anti-oppression perspective. Although collective awareness and the desire to act are growing, certain issues remain in educational circles of the French-speaking world.

THE GROWTH OF EXISTING PARTNERSHIPS AND COMMUNICATIONS BETWEEN ALL STAKEHOLDERS IN THE DEVELOPMENT OF INITIATIVES BASED ON AN EQUITY AND INCLUSION LENS WOULD;[29]

- Further awareness in all spheres of diversity;

- Integrate various perspectives to build team capacity;

- Ensure that the workforce and services reflect the diversity of the community;

- Eliminate structural barriers and inequalities that some people have to fight against.

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[29] City for All Women Initiative (2015) Equity and Inclusion Lens Handbook. Creating a City for All.

STRENGTHENING THE SYSTEMIC CAPACITY TO INTERVENE IN THE FIELD OF CULTURAL DIVERSITY INVOLVES FOUR AREAS OF INTERVENTION, NAMELY:

RECEPTION AND SETTLEMENT STRUCTURES

Francophone reception and settlement structures should be strengthened and consolidated across the country to ensure that newcomers have access to French-language services that are adapted to their specific needs and that host communities have the capacity to support them, with a view to maintaining an approach "by and for" the communities.

INTERCULTURAL EDUCATION

Several observers have demonstrated the need for intercultural training among education stakeholders. Intercultural education involves a process of raising awareness of cultural and ethnic diversity. This need is also felt by teachers and community members.

POST-SECONDARY EDUCATION

Access to post-secondary education in French is not available in all provinces and territories. The educational community and communities will have to identify solutions to this important issue.

RESEARCH

In order to strengthen the systemic capacity to intervene in the area of diversity, Francophone communities will have to be able to rely more on research focused on the integration of principles of inclusion and equity in the classroom.

RELEVANCE INDICATORS

Relevance indicators are statements that are used to take a position on the value of an approach. Thus, stakeholders in all sectors that play a direct or indirect role in the field of education and cultural diversity rely on these indicators to guide the design, implementation, ownership, use or evaluation of all approaches, resources, initiatives or strategies aimed at achieving the objectives of the STRATEGIC PLAN FOR FRENCH-LANGUAGE EDUCATION.

IMMIGRATION RELEVANCE INDICATORS:

1. **Effective and accelerated paths and opportunities for the recognition of prior learning and skills to enter the labour market;**

2. **The representation and distribution of persons of immigrant origin in various types of employment, various sectors of activity and various socioeconomic strata;**

3. **Academic programs based on transparent criteria in a fair and equitable process leading to graduation and opening access to employment;**

4. **Development of language skills in French and English at levels that effectively open doors to the labout market;**

5. **A representation of students' cultural profiles among school personnel;**

6. **Un investissement efficace dans l'accompagnement adapté des personnes d'origine immigrante dans la formation et l'intégration au marché du travail avant l'adoption de stratégies de recrutement à l'international.**

CULTURAL DIVERSITY RELEVANCE INDICATORS:

Intervention aimed at fostering the inclusion of cultural diversity within the country's Francophone and Acadian communities and within the French-language education system must be planned in such a way as to:

1. Foster the development of an inclusive Francophonie that is enriched by the diversity of the individuals and communities that make it up;

2. Promote the role of the French language and recognizing the richness of linguistic diversity for the community in order to strengthen the sense of belonging to the Canadian Francophonie;

3. Represent the full diversity of communities in school and community activities;

4. Create opportunities for cooperation between education stakeholders, community organizations and the various levels of government (national, provincial/territorial, regional, local) ;

5. Create a common project to increase the sense of belonging to the French language; students and the community work together to make something of the Francophonie. Being Francophone is not a single identity that is applicable to everyone, but rather a project that is expressed in French, because it is the language of convergence;

6. Fuel the growth of a perspective of equity and individual and collective inclusion in order to have a positive and lasting impact on the development of Francophone and Acadian communities in a minority context.

FUTURE PROSPECTS FOR DIVERSITY:

In the future, the Tripartite Committee will address the various facets of diversity, including, but not limited to, migration origins and routes, racial and ethno-cultural identities, belief systems, gender identities and gender expressions, sexual orientations, family structures, socioeconomic profiles, and disability situations.

Definition

In the context of the Strategic Plan for French-language Education, the term «resource» means:

Any means — foundation document, training strategy, implementation guide, model of an initiative, research reports, expertise, etc. — likely to support the implementation of an intersectoral strategy for French-language education put forward by Francophone and Acadian community partners.

FRANCOPHONE IMMIGRATION; A DIVERSITY THAT BRINGS US TOGETHER

Fédération des communautés francophones et acadienne du Canada (FCFA)

DESCRIPTION

Portal bringing together all relevant information on Francophone immigration issues in French-speaking minority communities. The site offers information in the area of reception in Francophone communities, French-language studies, and integration into the labour market. There is also information for employers as well as a wealth of information on events related to Francophone immigration.

TYPE OF RESOURCE

The website groups together resources on Francophone immigration, recruitment, reception and integration:
• One Francophonie across Canada
• Preparing one's arrival/Services to get settled
• Working/Studying/Visiting
• Resources for employers
• Events

INTENDED FOR

• Francophone immigrants interesting in living in Canada;
• employers interested in recruiting qualified workers from abroad;
• government decision-makers wanting to know more about Francophone immigration

CONSIDER SETTLING IN A FRANCOPHONE COMMUNITY OUTSIDE OF QUEBEC

Immigration, Refugees and Citizenship Canada (IRCC)

DESCRIPTION

Web page under the immigration tab of the Government of Canada's website that presents relevant information on living in French in Francophone communities outside Quebec. The page also offers a series of videos entitled Living in French in Canada. These videos feature testimonials from immigrants who have successfully integrated into one or another of Canada's Francophone minority communities. The website also includes resources on Francophone immigration by province/territory of choice.

TYPE OF RESOURCE

The resource is a Web page that provides information, links and resources grouped under the following themes:
• Living in a Francophone community
• The host Francophone community initiative
• Francophone immigration: part of our heritage
• Studying in French
• Hiring a French-speaking worker
• Preparing for life in Canada/Services to use before arriving

INTENDED FOR

• Anyone considering the possibility of living in one of the Francophone communities outside Quebec;
• Employers interested in recruiting qualified workers from abroad.

Note: this document is not exhaustive. While it provides an overview of resources in terms of cultural diversity, there are other tools related to this strategic priority.

SETTLEMENT WORKERS IN SCHOOLS (SWIS) PROGRAM

Immigration, Refuees and Citizenship Canada (IRCC)

DESCRIPTION

The SWIS programs are intended to help newcomers integrate into the school community and Canadian society. These programs may include some or all of the following components:

• Information and counselling services
• Systematic contact with newly arrived families
• Needs assessment and action planning
• Integration of services, managed referrals and individualized social work
• Non-therapeutic counselling
• Cultural understanding and language interpretation
• Home visits, community relations and advocacy

TYPE OF RESOURCE

Settlement Workers in Schools (SWIS) is an outreach program that was established through a partnership of settlement agencies, boards of education, and IRCC to promote settlement and foster student achievement.

INTENDED FOR

The SWIS' offer services to three distinct client groups:

• The SWIS' help students learn about the school environment and help them reach their full potential and succeed in Canada.

• The SWIS' help families understand the school system and support their children, and provide information and guidance on various aspects of life in Canada.

• The SWIS' help school staff see the school and its requirements from the newcomer's perspective.

SUPPORT PROGRAM FOR NEWCOMERS (PROGRAMME D'APPUI AUX NOUVEAUX ARRIVANTS - PANA)

Ontario Ministry of Education

DESCRIPTION

The purpose of PANA is reflected in the linguistic and cultural diversity of the students who attend Ontario's French-language schools. Helping newcomer students familiarize themselves with their new environment, learn about Canadian society, and bridge the gaps in oral communication, reading and writing is a priority, since the success of their studies depends on it, as well as their personal development and social integration.
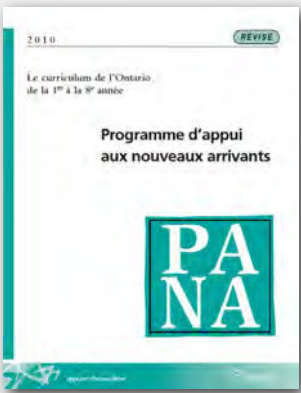
TYPE OF RESOURCE

The resource is a support program for students in grades 1 through 8. It includes learning expectations and content prescribed in the Ontario curriculum.

INTENDED FOR

The PANA is intended for teachers of grades 1 through 8 in Ontario's French-language schools.

The school clientele targeted by PANA includes students who arrive each year from abroad, especially from countries where French is the language of instruction or public administration.

FRENCH-LANGUAGE EDUCATION IN CANADA

Fédération nationale des conseils scolaires francophones

DESCRIPTION

French-language education in Canada is happening from coast to coast. It takes many forms in 10 provinces and three territories. The website allows immigrants to learn more about French-language education in a minority context and to explore early childhood services, elementary and secondary schools or post-secondary institutions by province or territory.

TYPE OF RESOURCE

The ELF website contains the following tools:

• A search engine for French-language child care services and schools by city or postal code in different sections;

• employment offers in each of the Francophone school boards;

• an interactive map for more information on teacher certification and credential assessment.

INTENDED FOR

• Francophone immigrants looking for a school for their children.

• Qualified school stakeholders seeking employment in one of the 700 elementary or secondary French-language schools in a minority setting.

HOW CAN TEACHERS MAXIMIZE ENGAGEMENT AMONG MULTILINGUAL STUDENTS?

EdCan Network

DESCRIPTION

Researchers have found that by encouraging multilingual students to use their native language in addition to that spoken in class, they come to see themselves as talented and accomplished speakers of several languages. These students are then more likely to be interested in studying, rather than feeling limited by their current abilities in the language of instruction.

TYPE OF RESOURCE

• Francophone immigrants looking for a school for their children.

• Qualified school stakeholders seeking employment in one of the 700 elementary or secondary French-language schools in a minority setting.

INTENDED FOR

• School stakeholders called upon to work in a context of linguistic diversity in a French-language school in a minority setting.

FOR PEDAGOGY THAT IS SENSITIVE TO THE IMPACT OF TRAUMA ON LEARNING — NURTURING RESILIENCE

Le Centre franco

DESCRIPTION

The purpose of this guide is to enable education professionals to acquire the basic notions of the after-effects and traumas of the experience of armed conflict or other types of major social violence in order to enlighten pedagogical choices.

TYPE OF RESOURCE

The guide covers the means of acquiring the basic notions of after-effects and traumas, particularly those associated with armed conflicts in order to enlighten pedagogical choices.

INTENDED FOR

• The tool promotes collaboration between school staff members in order to determine at what point a student requires specialized support.

PAN-CANADIAN FRAMEWORK FOR CULTURAL APPROPRIATION IN FRENCH-LANGUAGE SCHOOLS

Council of Ministers of Education (Canada) (CMEC)

DESCRIPTION

A project targeting cultural appropriation and identity building that provides tools for implementing a cultural approach to teaching.

Cadre pancanadien pour l'appropriation de la culture dans les écoles de langue française

TYPE OF RESOURCE

The project consists of four tools:

1. a professional development website ;
2. a pan-Canadian database of cultural references;
3. a databse of learning strategies; and
4. a foundation document.

INTENDED FOR

1. School staff;
2. Teaching staff of post-secondary institutions;
3. Curriculum designers.

EDUCATIONAL ACTIVITY DATABASE (BANQUE D'ACTIVITES PEDAGOGIQUES - BAP)

Association canadienne d'éducation de langue française (ACELF)

DESCRIPTION

This pan-Canadian resource consists of a directory of over 600 educational activities. As each activity is linked to a school subject, the BAP provides teachers with stimulating ideas to engage their students in reflecting on their personal and cultural identity, while developing their sense of communication, engagement and leadership.

BAP
BANQUE D'ACTIVITÉS PÉDAGOGIQUES

TYPE OF RESOURCE

The BAP is a constantly evolving interactive databank. It contains activities for seven age groups corresponding to early childhood, primary, secondary and literacy.

The activities À chacun sa salade and Accents français are, moreover, in line with the objectives of the cultural diversity portrait.

INTENDED FOR

Teachers of early childhood, elementary and secondary school students.

UNDERSTANDING IDENTITY BUILDING 10: CULTURAL, INTERCULTURAL AND TRANSCULTURAL SKILLS

Association canadienne d'éducation de langue française (ACELF)

DESCRIPTION

The Understanding identity building series provides French-speaking education stakeholders with simple booklets on the basic principles of identity building and on the various subjects related to it. The tenth booklet in the series entitled «cultural, intercultural and transcultural skills» focuses on the importance of taking into account the cultural diversity in order to promote Francophone identity building.

TYPE OF RESOURCE

This booklet provides vocabulary and concepts that will help school stakeholders plan activities that will allow students to develop and fully live their identity as young Francophones living in a culturally diverse context.

acelf
Comprendre 10

INTENDED FOR

1. School staff;
2. Teaching staff of post-secondary institutions;
3. Curriculum designers.

LINGUISTIC AND CULTURAL PLANNING FRAMEWORKS AND POLICY STATEMENTS FOR FRENCH-LANGUAGE SCHOOLS

Ontario Ministry of Education

DESCRIPTION

Documents developed by the provinces and territories to provide a framework for language and cultural planning interventions. Although they were developed to meet the needs of a particular province or territory, these resources, which are in line with the priorities of the PSELF, have been targeted to serve as a reference and inspiration for those interested in developing and implementing strategies in language and cultural planning.

TYPE OF RESOURCE

Some of these documents are departmental policies while others are framework documents.

1. Ontario's Aménagement Linguistique Policy for French-Language Education
2. Politique d'aménagement linguistique et culturel — Un projet de société pur l'éducation en langue française (New Brunswick)
3. Ontario's Aménagement Linguistique Policy for Early Childhood Education (pending)
4. Ontario's Aménagement Linguistique Policy for French-Language Post-Secondary Education and Training

INTENDED FOR

All partners in the education and community sectors who have an interest in French-language education in a minority setting in Canada.

EQUITY AND INCLUSION FOR STUDENT WELL-BEING - LEADERS AND LEARNERS

### Canadian Association of School System Administrators

DESCRIPTION

This issue of the magazine Leaders and Learners shares how French language school boards outside of Quebec are ensuring wel-coming environments for new students while reflecting an inclusive and rich francophonie. This issue also contains an article written by the National Federation of French-Language School Boards about the importance of fostering dialogue between stakeholders in order to identify and address the systemic barriers that can hinder the success, well-being and full development of students and staff.

TYPE OF RESOURCE

Leaders & Learners is the official magazine of the Canadian Association of School System Administrators. It is mailed to decision makers in the education industry all across Canada.

This issue highlight the efforts of school boards to support equitable schools, classrooms and districts.
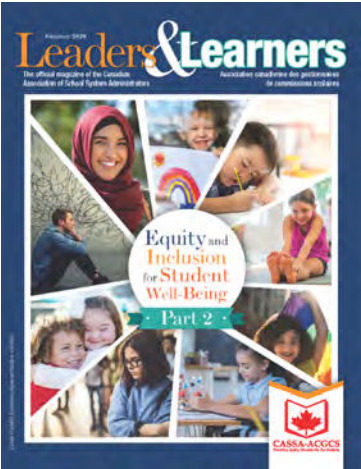
INTENDED FOR

- Canadian education professionals.

TARGETED RESOURCES FROM OTHER STRATEGIC PRIORITIES WITH AN IMPACT ON CULTURAL DIVERSITY

STRATEGIC PRIORITY: IDENTITY BUILDING

• TROUSSE DES ENFANTS EN ART

Des enfants en art is the cultural facilitator's kit intended for early childhood staff. It is a practical tool to accompany children in the development of their sense of belonging to the francophonie by integrating arts and culture to the programming.

• VOYAGE EN FRANCOPHONIE CANADIENNE

Voyage en francophonie canadienne is a resource that fosters the appropriation of historical cultural referents among youth to support the development of their sense of belonging to the Canadian francophonie.

• MA VIE EN FRANÇAIS

Ma vie en français is an oral communication tool to help students analyze the issues that concern them directly as Francophones and to debate them with other Francophones their own age.

• SEMAINE NATIONALE DE LA FRANCOPHONIE (NATIONAL FRANCOPHONIE WEEK)

Thematic week which is a celebration aimed at stimulating the development, in schools, of a dynamic Francophone cultural identity and a strong sense of belonging to the francophonie.

• GUIDES VOIR GRAND

The Voir grand collection proposes five practical guides to foster identity building at home, at school or in the community.

STRATEGIC PRIORITY: TEACHING/LEARNING

• PÉDAGOGIE À L'ÉCOLE DE LANGUE FRANÇAISE (PEDAGOGY FOR FRENCH-LANGUAGE SCHOOLS) (PELF)

The PELF is a pedagogy model designed for minority contexts. Based on the latest education research, it rallies together parents, communities and school partners.

• ÉDUCATION POSTSECONDAIRE DE LANGUE FRANÇAISE (FRENCH-LANGUAGE POST-SECONDARY EDUCATION)

The resource consists of a research report presenting a review of the literature on the transition to postsecondary studies in French and the factors that influence young Francophones and francophiles' choices

• TROUSSE DE FORMATION EN FRANCISATION - PAN-CANADIEN FRENCH AS A FIRST LANGUAGE PROJECT

This kit presents a variety of francisation and teaching methods in minority settings to help students whose level of spoken French is limited to improve their basic language proficiency and their cultural understanding so as to successfully integrate into the French-language education system.