

A Case Study from Moncton, New Brunswick

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INTRODUCTION

Immigration is an opportunity to raise French minority demographic, language and cultural status in Canada.

Integration poses challenging issues such as isolation, discrimination, linguistic difficulties and socioeconomic insecurities.

School space allows and nourishes contacts between newcomers (parents and children) and Canadian society.

RESEARCH QUESTIONS

What are newcomers' perceptions of official English-French duality languages?

How does parents' satisfaction contribute to the integration process within the French minority context in New-Brunswick?

METHODOLOGY

Semi-structured interviews with 14 immigrant participants.

Thematic analysis: 3 steps decoding, coding, & interpretation (Paillé & Mucchielli, 2012)

RESULTS

Overall high confidence and positive attitude towards host society and its schools - *'I wasn't really worried because I was coming to a developed country where children's rights are truly considered'* (**Sanza**)

Bilingualism matters for long-term social and professional integration - *'...advised that in order to better fit in, in Canada, it was absolutely necessary to possess a certain level of bilingualism, so I had to send my children to Francophone school'* (**Paul**)

Parents' expectations

High level of schooling for their children; An educational curriculum that values diversity; Acceptance of cultural differences

'...my biggest preoccupation is that my daughter be cultivated. ...I don't think they do much to acknowledge, to promote cultural diversity within the school' (**Kouma**)

'I would say that the local community isn't well-informed about the capacities and skills of other communities' (**Paul**)

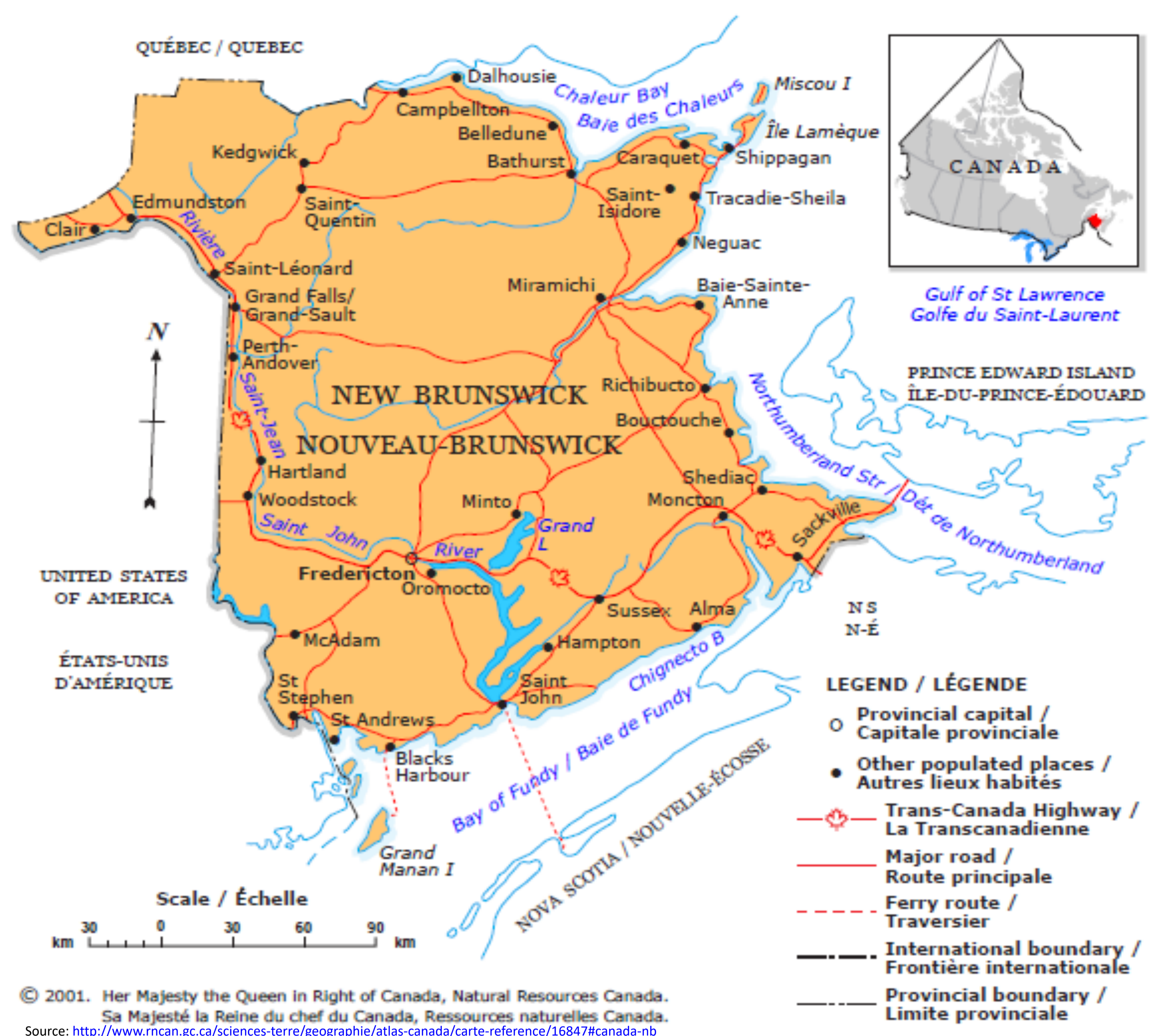
School integration challenges

French language, mathematic and geography difficulties, knowledge assessment

Social integration challenges

Isolation and discrimination: skin color and ethnic background, determining factors for friendship and acceptance, ethnic heritage denial

... She mentioned often, Ah, I am the only black! (**Bene**)
- *When I speak another language other than French at school, she stopped me* (**Kouma**) - *...my son only plays with three little black boys at school, they have their little group of four and they play together* (**Bene**) -
...they treat me like someone who doesn't know much about Canada. ...he said that I was a negro, so I give up with him and I am with an other. Now he's saying the same thing (**Pascal**)



CONCLUSION

Despite unmet expectations and difficulties, participants' overall perception of school was positive. Participants suggested creating an inclusive multi-ethnic curriculum. They also suggested that schools could become spaces for intercultural communication and nourish a culture of understanding and acceptance.