



## CALL FOR PRESENTATION AND WORKSHOP PROPOSALS

**For the  
Community Forum:  
MINORITY COMMUNITY VITALITY THROUGH EDUCATION**  
October 28-29-30, 2018  
Concordia University, Montreal

Organized by the Inter-Level Educational Table  
of the Quebec English-Speaking Communities Research Network

**Deadline for proposals: March 16, 2018**

### CONTEXT

The “Minority Community Vitality through Education” forum will explore ways in which minority language education can contribute to community vitality in different geographical settings. Its particular focus will be on the situation of Quebec’s English-speaking minority.

There have been English-speaking minority language communities in Quebec for over 250 years. Today, 1.1 million Quebecers have English as their first official language; two thirds of this number has English as their mother tongue. Quebec’s English-speaking population is ethnically diverse and makes important social, economic and cultural contributions to the province. These communities are largely bilingual, well integrated in Quebec, and committed to bridging cultural solitudes, while also nurturing links with international networks across the globe.

However, research shows that Quebec’s English-speakers face significant community vitality challenges. These cover many interrelated spheres including employment, education, health, culture, access to municipal and provincial services, outmigration, newcomer and ethnocultural group integration.

The vitality of a language community is “that which makes a group likely to behave as a distinctive and active collective entity in intergroup settings” (Giles, Bourhis & Taylor, 1977). Vitality allows communities to “survive and thrive as a collective entity in [a] given intergroup context.” Key elements that affect the vitality of language communities are “demography, institutional support and status” (Bourhis & Landry, 2012).

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## ORGANIZERS

The Inter-Level Educational Table, a committee of the Quebec English-Speaking Communities Research Network ([QUESCREN](#)), is organizing the event.

QUESCREN was established in 2008 at Concordia University in Montreal to improve understanding of Quebec's English-speaking communities and promote their vitality. It is a collaborative network of researchers, stakeholders, and educational and other institutions. Members engage in research, training, knowledge mobilization, networking and outreach. QUESCREN exists through a partnership of Concordia, where it is housed; the Canadian Institute for Research on Linguistic Minorities in Moncton; and Canadian Heritage.

In 2017, QUESCREN created the Inter-Level Educational Table ([ILET](#)) as a space where representatives of Quebec's English-language educational institutions and associations, along with community groups and the public sector, could address community vitality issues.

The event is ILET's inaugural forum. It will take place in 2018 at Concordia University. It is the first of three biennial forums that will address different themes related to the English-speaking community.

## FORUM PROGRAM COMMITTEE MEMBERS

- **Brian Lewis**, Co-Director, QUESCREN; Professor, Concordia University, Dept. of Communications Studies
- **Lorraine O'Donnell**, Coordinator-researcher, QUESCREN; Affiliate Assistant Professor, Concordia University, School of Community and Public Affairs
- **Patrick Donovan**, Associate Coordinator, QUESCREN
- **Marie-Josée Berger**, Dean, The School of Education; Associate Vice-Principal, Continuing Education, Bishop's University
- **Richard Bourhis**, Professor Emeritus, Université du Québec à Montréal, Dept. of Psychology
- **Rita Legault**, Director of Communications & Public Relations, Quebec Community Groups Network (QCGN)
- **Jennifer Maccarone**, President, Quebec English School Board Association (QESBA)
- **Erich Schmedt**, Executive Advisor, John Abbott College
- **Richard Schmid**, Professor, Concordia University, Dept. of Education
- **Paul Zanazanian**, Professor, McGill University, Faculty of Education
- **Dominique Michaud**, Director of Research Development, Concordia University Office of Research (observer)

## ROLE OF THE PROGRAM COMMITTEE

The forum program committee is inviting the public including researchers, practitioners, community stakeholders and policy-makers to submit proposals for presentations and workshops. The committee will review all proposals sent in and retain a selection of them, which it will put into the forum program.

## GOAL AND OBJECTIVES

The forum will assemble researchers, practitioners, community stakeholders and policy-makers. Its overall goal is to **encourage mobilization around the development of a healthy and sustainable English-language educational offer, from pre-K to university, that leads to student retention, access to good jobs in Quebec and a strong sense of identity and belonging.**

More specifically, participants will have the opportunity to:

- Increase the synergy and focus of networks around English-language community vitality in Quebec.
- Identify strategies for improving the continuum of Quebec's English-language educational offer.
- Share and learn from the rich forms of knowledge characterizing community-oriented education and research practice: up-to-date studies, expertise, practical experience, and stories of success and best practices.
- Help develop research teams around concrete projects.

## FORUM OUTPUTS

The following forum outputs will be widely disseminated online via QUESCREN and the networks of forum partners and participants:

- A collection of success stories and good practices in various areas of community development, community-based research and education.
- Strategic recommendations for decision-makers in governments, community organizations and educational and other institutions on how to improve the vitality of Quebec's English-speaking communities

## FORUM OUTCOMES

- Engaged, effective and efficient fundamental, applied and intervention research on Quebec's English-speaking communities, leading to evidence-based recommendations by research users, advocacy groups and policy makers at provincial and federal levels.
- Enduring individual, community and institutional networks that help structure and support the English-speaking communities of Quebec.
- Evolving attitudes and approaches within English-speaking communities and building of social bridges, resulting in increased social cohesion across language communities in Quebec.

## YOUR PARTICIPATION

We invite your proposals for:

- Presentations
- Workshops

Presentations and workshops should share rich forms of knowledge characterizing community-oriented education and research practice related to Quebec's English-speaking communities: up-to-date studies, expertise, practical experience, and stories of success and best practices. **Please follow the proposal instructions outlined on the pages below.**

The deadline for proposals is March 16, 2018.

## FORUM TOPICS

The following topics may be addressed in your presentations and workshops:

- The continuum of the English language educational offer from pre-K to University: gaps and solutions.
- Provincial government caps/restrictions on English-language post-secondary education, and the cumulative impact of reduced access to English language services in education.
- Teaching the history of English-speaking communities in Quebec schools and its impact on community sense of belonging.
- The building of complex, multiple identities related to the English-speaking communities within English-language schools.
- Innovative practices for minority education and vitality.
- Education policies related to minority communities.
- French immersion programs in English-language schools.
- Crossing the language divide in education.
- Youth engagement in English-speaking communities.
- Decisions by members of the English-speaking community on whether to stay or leave Quebec, and implications for English-speaking community vitality.
- Issue of “rights-holders” sending children to Quebec’s French-language schools instead of Quebec’s English-language schools.
- Intergenerational parent involvement in schools; declining volunteerism.
- Regional and historical profiles of different types of English-language schools.
- Entente Canada-Quebec funds and official minority education funding in Quebec.
- Education issues from the perspective of First Nations and visible minorities who use English as their first official language.
- Comparing English-speaking communities with other linguistic minority communities in Quebec, Canada and the world.
- What can be learned from Francophone minority education mobilization in the rest of Canada.
- Other topics related to education and community vitality.

## LANGUAGES

The Forum will take place in English and French.

## FORUM REGISTRATION

Official registration (for participants submitting workshop/presentation proposals as well as those just attending) will be opened this summer and an announcement will be made. For up to date information about the forum and other QUESCREN activities, please sign up for our newsletter at [this link](#).

### References

Giles, H. Bourhis, R.Y. Taylor, D. (1977). Towards a theory of language in ethnic group relations. In H. Giles (Ed.). *Language, Ethnicity and Intergroup Relations*. (pp. 307-348). London: Academic Press.

Bourhis, R.Y. & Landry, R. (2012). Group vitality, cultural autonomy and the wellness of language minorities. In R.Y. Bourhis (Ed.). *Decline and Prospects of the English-Speaking Communities of Quebec* (pp. 23-69). Ottawa: Canadian Heritage.

(Contact: [Bourhis.richard@uqam.ca](mailto:Bourhis.richard@uqam.ca) for pdf copies of these chapters)

## MINORITY COMMUNITY VITALITY THROUGH EDUCATION

October 28-29-30, 2018  
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### INSTRUCTIONS FOR PRESENTATION PROPOSALS

#### GENERAL INSTRUCTIONS

Presentations should share rich forms of knowledge characterizing community-oriented education and research practice related to Quebec's English-speaking communities: up-to-date studies, expertise, practical experience, and stories of success and best practices.

To submit a proposal for the presentation, **please prepare it according to the template below** and send it to Lorraine O'Donnell ([lorraine.odonnell@concordia.ca](mailto:lorraine.odonnell@concordia.ca)) and Patrick Donovan ([patrick.donovan1@concordia.ca](mailto:patrick.donovan1@concordia.ca)) by March 16, 2018 indicating "Forum presentation proposal" in the subject line.

The forum program committee will review it for relevance, academic merit, timeliness and connection to the forum objectives. Authors will be notified if their proposals have been selected by email before April 30, 2018.

Please note that selected presentations will be delivered during a limited number of sessions at the forum and/or may be published online via the forum web site.

#### TEMPLATE FOR PRESENTATION PROPOSALS

Name	
Job title	
Organization/institution	
Full contact details	
Country	
Topic (choose from the list in the call for proposals above)	
Description of the presentation. For presentations of research findings, including title, hypothesis, results, methods and sources, and how it relates to the chosen forum topic (max. 250 words)	
Short biography explaining your expertise in the field (max. 120 words)	

# MINORITY COMMUNITY VITALITY THROUGH EDUCATION

October 28-29-30, 2018  
Concordia University, Montreal

## INSTRUCTIONS FOR WORKSHOP PROPOSALS

### GENERAL INSTRUCTIONS

To submit a workshop proposal, **please prepare it according to the template below** and send it to Lorraine O'Donnell ([lorraine.odonnell@concordia.ca](mailto:lorraine.odonnell@concordia.ca)) and Patrick Donovan ([patrick.donovan1@concordia.ca](mailto:patrick.donovan1@concordia.ca)) by March 16, 2018 indicating "Forum workshop proposal" in the subject line.

The forum program committee will review it for relevance, potential for building community vitality, timeliness and connection to the forum objectives. Organizers will be notified if their proposal has been selected by email before April 30, 2018.

### GENERAL REQUIREMENTS FOR WORKSHOPS

- Each workshop lasts 3 hours, including a coffee break.
- May be in English, French, or both.
- Use a participatory methodology; include an interactive activity.
- 2 to 4 facilitators, provided by the workshop proposers.
- Forum outputs will include innovative and effective strategies and practices for building English-speaking community vitality. Each workshop should aim to identify such practices to include in a post-forum publication. NOTE: the forum program committee will provide facilitators a form to record workshop results including proposed strategies and practices.

### WORKSHOP TYPES AND SPECIFIC REQUIREMENTS

#### 1- Practicum workshops designed to share new and innovative materials and processes

- These workshops will focus on presenting and actually trying out new and innovative educational materials and/or processes. Such workshops will be ideal for practitioners to both present and participate in.
- Facilitators present materials and/or processes.
- Participants try out the materials and/or processes.
- Facilitators prepare a brief workshop report using a form provided by the forum program committee, and share it with the committee.

#### 2- Strategy and best practices workshops

- Participants work in small groups, to share and document their experience related to forum topics, and then share with the larger workshop group.
- Workshop facilitators (2 to 4 per workshop) share their experience related to the theme in the large group discussions.
- Note-takers drawn from workshop participants prepare notes of the large workshop group discussion and conclusions, including experiences shared by the facilitators, using a form provided by the forum program committee.
- Facilitators share the notes with the forum program committee.

### 3- Film screening workshops

- Facilitators present one or more films for part of the workshop.
- Facilitators moderate a discussion on how the film(s) relate to the forum theme of minority community vitality through education. For instance, would the film be useful for community group development or as classroom pedagogical tool?
- Note-takers drawn from workshop participants prepare notes of the discussion using a form provided by the forum program committee.
- Facilitators share the notes with the forum program committee.

### TEMPLATE FOR WORKSHOP PROPOSALS

Name	
Job title	
Organization/institution	
Full contact details	
Country	
Workshop topic (choose from the list in the call for proposals above)	
Type of workshop: (1) Practicum (2) Strategy and best practices (3) Film screening	
Number of facilitators	
Description of the workshop and how and how it relates to the chosen forum topic (max. 250 words)	
Short biography explaining your expertise in the field (max. 120 words)	