



ÉRIFARDA

Équipe de Recherche Interdisciplinaire sur les
Familles Réfugiées et Demandeuses d'Asile

BILINGUAL INTERNATIONAL SCIENTIFIC SYMPOSIUM

Thinking about the realities of refugee families and
asylum seekers for a better support system

**Long
Program**

**October
20-21
2022**



**Université de
Montréal**

Program

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ERIFARDA

Our mission

ERIFARDA is a university team made up of researchers from various fields (education, mental health and social and community fields) as well as actors-collaborators from different practice settings (educational, community, law and social services and mental health) whose mission is to design and develop an interdisciplinary research program aimed at a systemic understanding of the complex realities of refugee and asylum-seeking families as well as to promote systemic practices that promote their psychosocial well-being and their integration.

Our research axis

The research program targets the complex issues and context of refugee families and asylum seekers and includes three axes.



*The first axis concerns the **person or the ontosystem** as well as the **microsystem** and concerns the mental health and psychosocial well-being of young people and their families.*



*The second axis concerns the **microsystem (the school)** and the **mesosystem (school-family-community relations)** and focuses on the reality of educational environments and the socio-school experience, the adaptation and integration of young people refugees and asylum seekers.*



*The third axis concerns **social and community realities**, the **issues of integration, security, justice and accessibility (mesosystem, exosystem and macrosystem)** relating to refugee families and asylum seekers. The three axes will allow the documentation and understanding of the processes of inter-influence between these various systems on the development (time) of psychosocial well-being and the integration of these families. The researchers of the 3 axes will work to achieve this general objective and the specific objectives of the research team.*



Scientific Symposium 2022

The humanitarian crises of recent years, linked to both natural disasters and collective violence, have led to unprecedented movement and displacement of populations. According to the statistical report of the United Nations High Commissioner for Refugees (UNHCR, 2019a), before the pandemic, more than 70.8 million people were forcibly displaced around the world, and of this number, 41.3 million would be displaced within their country, while 25.9 million would have refugee status and 3.5 million, that of asylum seeker. It is true that the pandemic has slowed down this mobility of populations a little, but it has also deteriorated their physical and mental health, already weakened by their complex pre and post-migration journeys. Around the world, internally displaced people, asylum seekers and refugees find themselves in conditions of adversity, marked by various forms of violence and loss, trauma and bereavement, by precariousness, experiences of discrimination and uncertainty. Their pre and post-migration journey often makes them vulnerable (Cantekin and Gençöz, 2017; Hadfield, Ostrowski and Ungar, 2017). Their mental health, their education and their social integration into the host society are affected (Silove, Ventevogel and Rees, 2017; Fazel, Garcia and Stein, 2012; Hadfield, Ostrowski and Ungar, 2017).

In this particularly difficult context, non-governmental organizations, both local and international, the (formal and informal) educational, health and social service circles, as well as the legal authorities, are in a hurry to meet the multiple needs of these populations. This scientific conference aims to transcend geographic, disciplinary and sectoral boundaries by bringing together university researchers from various disciplines and fields (education, psychology, social work, law and others) and practitioners from the fields of education, mental health, and community work, supporting refugee, asylum-seeking families around the world. It aims to create a space for reflection, mobilization of theoretical, empirical and practical knowledge and tends towards an interdisciplinary and systemic understanding of the reality of immigrant, refugee and asylum-seeking families, as well as the promotion of documented policies and practices. Promoting the improvement of their living conditions during the pre- and post-migration journey as well as, where appropriate, their psychosocial well-being and their integration into the host society.



Comittees

Members of the Scientific Committee:

1. Garine Papazian-Zohrabian
2. Josée Charette
3. Annie Jaimes
4. Mélanie Gagnon
5. Rola Koubeissy
6. Caterina Mamprin
7. Geneviève Audet
8. Mickaël Idrac

Members of the Organizational Committee:

1. Garine Papazian-Zohrabian
2. Célia Le Normand
3. Mickaël Idrac

Our Partners:



Thursday,
October 20th



Roger Gaudry Building
Ernest Cormier Amphitheatre



8:00 - 8:30am
Participant registration

Garine Papazian-Zohrabian
& Denise Otis

8:30 - 8:45am
Opening Ceremony (ERIFARDA et UNHCR)

Cécile Rousseau
Québec, Canada

8:45 - 9:45am
Plenary Session 1
Social Storms and Asylum: What Protection for Children ?

Daniel Derivois
France

9:45 - 10:45am
Plenary Session 2
Building Families around the World



10:45 - 11am
Break

11h-12h30
Serie of Oral Communications A: Family Issues
Moderator: Annie Jaimes

Julie Lavaux
"Centre d'accueil Croix-
Rouge pour demandeurs
d'asile (CARDA)"
Belgium

Communication A-1: "Give", the Shortest Path Towards Resilience? An Application of Contextual Therapy with Families Seeking Asylum
Through this intervention, we propose to share our work at CARDA with migrant families. CARDA is a close support center for asylum seekers of the Belgian Red Cross which offers outpatient and residential follow-up for isolated people or families in mental distress. We will first expose the complexity of the difficulties encountered by families. We will then propose to develop the concept of "giving to others" from contextual therapy as a therapeutic lever accompanying the process of resilience. Indeed, apart from the acquisition of "constructive legitimacy", it offers a remedial perspective and link in the face of the loss of parental identity, it responds to feelings of injustice by promoting a constructive intra-family spiral and finally it gives new keys to the phenomena of parentification imposed by the context of exile. In short, it helps families to develop mutual support capacities so that they can build a sufficiently rich life despite being subject to a difficult context. Above all, it will be a question of



allowing the family to take the time to be resilient, to strengthen the present before attacking a painful past.

Valérie Amireault
(Université du Québec à
Montréal) Geneviève Audet
France Dufour &
Marilou Jetté
Quebec, Canada

Communication A-2: The Social-Educational Experience of Newly Arrived Immigrant Students in a Situation of Serious Academic Delay: Perspectives of Families

The waves of arrivals of families who have had complex migratory journeys have diversified the population of students in a situation of serious academic delay (SGRS). These students, characterized by being three years or more behind the Quebec norm (MEQ, 1998), may in particular present profiles of interrupted schooling or experience significant differences between the school system of the country of origin and the Quebec system (Potvin, Audet and Bilodeau, 2013). Their integration into Quebec society is thus punctuated by various adaptation challenges, whether at the linguistic, academic, psychological or social level (TCRI, 2015). This presentation aims to highlight the perceptions that newly arrived families have of the socio-educational experience of their children in Quebec. Through interviews conducted with 7 parents of SGRS students attending the reception class, we were able to document, in particular, their perceptions of their children in Quebec schools and of family-school collaboration, as well as the support strategies they implement for their children. The views they pose allow us to better understand their reality and provide avenues for intervening in a more inclusive way in school environments with regard to students newly arrived in SGRS and their families.

Gina Lafortune (Université
du Québec à Montréal)
Quebec, Canada

Communication A-3: Perspective of Parents Seeking Asylum on the Experience of their Children in Quebec Schools

This communication presents the point of view of 15 asylum-seeking parents on the experience of their children in Quebec schools. Originally from various countries in Africa, Latin America and the Caribbean, they arrived in Quebec in 2017-2018, the year in which Quebec experienced a (re)marked increase in asylum seekers, arriving in particular in the land border. After responding in 2019-2020 to a questionnaire administered to more than 300 asylum seekers and portraying their situation in terms of housing, francization, employment, health (Hanley et al., 2021), we contacted them again in 2021, in order to discuss more specifically the issues of socio-educational integration of their children. During an interview lasting about an hour, the parents come back to the first moments of their children's arrival at school and share the challenges encountered, the forms of support received at school and in the community, the evolution of the school situation of the children since their arrival as well as their plans and future prospects for the whole family. Their remarks underline the accumulation of stress experienced by the children and the family as a whole in connection with the ruptures linked to immigration, the challenges of learning the language of instruction, the uncertain and precarious conditions of the status of of asylum. The communication will discuss the



impact of these situations on the academic progress and well-being of young people.



12:30 - 1:30pm
Lunch

Marie-Rose Moro
France

1:30 - 2:30pm

Plenary Session 3

Their Children after Them: Direct and Indirect Effects of Migration on Babies, Children and Adolescents

Garine Papazian-Zohrabian
(Université de Montréal),
Vanessa Lemire, Mickaël
Idrac, Milica Miljus, Marie-
Pascale Beland, Gabrielle
Montesano &
Andrée-Anne Smith
Quebec, Canada

2:30 - 3:30pm

Plenary Session 4

Challenges and Issues of the Reception, Resettlement and Integration of Refugees in Quebec

© National Film Board

3:30 - 5:00pm

Screening of the documentary “Unspoken Tears” by Hélène Magny



17h00-19h00
Cocktail



Friday
October 21st



Pavillon Marguerite d'Youville
Rooms 1020 & 3030



8:00 - 8:30am

Participant registration

Room 3030

8:30 - 10:30am

Serie of Oral Communications B1: Political Issues

Moderator: Jill Hanley

Déogratias Maruhukiro
(Albert-Ludwigs-Universität
Freiburg)
Germany

Communication B1-1: Forgiveness Agreement, Justice First: Discussing with Burundian Refugees Living in Rwanda on Issues of Justice, Forgiveness and Reconciliation

Based on interviews with Burundian refugees living in Rwanda, this presentation aims to show what these refugees think about issues of justice, forgiveness and reconciliation. These interviews were done as part of a research project that I lead at the University of Freiburg in Germany and which was the basis of a series of lectures published under the title: Justice, truth, forgiveness and reconciliation .Approaches to peace policies in post-conflict countries (Klaus Baumann, Rainer Bendel, Déogratias Maruhukiro, Lit, Berlin 2021). "Sorry okay, justice first" is one of the phrases that often came up on the lips of these refugees. Most of them have suffered torture, girls and women have been raped and this makes it more difficult to start the process of forgiveness-reconciliation. Forgiveness is then shown as a painful path for a person who has suffered acts of violence and especially when the perpetrators of these acts are protected by state institutions, or quite simply have no remorse for what they have done. to their victims. What role should justice play? How to harmonize justice and forgiveness in a process of reconciliation? Justice is presented here as a necessary prerequisite for embracing the path of forgiveness-reconciliation.

Valerie Schutte (Centre
de recherche sur les
services éducatifs et
communautaires) &
Éliane Dulude
Ontario, Canada

Communication B1-2: Promoting the Mental Health of Refugee and Asylum-Seeking Students: Analysis of Canadian Education Policies Regarding Mental Health Support

There is a high rate of mental health problems among refugees and asylum seekers. To promote the learning and well-being of refugee and asylum-seeking students, mental health education policies should make resources available to school staff and families. This presentation discusses the types of psychosocial support offered among politicians in Canada. This is based on both a framework for analyzing policy formulation (goals, instruments and target audiences) as well as a tiered model of mental health support to schools in order to assess its quality. It stems from the analysis of 106 policy documents from all provinces and territories of Canada. The data indicate that there are three levels of support (all

students, groups of students, and individuals) for mental health and that these levels include five supports (social-emotional learning, refugees, acculturation supports, trauma-informed practices and referrals to mental health services). While these policies vary in support, some have gaps that may impact refugee and asylum-seeking students. Recommendations for policy makers, teachers and administrators will be presented.

Mickael Idrac (Université de Montréal) ; Garine Papazian-Zohrabian, Milica Miljus, Marie-Pascale Béland
Quebec, Canada

Communication BI-3: Perspectives on the Selection of Government-Assisted Refugees in Quebec: Legal and Secure Access to Permanent Residence

This paper intends to discuss the selection process for Refugees in the Care of the State of Quebec. In a global context unfavorable to the reception of refugees, resettlement programs make it possible to guarantee legal and secure access to certain countries. These mechanisms have been reminiscent since the 2000s while they remained marginal in the last century, which nevertheless generated more intense population displacements than those we know today. This communication concludes the first phase of the mandate entrusted by the Ministry of Immigration, Francisation and Integration of Quebec to the Interdisciplinary Research Team on Refugee Families and Asylum Seekers of the University of Montreal. It is based on a literature review that we confront with eight semi-structured interviews carried out with officials from the United Nations High Commissioner for Refugees, the International Organization for Migration, Immigration Refugees and Citizenship Canada and the Ministry of Immigration, Francisation and Integration of Quebec. The objective is to debate the selection process carried out in third countries with the recommendations emanating from supranational actors. Despite the legal and secure access to Quebec that the program guarantees to refugees, we will see that many strategic issues come into play despite the supranational frameworks.

Frédéric Ballière
(Laboratoire CURAPP-ESS
Université de Picardie
Jules Verne)
France

Communication BI-4: Acting at the Margins of the State: The Emergence of a “Between Worlds” of Help for Those Whose Cases Have Been Dismissed

This communication proposal is based on the results of a doctoral research on the recomposition of the logic of assistance towards an exiled population, rejected from the right of asylum. She is interested in the emergence of a unique configuration of social protection at the intersection of activist, professional and community worlds. The subject is based on a multi-sited ethnographic survey, carried out in France for two and a half years in the professional, community and militant worlds of aid to exiles. The results of this work bring to light a form of local social protection that emerges in the shadow of institutions to prevent the disaffiliation of a population that is neither returned nor allowed to stay. This Entre-mondes results from the commitment of stakeholders, activists or professionals, who get involved beyond the established practices of their organizations. It is by going beyond their scope of action that they manage to overcome the trials to which these situations without horizons subject them. Beyond the initiatives specific to each of these categories of stakeholders, this



space offers the ability to hold together repertoires of militant, community and professional action that usually act in a dispersed order. L'Entre-mondes then weaves an ultimate catch-up net for public action that allows those who have been rejected to overcome the difficulties caused by the illegality of their stay while allowing them to meet the priorities for regularization.

Room 1020

8:30 - 10:30am

Serie of Oral Communications B2 : Educational Issues

Moderator: Rola Koubeissy

Isabelle Rigoni
(INSHEA/Grhapes)
France

Communication B2-1: Choosing a School Orientation: the Dilemmas of Allophone Students in France

The number of newly arrived allophone students in France has doubled over the past 15 years (67,909 students in 2018-19 according to the DEPP). As pupils with special needs, they can benefit from support and compensation, which varies according to the territory. Several research programs since 2014 (MIGRITI, SAJE, EVASCOL, EDUNCINCLU) have enabled us to study the schooling conditions of these students, using methods relating to them but also to the professionals and volunteers who accompany them. Currently involved in the ANR OJEMIGR program (2020-24) on the educational orientation of young migrants, I wish to propose a reflection based on mid-term results relating to the way in which students' orientation choices are made, by themselves and by their families or their legal representatives. These orientation choices concern not only the assignment proposals when entering the school system but also the training choices throughout schooling. We pay particular attention to students arriving in France at an age when these orientation choices are crucial (a pivotal period between middle school and high school in particular). Through observations and interviews, we will analyze in particular the way in which the interactions take place between these young people, their legal representatives and the professionals and volunteers who accompany them.

Jean Gabin Ntebutse
(Université de Sherbrooke)
& Chantal Mutamuriza
Quebec, Canada & Uganda

Communication B2-2: Refugee Children and Youth Education in Times of the COVID-19 Pandemic: What Results and What Lessons Can Be Learned?

The COVID-19 pandemic has affected all spheres of human life. In the education sector, it has affected all education systems around the world. However, not all these systems were affected in the same way, some were more resilient because they benefited from important protective factors. In developed countries that already had a fairly developed technological infrastructure, educational institutions have been able to adapt, bounce back and take advantage of digital technologies to offer distance and online education to students. Even if the difficulties were not lacking, the youth of these countries continued to benefit from an acceptable education. What about children and young refugees in camps located overwhelmingly in developing countries? What initiatives have been put in place to ensure the continuity of their education in times of COVID-19? As part of this symposium, we will present an inventory of four countries in



the African Great Lakes Region, namely Uganda, Rwanda, Tanzania and the Democratic Republic of Congo. These results show that young refugees are the forgotten ones of the pandemic and that their future has never been as compromised as it is now. Courses of action are also proposed.

Geneviève Audet
(Université du Québec à
Montréal), Justine Gosselin-
Gagné, Catherine Maynard,
Caroline Beauregard &
Marie-Eve Caron
Quebec, Canada

Communication B2-3: “A Story of Remarkable Courage”: Analysis of Stories of Teachers’ Practices with Refugee Students

As part of an action-research project conducted with refugee students in primary schools in three regions of Quebec (Rousseau et al., 2018-2021), we documented the experience of teachers who welcome them to class. Migration and the disruption it entails, combined with a pandemic context, are not without effects on children and their families. This reality also poses certain challenges for teachers, who are often poorly trained to intervene with these students. In this communication, we will present an analysis of the eight accounts of practice reconstructed with teachers, which relate real-life situations featuring a refugee student who mobilized them and who, from their point of view, could be formative for future teachers. From a comprehensive perspective of the professional know-how to which the stories testify, the progressive qualitative analysis of the data carried out will allow us to highlight the ways in which the participants succeed in emphasizing the strengths of the students and their families. . Thus, the stories told are not colored by a focus on the deficits of the students who, indeed, experience various challenges, but above all show great resilience. This presentation will also allow us to discuss the potential of these stories for the training of teachers and other school personnel.

Rim Bouallegue (Centre
de services scolaires de
Montréal), Sonia Robitaille
& Réginald Fleury
Quebec, Canada

Communication B2-4: The Academic Success of Refugee or Asylum-Seeking Students at the CSSDM - Issues, Obstacles and Initiatives that Bring Hope

Once settled in Quebec, immigrant, refugee and asylum-seeking families begin a new journey, that of integration. School is at the heart of this process, for both children and parents. If the academic success of young refugee or asylum-seeking children is based in particular on their ability to adapt and their resilience, the school’s responsibility nevertheless remains to ensure equal opportunities for success for all. . Between the individual efforts expected from the pupils and the collective efforts to take into account the migratory routes, is there a balance? What are the particular barriers to academic success for refugee or asylum-seeking students? How successful is the school in implementing initiatives promoting greater equity? How can successful initiatives tested at the school level be transformed into generalized practices across a school service centre? Rim Bouallegue, Sonia Robitaille and Réginald Fleury support the schools and staff of the Center de services scolaire de Montréal in the reception and education of immigrant students. These practitioners will share their experiences with students, families, teachers or school administrators, as well as their findings on the successes and challenges of the school environment in taking into account the needs of immigrant, refugee and applicant families. of asylum.





10:30 - 10:45am
Break

Room 3030

10:45am - 12:45pm

Serie of Oral Communications CI : Psychological Issues

Moderator: Marie Fally

Marie-Eve Caron
(Université du Québec en
Abitibi-Témiscamingue),
Karen Alvarez, Caroline
Beauregard &
Cécile Rousseau
Quebec, Canada

Communication CI-1 : Puppets as a Facilitator of Expression of Traumatic Experience of Refugee Children

Refugee students who have suffered traumatic experiences arrive at Quebec schools with an emotional and psychological charge that is not always easy to express. For these children, putting words to the incomprehensible can be nerve-wracking, leading them to repress that content. This can have negative social, academic and emotional impacts. In fact, many school workers might believe that these children have learning or behavioral difficulties without taking into account their migratory history. The reappropriation and expression of their experiences would have positive repercussions on their emotional well-being. The integration of puppets into creative expression workshops promotes the creation of a safe and playful space of expression for children. The puppet allows the child to distance himself and to project his experiences into a neutral object, which will be perceived without judgment, without fear. As part of a research project, a series of creative expression workshops was offered to support children in reception classes. The puppets were used to interact with children. Their use has opened up a space for play and imagination, allowing more direct contact with children's emotions. With the field notes and the drawings of the children who participated in the workshops, we want to demonstrate that the intervention through the puppet was a major asset.

Godfrey Makoha
(McGill University)
Quebec, Canada

Communication CI-2: Alcohol abuse among forcefully displaced youths living in Bidibidi refugee settlement in Northern Uganda: Identifying risks

Armed conflict in South Sudan has forcefully displaced over 800,000 refugees who now live in Uganda. Although existing literature demonstrated an increased risk of alcohol abuse among refugees, little is known in the Ugandan context. This study aimed at identifying risks that contributed to alcohol abuse among forceful displacement youths living in the Bidibidi refugee settlement. A qualitative design using semi-structured interviews and key informant interviews was adopted with a total of 22 participants. Findings indicate that experiences of trauma, lost opportunities, stress, family separation, and low literacy are risk factors for alcohol initiation. Many youths are pushed into a situation characterized by limited affordability, deprivation, and introduced uncertainty about the future. Associated frustrations drew many young people into alcohol use and are exacerbated by peer influence, unregulated alcohol production as well as the Covid-19 pandemic and associated lockdown. We conclude that an abundance of alcohol and easy access has attracted the attention of many young people



therefore, interventions intended to address alcohol abuse among refugee youths need to focus on the stressors, social spaces in which alcohol consumption occurs and alcohol brewing in refugee settlements must be urgently addressed.

Catherine de Geynst
(Centre de Référence en
Santé Mentale - CRESAM)
Belgium

Communication CI-3: The Systemic Impact (Relational, Family, Institutional) of Exile-Related Trauma and the Importance of Raising Awareness Among Front-Line Professionals

The clinical psychologist, systemic psychotherapist and psycho-traumatologist, draws on her training and her experience in the field with children, adolescents, adults, MENA and exiled families, to expose the systemic and circular effects of the multiple traumas encountered during the pre-course, peri and post-migration. After working in an NGO welcoming refugees in Cyprus, the psychologist is now responsible for an “Exile” project at CRESAM (Mental Health Reference Center, Namur, Belgium) where she takes care of psychological support for asylum seekers, but also training, support and awareness-raising for front-line multidisciplinary professionals. Beyond the description of post-traumatic stress disorder, this is, to develop the consequences of psychic trauma from a relational point of view. The psychologist proposes to describe the effects observed on the relationship to oneself, to the other, to the world, between the different members of the system, on the relationships within families and caregivers. Finally, the relationship is not only considered as a symptom, but also as a therapeutic lever, if indeed it re-humanizes and brings back to the side of life. The speaker will address the importance of the sensibility of professionals as going in this direction, supporting their role in the psychic reconstruction of the exiled person.

Mehdi Azri (Université
du Québec à Montréal),
Noémie Trosseille &
Mélanie Gagnon
Quebec, Canada

Communication CI-4 : “Left in the Unknown of Being Caught in the House with the Children”. Family Isolation in the Context of COVID-19: Benefits and Challenges for Refugee Families in Quebec

In the process of resettling refugees, the presence of family is a valuable protective factor. However, in the context of COVID-19, physical isolation (quarantine, confinements, family separation) and social isolation (closure of resources and services, interruption of ties with the community) may have created many challenges for newly arrived families, in particular the psychosocial impacts that seem to have been felt within the family dynamic itself (definition of parental roles and educational issues, situations of conflict and conjugal violence). This presentation is based on the analysis of 21 semi-directed interviews with managers and professionals of refugee health teams, carried out as part of the research entitled Refugee health teams in the context of COVID-19: practices, issues and resilience. The testimonies of the participants reflect the psychosocial needs generated by the pandemic context among refugees. In order to respond to this, the refugee health teams emphasize their constant concern to break the social isolation of a clientele recognized as vulnerable (language barriers, overcrowded housing), but among whom resilience is very present. This shows the ability of the teams to take a critical look at their regular actions to improve



their service offer (role in a crisis situation, gateway, etc.) and their quality of presence with this clientele for whom the pandemic has exacerbated the isolation.

Room 1020

10:45am - 12:45pm

Serie of Oral Communications C2 : Reception and Integration Issues

Moderator: Élodie Combes

Jill Hanley (McGill University), Mahmud Hassan, Adnan Al Mhamied, Oula Hajjar, Rabih Jamil & Manuel Salamanca
Quebec, Canada

Communication C2-1 : Integration and Wellbeing of Older Refugees: Experiences of Asylum Seekers and Syrian Refugees

Older people, aged 50 and older, are underrepresented among resettled refugees and asylum seekers for a variety of reasons, including added difficulties for mobility and their lower financial resources as they leave the workforce. They may also find themselves less often targeted for socio-political repression. Once in their country of destination, they are also less likely to visit settlement agencies due to such factors as higher language barriers, reliance on adult children for communication with authorities or service providers, and the mismatch of services for labor market inclusion or particular forms of education. As a result, there is little research in Canada or elsewhere that documents their experiences or needs. In this presentation, we explore the integration and wellbeing of a subsample of older refugees from two recent studies (surveys supplemented with focus groups and interviews): one with resettled Syrian refugees across Canada and one with asylum seekers in Quebec. Older refugees and asylum seekers' social network, housing and income situations will be discussed, as well as the implications for public and community services that might better meet their needs.

Janet Cleveland (Institut universitaire SHERPA) et
Jill Hanley
Quebec, Canada

Communication C2-2: Reception Conditions, Psychological Distress and Access to Psychosocial Services Among Asylum Seekers in Quebec

Asylum seekers have often been exposed to trauma and hardship in their country of origin and during their migration journey. However, numerous studies indicate that when asylum seekers manage to obtain employment, adequate income, suitable housing, good access to services, social support and permanent status, the vast majority will succeed in overcoming their past. Conversely, asylum seekers who experience long delays in obtaining refugee status, poverty, harsh working conditions, professional deskilling, lack of access to services, discrimination, family separation and isolation risk deteriorating their mental health. In 2019-2020 we conducted a mixed methods study with 324 asylum seekers in the Montreal area. We will present data concerning their level of psychological distress, situating it in the context of the difficult conditions they experienced in terms of poverty, status insecurity and isolation. We will also examine the difficulties experienced by asylum seekers in terms of access to health care and psychosocial services.



Josée, Charette (Université
du Québec à Montréal),
Patricia Dionne &
Jo Anni Joncas
Quebec, Canada

Communication C2-3: Supporting Real Opportunities for Socio-Professional Integration (SPI) of Adult Refugees by Taking into Account their Family Realities: the Case of an SPI Group Program

In Quebec, employment assistance centers offer support programs for the social and professional integration (ISP) of refugees or asylum seekers, particularly through groups. According to Yoon et al. (2019), the group approach would stimulate mutual aid, the sharing of experience, hope and solidarity. It would also have repercussions on real PSI opportunities for adults as well as in other areas of their lives (Dionne, Joncas and Charette, submitted). Our communication is structured around the following question: how, by taking family realities into account, does a support group promote real PSI opportunities for adult refugees? The data on which our qualitative analyzes are based derive from a prolonged observation of 6 months in an ISP group offered to 13 refugees, a group interview before the end of the program and individual interviews carried out three months after it. . Our results show how group programs provide support for adults to seize resources to open up their real PSI opportunities and make choices that are meaningful to them. They illustrate the anchoring of PSI in the family migratory journey and highlight the importance of considering the plurality of the needs of adult refugees so that they really have the power to use the rights and resources intended for them.



12:45 - 1:45pm

Lunch

1:45 - 2:00pm

Poster Presentations

Caroline Clavel (Université
du Québec à Montréal),
Liesette Brunson &
Thomas Saias
Quebec, Canada

Poster 1: Being a Parent at the Intersection of Different Sociocultural Contexts: the Experience of Refugee Mothers in Quebec

Refugee parents are particularly at risk of experiencing structural, social and mental health difficulties when they arrive in Quebec. Among the challenges encountered, settling in a country with a socio-cultural context different from that of their country of origin can lead to significant difficulties when these include dissonant elements. This affects parents in the perception of their role and in their parenting practices. In addition, the challenges are often greater when children are aged 0 to 5 years. This study reports the experience of refugee mothers from the Middle East with a child between 0 and 5 years old, through semi-structured interviews, focusing on the challenges they encounter in their arrival in a new socio-cultural context. The results suggest that cultural dissonances exist within 3 themes: 1) representations of family and ties within it, 2) representations of ties with neighbors and 3) representations of individual freedoms and rights. The results highlight a dissonance underlying the 3 themes: the individualistic sociocultural context vs the collectivist sociocultural context. The discussion highlights the multi-systemic dimension of this dissonance and illustrates how it affects the daily experience of parents. The study highlights the



importance of taking these cultural dissonances into account when supporting refugee parents and suggests several avenues for intervention.

Poster 2: Prospects and Challenges in Accessing Higher Education Among Urban Refugee Youths in Kampala - Uganda

Ricardo John Munyegera
(McGill University) &
Godfrey Makoha
Quebec, Canada

Although Uganda's refugee policy has been recognized among the most progressive policies around the world, as it provides for refugees' right to work and freedom of movement, there remains little research on Uganda's strategies towards urban refugee access to higher education. While the humanitarian efforts have traditionally focused on immediate needs including food, sanitation and housing, education remains an ill-addressed necessity for urban migrant settlers. In the most uncertain situations, refugee youths provide hope for their families' livelihood and sustainable economic development of their countries of origin because they are the future leaders. In several urban communities, refugees are faced with a great number of barriers in accessing higher education including cost, differences in curriculums, language, academic documents among others. While attempts have been made to solve these issues in refugee settlements, a sustainable solution for delivering higher education for urban refugees still does not exist. While half of the refugee children have access to primary education, only three percent of these populations have access to higher education with approximately one percent entering the higher education pathways through scholarships and other financial support systems in Uganda. This poster, therefore, fosters discussion on the challenges and prospects in access to higher education for refugee youths living in the Kampala metropolitan community as well as theorizing policy and practice.

Steeven Louis (Université
de Bourgogne Franche-
Comté)
France

Poster 3: Complex Traumas and Migrations Abroad: the Experience of Double Absence

Recent research has shown the coexistence of a stack of several traumas, intentional or not, repeated and prolonged, which make the Haitian clinical picture cumulative and complex. The most recent disaster that has marked the history of Haiti is the earthquake of January 2010, which caused significant human and material damage. Following this tragedy, thousands of survivors fled the country. What are they becoming in the globalized, racist, capitalist, culturalist West crossed by identity earthquakes? Does it cause a double absence, absence from the departure society (Haiti) and absence from the host society (France, Canada, United States)? The hypothesis of a traumatic migration upon arrival in the host countries is considered. Several subjects met in the Paris region agreed to share their pre, peri and post-migration experiences during a qualitative study. Our thesis is a continuation of this work by trying to understand the complex migratory journeys of survivors of the January 2010 earthquake in Haiti through a multi-sited field (France, Canada, United States)



André Fresner (Université
de Bourgogne Franche-
Comté)
France

Poster 4: What are the Links Between Migration and Limb Amputation?

Beyond the geographical origins and the reasons that push all these refugee families to move from one country to another, we all share a common reference “humanity”. Migrating also means separating from loved ones, one’s primary group and identity markers. Very often, the refugees have only had the chance to jump in a boat, to a destination that suggests a possibility of escaping imminent death. From this perspective, we can establish a certain link between migration and limb amputation. Leaving far from one’s country of origin, far from one’s loved ones, this journey of no return for some would be analogous to the removal of a limb and its consequences on the rest of the affected body. To better support all these refugee families, the host societies need to elaborate on their history and their long-term traumas. Because “one must have been sufficiently dehumanized to in turn dehumanize another”. The current humanitarian crises would be an analyzer of the consequences of our unprocessed long-lasting traumas. We have the responsibility to elaborate our common traumas to better appropriate our identity heritage and reinvent ourselves to meet our fellow human beings.

Meriem Mokdad Zmitri
(Université de Tunis)
Tunisia

Poster 5: Supporting Resilience and Sharpening Intercultural Skills of Migrant and Refugee Families: Action Research Device Multifamily Intercultural Group (DMIG)

My paper describes an action-research project in the networking and fundraising phase. The action-research in question aims to test and validate a new system for welcoming and supporting migrant and refugee families: the “Intercultural Multifamily Group System” (DGMI) which consists of a psychological service intended for families newcomers within Quebec first-line reception and guidance associations working with this population. The DGMI presents itself as a therapeutic support group based on the paradigm of intercultural encounter and the caregiver-patient relationship and is supposed to provide beneficiaries with support for resilience and preventive sharpening of their intercultural skills. Families of different cultural origins, volunteers, will thus be accompanied together within the same group by taking advantage of their differences of ethnic origin, historical-socio-cultural landmarks, and reasons for migration in order to help them develop often traumatic migratory trajectories at the same time as integrating a new social, cultural, institutional, political and legal environment. The DGMI is thus imagined to allow the transformation of the initial multi-ethnicity and diversity into interculturality favorable to the work of interculturalization and of a migration undergone in choice and life project.

Vicken Kayayan
(Université de Montréal)
Quebec, Canada

Poster 6: Diasporic Networks and Solidarity: Analysis of the Migratory Journeys of Syrian-Armenian Refugees Settled in Lebanon and Quebec

This ongoing research focuses on the migratory journeys of Syrian-Armenian refugees settled in Lebanon and Quebec. Like the rest of the civilian population, Syrian-Armenians have also been victims of the conflict that is ravaging Syria; most had to flee the country. Their subsequent migratory journeys were guided by the Armenian diaspora dispersal: many people settled in Armenia (Thomas



et al 2020), and many more within Armenian communities in various countries; including almost 10,000 people in Lebanon and around 3,000 people in Quebec (Djerrahian 2017). In Lebanon and Quebec, Syrian-Armenians generally found support within their family and diaspora networks. Several local Armenian organizations also supported them (Madoré 2016). This research starts from a transnational perspective in order to take into account the complexity of migratory routes. The transnational prism thus allows us to analyze the networks of refugees, and to study their mobilization during the entire migratory trajectory. By deploying their networks, refugees formulate strategies to ensure survival, incorporation and spatial mobility (Monsutti 2005). We are carrying out multi-site fieldwork in Lebanon and Quebec, in order to situate this migration in a systemic and global logic. We conduct life-story type interviews with Syrian-Armenian refugees, and semi-structured interviews with speakers from Armenian organizations.

Room 3030

2:00 - 4:00pm

Serie of Oral Communications DI : The Community as a Safety Net for Families

Moderator : Milica Miljus

Lisa Merry (Université de Montréal) & Jennifer Hille
Quebec, Canada

Communication DI-I: Transnationalism and Caring for Refugee and Asylum-Seeker Families with Young Children (0-5 years) at La Maison Bleue (LMB)

We conducted a descriptive qualitative study and interviewed seven healthcare providers (nursing, social work, family medicine, psycho-education) and three LMB administrators to gather data on their experiences and perspectives on “transnationalism” in healthcare. to refugees and asylum seekers. families in early childhood. Transnational identity (language, culture), losses (people, relationships and places of origin) and ongoing relationships, including sending remittances, communicating with children and extended family, and receiving counseling on parenting and health, usually arise in caregiving interactions. Care providers view transnational ties and relationships as positive and negative for the well-being of families. Sometimes caregivers engage with the family back home to ease cross-border and cultural tensions and/or use them as a source of support to resolve local family conflicts to promote healthy child development. , the mental well-being of the parents -being and the overall integration of the family. Cultural negotiation, either directly or through local peers, is also used to overcome cultural barriers related to education and childcare. Fostering transnational relationships is sometimes used to strengthen families’ sense of belonging to



help them cope with loss. Although not always feasible, care providers find it important to be aware of families' transnational contexts, especially cultural ties, in order to provide responsive and supportive care.

Myriam Richard (Université de Montréal), Vicken Kayayan, Roxane Caron & Marie-Jeanne Blain
Quebec, Canada

Communication DI-2: The Podcast “Intervene Beyond Borders”: Presentation of a Knowledge Mobilization Initiative of two Transnational Research Projects in Quebec and Lebanon

This communication presents the co-creation process of the podcast series “Intervening Beyond Borders” (IADF), a knowledge mobilization project resulting from two research projects carried out with Syrian refugees in Quebec and Lebanon. This research highlights the relevance of a transnational and intersectional vision in order to broaden our understanding of the journeys of people in situations of refuge (Caron, 2017-2020; Caron, Rodriguez, Blain 2017-2020). The approach of this project is rooted in two objectives: 1) Include the voice of those concerned in the mobilization of knowledge; 2) Create an accessible awareness tool for stakeholders, managers and students. Our research recognizes that refugees may experience specific issues that require tailored intervention approaches. In this, institutional support and training of students and frontline workers are essential (Blain et al. 2018; TCRI 2015). Our communication outlines 1) the stages of making the IADF podcast series; 2) its potential as a training and awareness-raising tool through the dialogue between the voices of refugees, workers and researchers around issues of refuge (e.g. being a woman and a refugee, prolonged exile, resettlement).

Yu Fei (Mandy) Wu (McGill University), Gabriela Peterson, Aseel Alzaghouli, Rosy Kuftedjian, Dr. Rachel Kronick
Quebec, Canada

Communication DI-3 : Pivoting and surviving: Understanding the work of community-based organizations and programs for asylum seekers during the height of the COVID-19 pandemic

During the pandemic, asylum seekers experienced increased mental distress (Garcini et al., 2020). Community-based organizations that offer psychosocial support programs are effective in protecting claimants' mental health, but little is known on how such organizations and programs adapted their services with public health restrictions. The current study aims to understand the experiences of community-based organizations and to identify the barriers and facilitators to providing services for claimant families during the pandemic. We adopt an approach of implementation research which aims to cultivate interdisciplinary understandings of how interventions are adapted within specific contexts (D'Souza, 2019), in this case Montreal from 2020-2022. Data collection consists of ethnographic fieldnotes and interviews with service providers in community organizations. Results show that some organizations struggled to serve families due to public health regulations that limited in-person services and elicited anxiety about putting families at risk. Despite these barriers, organizations found new ways to reach families, some of which demonstrate long-term potential. The results can help us understand how public health measures intended to protect



the vulnerable had unforeseen consequences, and the priority of fostering institutional agility to enable essential services to meet the needs of asylum seekers in times of uncertainty can change.

Laurence Beaulieu-Lacas
(Ministère de l'Éducation du
Québec), Joaquim Oliveira
& Esther Ming Sun
Quebec, Canada

Communication D1-4 : Support for Refugee Students: the Role of Support Agents in School-Immigrant Families Collaborations

For the majority of families who recently immigrated to Quebec, the educational success of their children plays a central role in their immigration project. However, many of these families are not able to mobilize the resources necessary to optimally support this success. At the same time, school staff do not always know the realities experienced by recently immigrated families, especially with regard to the challenges related to their pre-migration background or their settling in the host society. Thus, several studies in the Quebec context have documented the importance of establishing school-family-community collaborations to support the educational success and integration of students from immigrant backgrounds and to raise awareness in the host society of their different realities. In order to promote the reception and integration of immigrant students, the Ministère de l'Éducation du Québec supports educational organizations, in particular through various budgetary measures, some of which are aimed at: the establishment of linguistic integration services ; support for refugee students and their families; and the hiring of officers for school-immigrant family collaborations. This paper will address the role of these agents whose mandate is to build bridges between immigrant and refugee families, schools and the community, with a view to educational success and school perseverance.

Room 1020

2:00 - 4:00pm

Serie of Oral Communications D2 : School, a Place of Learning and Well-Being for Youth

Moderator: Mickaël Idrac

Caroline Beauregard
(Université du Québec en
Abitibi-Témiscamingue),
Marie-Eve Caron et
Cécile Rousseau
Quebec, Canada

Communication D2-1: Expressing your Experience of the Pandemic Through Arts in Order to Restore Protection Processes in Welcoming Classes: Arts and Tales Workshops

Immigrant and refugee children find themselves at the intersection of multiple risk factors that have been aggravated by the upheavals caused by the COVID-19 pandemic. For these children, the disturbances and instability experienced in their family and school environment may have led to the development of a feeling of insecurity that manifests itself in different forms. As the school is an important anchor point for regaining a certain normality, it is in a good position to deploy psychological first aid interventions. When they are based on creative and artistic expression, these interventions allow children to express and represent their experiences, which promotes a process of symbolization and the establishment of protection processes. This presentation is the result of results obtained during a research-action centered around the setting up of Art and



Storytelling creative expression workshops in primary school reception classes. Based on field notes and drawings made during these workshops, we want to share how children use this privileged space to restore protection processes and regain a sense of security in these uncertain times. Particular attention will be paid to the markers of danger and protection invoked by the children in order to make sense of this experience and regain some power over their lives.

Rola Koubeissy (Université de Montréal), Geneviève Audet & Olivier Arvisais
Quebec, Canada

Communication D2-2 : Teaching Refugee Students in Lebanon and Quebec: “Dealing with” the Context

Teachers are confronted with changes in the conditions in which they carry out their work (Lantheaume, 2007; Tardif, 2013) and this work becomes more complex in a context of crisis and in a multi-ethnic environment. Mazawi (2019) reminds us of the complexities that underlie the work of teachers in a given context and the tensions that play out between teaching function and teaching condition, that is to say between the practices of teachers within school and political and socio-cultural issues outside of school. It is in this line that this paper is situated, the objective of which is to analyze the work of teachers working with refugee students in two different contexts. The communication aims to explore, based on accounts of practice (Desgagné, 2005) collected as part of two research projects in Lebanon and Quebec (Audet, Hirsch and Borri-Anadon, 2018-2021; Audet, Arvisais and Koubeissy, 2020 -2021), the reasons that lead teachers to intervene and the decisions they make to deal with situations involving a refugee student. The analysis of the accounts shows that the concerns of teachers and their interpretations of situations differ from one context to another depending on several factors, including the socio-school and political context.

Amal Khaleefa (Sorbonne-Nouvelle) & Magali Ruet
France

Communication D2-3 : Language Practices in the Context of Forced Mobility: Cross-Perspectives Between the Zaatari Camp and Croatia

Since the beginning of the war in 2012, more than 5 million Syrians have had to flee their country. Most stay in neighboring countries, such as the Zaatari camp in northeast Jordan, others go further afield, to Europe or North America. In this paper, we look at the role and place of languages in this context of forced mobility and particularly the role of English. For this, we compare our data from two fields of research which are mainly based on comprehensive interviews and reflexive drawings made with Syrians, refugees in the Zaatari camp, or asylum seekers in Croatia. Based on an ethnographic survey, borrowing from the theoretical frameworks of sociolinguistics, anthropology and language didactics, we show that exiles give a central place to English despite being in radically different situations. different: some in a closed camp, without the possibility of long-term settlement and in an Arabic-speaking country and the others in an



open environment, with a projection of settlement and in a country without the presence of Arabic. We analyze what this place is, and above all, we question certain issues that this entails: the relationship to the languages of the host country - Arabic and Croatian in this case, the importance of language learning and the new roles of children in their families.

Myriam Radhouane
(Université de Genève)
Switzerland

**Communication D2-4 : Supporting Integration in School Environments:
Presentation of a Geneva Project for Refugee Students**

In the canton of Geneva (Switzerland), many students with refugee status or asylum seekers join primary school classes. To best meet their needs, and in particular to facilitate their social and academic integration, the canton has implemented an innovative project. Pupils and their families are accompanied by a person fluent in both their native language and that of the school. She will then act as a cultural mediator, interpreter, tutoring or even as a confidante. These school guides (mostly women at the time of the research) can be a valuable resource for students, parents and also teachers. Thanks to semi-structured interviews conducted with five of them as well as with three of the project leaders (from the institutional point of view), we were able to update the functioning of this support, its contributions and the tensions that he raises. The objective of this presentation is therefore to share a pedagogical innovation developed specifically for refugee students, but also to question the ways of perfecting it or developing it to best meet the needs of students, their families, but also also of the teaching staff.



4:00 - 4:15pm
Break

Jill Hanley,
Daniel Derivois & Garine
Papazian-Zohrabian

4:15 - 5:15pm
**Closing Panel
Plenary Session**



Speaker Bios

**Karen
Alvarez**

Holder of a degree in Psychology in her country of origin, Colombia, and a master's degree in Remedial Education at the University of Montreal, she is a re-education counsellor at the Center of Educational Services of Saint-Hyacinthe. Her previous work amongst immigrant and refugee students has helped her develop tools and workshops promoting expression of migratory mourning and social intergration of this population in order to make them more available to school learning.

**Aseel
Alzaghoul**

Aseel Alzaghoul graduated as a medical doctor from University of Jordan in 2017, and is currently doing her PhD at McGill University, Mental Health Program. Her research interests involve early childhood development, refugee population mental health and psychosocial interventions in low- and middle-income countries and with refugee populations. She has also a master's degree in War and Psychiatry from King's College London.

**Valérie
Amireault**

Valérie Amireault is a professor-researcher in the Department of Language Teaching of the University of Quebec in Montreal. She specializes in didactics of French as a second and foreign language. Her main fields of interest and research are the teaching of French to learners from immigrant backgrounds, their linguistic and social integration as well as the development of an intercultural competence and cultural representations in language learning.

**Geneviève
Audet**

Geneviève Audet is a professor in the Department of Education and Specialized Training of the Faculty of Education Sciences of the University of Quebec in Montreal. She holds the Research Chair on the Issues of Diversity in Education and Training (CREDEF) and is a researcher at the SHERPA University Institute. She is interested in intercultural education, school-immigrant families-community relations and the training of school staff in this regard.



**Mehdi
Azri**

Mehdi Azri is a research assistant at CERDA and a doctoral candidate in Psychology at the University of Quebec in Montreal. His doctoral project focuses on the significant places and moments in the resettlement journey of people who arrived in Quebec with the status of asylum seeker or refugee. His research interests are the relationship to space in a situation of forced departure, intervention in a traumatic context and the use of creative mediums in research.

**Frédéric
Ballière**

Frédéric Ballière is a doctor in Sociology, affiliated with CURAPP-ESS (UMR 7319) and fellow of the Institut of Convergence Migrations. He is also in charge of studies at Apradis, a social work training center located in Amiens (France). His research focuses on the recomposition of solidarity towards refugees, and his thesis defended at the University of Amiens is devoted to the emergence of a form of local social protection for those who have been dismissed.

**Laurence
Beaulieu-Lacas**

Laurence Beaulieu-Lacas has been an advisor to the Department of Linguistic Integration and Intercultural Education of the Quebec Ministry of Education since 2020. Holder of a master's degree in Intercultural Mediation from the University of Sherbrooke, her various mandates focus around school-immigrant families collaborations, the use of leisure to promote intercultural rapprochement and the development of training tools in intercultural education.

**Caroline
Beauregard**

Caroline Beauregard is a professor in Art Therapy at the University of Quebec in Abitibi-Témiscamingue (UQAT) and a researcher at the SHERPA University Institute and the Interdisciplinary Research Group on Refugee and Asylum-Seeking Families. At the intersection of art therapy and education, she is interested in the impact of workshops on creative expression in schools on development, emotional well-being, social connection and creativity of immigrant and refugee populations, with the view of regaining power and agency.

**Marie-Pascale
Béland**

Marie-Pascale Béland is a student currently finishing her master's degree in Education Sciences (M.A.), option psychopedagogy, at the University of Montreal. She is interested in the well-being of first-generation immigrant students in special education classes in Montreal, focusing on the impact of the categorical approach, the labels and the service model on their well-being.



**Marie-Jeanne
Blain**

Marie-Jeanne Blain, Ph.D. anthropology, is a researcher at the Center of InterActions Research and an associate professor (University of Montreal). Her research projects focus on the inclusion of immigrants and refugees, the socio-professional integration processes as well as the adaptation of services from an intersectoral perspective in order to meet their needs. She favors action-researches that take into account different knowledge and perspectives.

**Rim
Bouallegue**

For over 9 years, as a social service agent for immigrant families-school collaborations at the CSSDM, Rim Bouallegue supports families of newly arrived immigrant students in their appropriation of the school system and Quebec society. She supports school teams in the implementation of measures promoting the harmonious integration of students and in society. She develops, in collaboration with different partners, tools and projects that support parents and schools.

**Caroline
Caroline Clavel**

Caroline Clavel is a doctoral candidate in Community Psychology at the University of Quebec in Montreal (UQAM). Her thesis project focuses on the settlement experience in Quebec of refugee mothers from the Middle East with a child between 0 and 5 years old. After having worked nearly 5 years for the Center of Expertise on the Well-being and State of Physical Health of Refugees and Asylum Seekers (CERDA), Caroline is devoting herself to writing her thesis since the beginning of 2022.

**Marie-Ève
Caron**

Having obtained a master's degree in Art Therapy, Marie-Eve Caron is a coordinator and worker in many research projects with the UQAT and the SHERPA University Institute. The creative expression workshops organized in schools have allowed her to specialize her work with children, especially those from vulnerable populations. Through these workshops, she wishes to help everyone to draw on their strengths to overcome the hardships experienced or the difficulties encountered.

**Roxane
Caron**

Roxanne Caron is at the School of Social Work at the University of Montreal. She has extensive experience as a social worker in Quebec and abroad. Since 2005, she has mostly practiced in Quebec and in Lebanon. She has developed theoretical expertise on issues surrounding refuge and migration from a feminist transnational and decolonial perspective. Her work focuses on the realities of women refugees, life in refugee camps and prolonged exile.



**Josée
Charette**

Josée Charette is a professor at the Faculty of Education Sciences at the University of Quebec in Montreal and a co-researcher in the Interdisciplinary Research Group on Refugee and Asylum-Seeking Families. Her research projects focus on school-immigrant families-community collaborations, on the socio-educational experience of recent immigrant students and on the equitable and inclusive practices deployed by schools in order to promote the reception of families and the educational success of students in their new life context.

**Janet
Cleveland**

Janet Cleveland is a researcher at the SHERPA University Institute. She holds degrees in law, anthropology and psychology. Since 2003, Janet has conducted studies on the impact of public policies on the rights and well-being of asylum seekers, refugees and non-status migrants. She is also involved in advocacy aimed at strengthening the rights of precarious status migrants, particularly with regard to access to health and social services.

**Catherine
de Geynst**

Catherine De Geynst is a clinical psychologist (Master's degree at l'UBL, 2011), a systemic psychotherapist (Forestière, 2018), and a psychotraumatologist (Belgian Institute of Victimology, 2012 & Hebrew University of Jerusalem, 2019). Her professional experiences over the past ten years have taken place in psychiatric institutions, in the humanitarian sector, post-traumatic support for war refugees and the training of multidisciplinary front-line professionals.

**Daniel
Derivois**

Daniel Derivois, Ph.D, is a university professor in clinical psychology and psychopathology at the University of Burgundy. Clinical psychologist, graduate in education sciences, his practice and his research relate in particular to children, adolescents and families weakened in the environment-world. Among his works: Clinique de la mondialité (2017); Identity earthquakes, trajectories of resilience (2020); Traveling with Unaccompanied Minors (2021).

**France
Dufour**

France Dufour Ph. D. is an associate professor in the Department of Special Education and Training at the University of Quebec in Montreal and a member of the Center for Interuniversity Research on Training and the Teaching Profession. She is mainly interested in the support and the professional development of teachers in their initial training, professional integration and continuing education.



**Eliane
Dulude**

A professor of leadership and educational policy at the University of Ottawa, her work focuses on accountability systems and the use of data in equity. She thus tries to better understand the complexity that school actors face on a daily basis. Mrs Dulude was co-lead of The Equity Knowledge Network and discussed issues of student inequity with administrators of Francophone school boards in the Ottawa region.

**Réginald
Fleury**

As a pedagogical advisor at the CSSDM, Réginald Fleury has been supporting school staff in the implementation of inclusive practices for over 15 years. He supports institutions through professional development and collaborations with numerous university, community and cultural partners. He contributes to research on the integration of immigrant students, on intercultural education and on special education promoting the most effective inclusive practices.

**André
Fresner**

As a clinical psychologist and psychotherapist, and a doctoral student in Psychology and Clinical Psychopathology at the Psy-DREPI Laboratory (Relational Dynamics and Identity Processes), André Fresner was a temporary professor in Clinical Epistemology and clinics of pain and psychosomatic diseases at the University of the County of Bourgogne-Franche. He is now a researcher and professor in Developmental Psychology at the University Paris Nanterre. He is also a teacher in Ethnopsychiatry for the InforSanté platform.

**Mélanie
Gagnon**

Mélanie M. Gagnon, PhD, is a psychologist, the team leader of the Center of Expertise of Well-being and Physical Health of Refugees and Asylum Seekers (CERDA) as well as a researcher at the SHERPA University Institut with regard to ethnocultural communities. Her areas of interests are : trauma in young people and families from immigrant backgrounds, mental health and well-being, cultural diversity, knowledge transfer to encourage the development of the best practices.

**Justine
Gosselin-Gagné**

Justine Gosselin-Gagné holds a doctorate in Psychopedagogy at the University of Montreal. Her main research interests are the paradigm of inclusive education and its implementation by different school actors. Currently, she is a project manager at the Center for Educational Intervention in the Context of Diversity at the Center of Educational Services of Marguerite-Bourgeoys.



**Jill
Hanley**

Dr. Jill Hanley is a full professor in the School of Social Work at McGill University and is the scientific director of the SHERPA University Institute. Her research projects focus on access to social rights (health, work, housing) of migrants with a precarious status as well as their strategies for defending these rights. She is co-founder and has been involved in the Migrant Workers Center for over 20 years.

**Jennifer
Hille**

With a master's degree in Intercultural Communication and another in Political Sciences, Jennifer Hille has extensive experience in strategic communications. At La Maison Bleue (LMB), she manages a research and knowledge transfer team. This team works closely to medical, psychosocial and educational workers at the 4 sites of LMB in order to harmonize the interdisciplinary practices and accompany 10 new social perinatal organizations in Quebec.

**Mickael
Idrac**

Mickael Idrac holds a doctorate in Socio-Demography at the Paris Cité University, and his thesis focuses on education in a migratory context. Known for his humanitarian work, he has always evolved in the environment of camps whether in Asia, the Middle East or Europe. Within the Interdisciplinary Research Group on Refugee and Asylum-Seeking Families of the University of Montreal, he contributed to the evaluation of the process of selection and resettlement of refugees supported by the state of Quebec, the results of which he will present at the conference.

**Jo Anni
Joncas**

Jo Anni Joncas is a professor in the Foundations of Education at the Faculty of Education at the University of Sherbrooke. She obtained a doctorate in Education at Laval University in 2018 after which she completed a postdoctoral fellowship at the University of Ottawa. As a sociologist, she is interested in the social issues of education surrounding inequalities, diversity and justice, from vocational education to higher education. She is particularly interested in Indigenous Education.

**Vicken
Kayayan**

Vicken Kayayan is a PhD candidate in Anthropology at the University of Montreal. His doctoral research focuses on diasporic networks among Syrian-Armenian refugees settled in Quebec and Lebanon. He is mainly interested in Anthropology and Sociology of Migration; he specializes in middle eastern migrations in the Americas. He has participated in several research projects with migrants and refugees in Quebec and Central America.



**Amal
Khaleefa**

Amal Khaleefa is a researcher in languages and migrations at the French Institute of the Near East in Jordan and is affiliated with the Convergences Migrations Institute in Paris. She is interested in the impact of life in exile on the relationship to languages of refugees. Based on ethnographic surveys, she seeks to identify language representations and practices, particularly in the camps. Her book, based on her thesis, was published by the Presses de la Sorbonne Nouvelle in December 2022.

**Rola
Koubeissy**

Rola Koubeissy is an assistant professor in the Department of Psychopedagogy and Andragogy at the University of Montreal, specialist in teaching and learning processes in a context of diversity and inclusion. Her research interests include teaching practices in multi-ethnic contexts and in crisis situations, inclusive pedagogy, critical pedagogy and socio-educational inclusion of immigrant and refugee students.

**Rachel
Kronick**

Dr. Rachel Kronick is a researcher and child psychiatrist and director of Outpatient Child at the Jewish General Hospital. Her research examines post-migratory stressors of refugee and asylum seeking children and families, including immigration detention in Canada. Presently her focus is on preventative community- and school-based ecosocial interventions for refugee claimant and newcomer families to address social determinants of mental health.

**Rosy
Kuftedjian**

Graduated with an MA in Creative Arts Therapies, Rosy Kuftedjian is a drama therapist, artist, and social activist. Through her drama therapy work in Lebanon, she was involved in prison reform and advocacy. She currently practices as a drama therapist at the Jewish Hospital's Child Psychiatry department - working primarily with children, youth, and families. She is also the research coordinator for the Welcome Haven project.

**Gina
Lafortune**

Gina Lafortune is a professor in the Department of Specialized Education and Training (DEFS) at the Université of Québec in Montréal (UQÀM). Her research interests focus on the social and academic experience of young people from immigrant and ethnocultural minority backgrounds: migratory trajectory, acculturation dynamics, identity strategies, academic achievement. She is also interested in school-family-community relations in multi-ethnic environments, cross-cultural and critical education.



**Julie
Lavaux**

Julie Lavaux, a Belgian psychologist, family therapist and specialist in contextual therapy, has experience for more than 15 years with asylum seekers in mental distress. She is currently responsible for the therapeutic follow-up (outpatient and residential) of families with psychological difficulties in a specialized center of the Red Cross in Belgium. She also provides various trainings on the support of asylum seekers.

**Vanessa
Lemire**

A graduate in Remedial Education, Vanessa Lemire obtained her master's degree in Comparative Education and the Foundations of Education at the University of Montreal in 2010. Since 2011, she coordinated various research projects of the Faculty of Education Sciences at the University of Montreal, and she has been coordinating those of Garine Papazian-Zohrabian since 2016. She is also a teacher in special education amongst adults who have dropped out of school.

**Steeven
Louis**

Steeven Louis is a clinical psychologist and psychotherapist, and a doctoral student in Clinical Psychology and Psychopathology at the University of the County of Bourgogne-Franche where he teaches. His doctoral research projects focus on trauma, migration, resilience and spirituality in relation to the January 2010 earthquake in Haiti as a temporality. He is doing his doctoral thesis in a multi-sited field (France, Quebec, Canada, United States and Haiti).

**Godfrey
Makoha**

Godfrey is a social worker and Ph.D. student in the school of social work at McGill University. Interested in refugee studies, his work is focused on conceptualizing alcohol use and forced displacement. He has served as an assistant lecturer at Kyambogo university in Uganda and as a research assistant with Global Child McGill at McGill University in Montreal, Canada. Currently, he works as an RA with the Transforming Field Education Landscape (TFEL) Project at the University of Calgary in Edmonton, Canada.

**Déogratias
Maruhukiro**

Déogratias Maruhukiro has a master's degree in Applied Ethics and a doctorate degree in Theology (Caritas Science/Ethical, Political and Social). He is a professor and an associate researcher at the University of Freiburg in Germany. His research is centered around questions on justice, peace and reconciliation. He is the founder of the Réseau africain pour la paix, la réconciliation et le développement durable (RAPRED-Girubuntu) and the Girubuntu Peace Academy (GPA).



**Catherine
Maynard**

Catherine Maynard is an assistant professor at the Department of Languages, Linguistics and Translation at the University Laval. She is interested in the didactics of teaching French in pluriethnic and plurilingual environments, and in plurilingual approaches of teaching French, particularly with regard to writing, grammar and spelling. She mainly conducts her research with primary and secondary school students and teachers.

**Lisa
Merry**

Lisa Merry, RN, Ph.D., is an associate professor at the Faculty of Nursing Sciences at the University of Montreal. She is also a researcher at the SHERPA University Institut, the CIUSSS West-Central Montreal. She has nearly 20 years of research experience with migrant populations. Her research projects focus on the health and psychosocial well-being of migrant families at the time of birth and during early childhood, using a transnational perspective.

**Milica
Miljus**

Milica Miljus is a doctoral candidate in Education Sciences at the University of Montreal under the supervision of Garine Papazian-Zohrabian. Her research interests concern the measures put in place by schools in various regions of Quebec to support youth from immigrant backgrounds. She also studies the nature of the interactions that they have in school settings, their perception of intercultural school climate and their ethnocultural identification.

**Esther
Ming Sun**

Esther Ming Sun, Ph.D. in Comparative Education and Foundations of Education from the University of Montreal, is an advisor for research and support for intercultural education at Quebec's Ministry of Education. She is responsible for carrying out research activities on the integration of students from immigrant backgrounds as well as intercultural education in order to continuously improve the Ministry's support measures.

**Meriem
Mokdad Zmitri**

PhD in Clinical Psychology; Assistant professor in Clinical Psychology and Psychopathology, University of Tunis; Associate researcher at the Pathological and Intercultural Clinical Laboratory, University of Toulouse; President of the Tunisian Society of Psychology and Member of associations : International Couple and Family Psychoanalysis (AIPCF); International for Intercultural Research (ARIC) and Association for Psychoanalysis of Culture and Society (APCS).



**Gabrielle
Montesano**

Gabrielle Montesano is a master's student in Education Sciences (M.A.) in the Department of Psychopedagogy at the University of Montreal, under the supervision of Garine Papazian-Zohrabian. She is interested in Universal Design for Learning and total school inclusion of French-speaking students that have recently immigrated in ordinary elementary classes.

**Marie-Rose
Moro**

Marie Rose Moro is the current leader of transcultural psychiatry in Europe (www.marierosemoro.fr). She is a child and adolescent psychiatrist and professor at the University of Paris Cité and directs the Maison des adolescents at Cochin Hospital (www.maisondesolenn.fr). She has been developing transcultural psychiatric consultations throughout France for 30 years where migrants and their children are treated wherever they come from, taking into account their languages and representations.

**Geneviève
Mottet**

Geneviève Mottet is a member of the EduMij team (Education, minorities et social justice) at the University of Geneva. She is a sociologist, a doctor in Education Sciences and a professor-researcher in the training of elementary school teachers. Her research projects focus on newcomer allophone students, the schooling of children of asylum seekers, the transformations of educational policies, school dropouts and re-entry mechanisms.

**Chantal
Mutamariza**

Chantal Mutamuriza is a specialist in International Human Rights Law, founder and executive director of Light For All, an NGO that promotes the education of refugee children in Uganda, the economic empowerment of women and young refugees, and the support for victims of sexual and gender-based violence. In the past, she was an official of the African Union and a human rights officer at the IRSH (International Service for Human Rights) in Geneva.

**Jean Gabin
Ntebutse**

Jean Gabin Ntebutse is a full professor in the Department of Pedagogy at the Faculty of Education at the University of Sherbrooke. He assumes the responsibilities of director of the Center for Studies and Research on Transitions and Learning (CÉRTA). This center is financed by the FRQSC and studies lifelong learning pathways from a social justice perspective. He is also the director of the graduate programs in secondary education.



**Joaquim
Oliveira**

Joaquim Oliveira is a coordinator at the Department of Linguistic Integration and Intercultural Education of the Quebec Ministry of Education. His expertise covers, amongst other things, the complex issues related to school registration, management in the context of religious diversity, the application of the principle of secularism of the State and the processing of requests for accommodation. He holds a master's degree in Political Sciences and International Politics at the University of Montreal.

**Garine
Papazian
Zohrabian**

Garine Papazian-Zohrabian is a professor in the Faculty of Education at the University of Montreal, scientific director of the Interdisciplinary Research Team on Refugee and Asylum-Seeking Families (ÉRIFARDA) and Special Advisor in Mental Health for the Assistant Vice-Rector for Student Affairs and Success. She is also a regular member of the SHERPA Institute (research, immigration, society) and a member of the Order of Psychologists of Quebec and her clinical experience, research and teaching focus on development, mental health and the processes loss, grief and trauma of children and adolescents.

**Gabriela
Peterson**

Graduated as an anthropologist from the University of Montreal, and is currently doing her MA in anthropology of religion and health. Her research involves rituals and mental health in the Hindu South Asian community in Montreal. As she is interested in religious and health practices she also became an autonomous ayurvedic practitioner and has work on many research projects relating access to health services and asylum claimants.

**Myriam
Radhouane**

Myriam Radhouane (PhD) is an assistant professor at the University of Geneva. She has worked on taking into account otherness in teacher training and practices. Today, her work focuses on the education of refugee students in resettlement countries. She has also worked on topics such as global citizenship education and education in situations of emergency.

**Myriam
Richard**

Myriam Richard is a doctoral candidate at the School of Social Work of the Université of Montréal. Her dissertation focuses on the experiences of separation and reunification of transnational refugee families in Quebec and elsewhere in the world. She is grounded in critical family studies, transnational approaches and narrative methodologies. She has been involved in research, training and accompaniment of community workers for over 10 years.



**Isabelle
Rigoni**

Isabelle Rigoni is a lecturer in sociology at the INSHEA/Grhapes, a fellow at the IC Migrations and an associate researcher at the Center Émile Durkheim and at Migrinter. She works on migration, in particular on migrant minors. She is the recipient of several grants and a European research project, and has co-directed several research programs. She is an expert amongst the European Commission for research projects relating to migration issues.

**Cécile
Rousseau**

Dr. Cécile Rousseau is a full professor in the Department of Psychiatry at McGill University. She works as a clinician in shared care with immigrant and refugee students in multi-ethnic neighborhoods of Montreal, while pursuing research on prevention programs in schools, on the impact of migration policies and on the phenomenon of radicalization leading to violence.

**Magali
Ruet**

Magali Ruet is an anthropologist and language teacher at the University of Zadar in Croatia. She is also affiliated with the Convergences Migrations Institute. Her research focuses, on the one hand, on student mobility and on the other, on the reception of people in exile, particularly relating their linguistic dimensions. She uses sociobiographical and multimodal methods (drawings, photography...) in the her research projects.

**Manuel
Salamanca**

Manuel Salamanca Cardona is a sociologist and works on issues of immigration, labor law and popular education in social movements. He has developed a doctoral research on placement agencies and on the exploitation of immigrants. He leads a research on the relations between unions and organizations for immigrants in Quebec. He is a member of the Immigrant Workers Centre in Montreal (IWC-CTI) since 2013.

**Valerie
Schutte**

Valerie Schutte is an affiliate researcher at the Center for Research on Educational and Community Services at the University of Ottawa. She has a Master of Arts in Education, a Bachelor of Arts in Psychology, an Honours Bachelor of Arts specialized in French and a Bachelor of Education. From 2020 to 2021, Valerie was an intern with the United Nations High Commissioner for Refugees. Her research interests include the education of forcibly displaced persons and the mental health of children.





**Yu Fei (Mandy)
Wu**

Yufei (Mandy) Wu is a second-year Master's student in the Division of Social and Transcultural Psychiatry, under the supervision of Dr. Rachel Kronick. Her Masters research is ingrained in the Welcome Haven program – a community-based psychosocial support program for asylum-seeking families. Specifically, she will examine mothers' experiences in agency and well-being during resettlement. She has previously received her BA in Honors Psychology at McGill.



UNSpoken TEARS

Documentary

Unspoken Tears (Trauma Through Words)

Je pleure dans ma tête (Les traumatismes par les mots)

Hélène Magny

2022 | 75 min

Documentary

Original French version with English subtitles

A production of the National Film Board of Canada

Despite their young age, some Quebec schoolchildren have already experienced unspeakable horrors. Like their classmates, they're learning to read and write, but, as refugees who've fled war and violence in their homelands, they must also readjust to normal life. How can these children find meaning again after their very existence was once on hold? How can they integrate into school life given their individual struggles?

Garine Papazian-Zohrabian, a psychologist specializing in conflict-related trauma, carries the memory of the Armenian genocide and the Lebanese Civil War, which she experienced for 15 years. Today, she trains Quebec schoolteachers to address the psychosocial issues of

refugees arriving in their classrooms. Their devastating psychological scars can result in nightmares, violence, depression, antisocial behaviour and muteness. Rather than prematurely diagnosing autism or ADHD, Papazian-Zohrabian advocates a patient, progressive and in-depth approach. Rather than labelling people and prioritizing the use of medication, she recommends trying to understand the situations, needs and suffering behind behavioural problems. She strives to create a bond of trust and offer a sympathetic ear through "talking circles"—spaces that encourage expression and the reconstruction of self-identity. After years of silence, the children gradually recover their voices and experience positive socialization.

Filmmaker Hélène Magny discreetly observes the children's gradual adaptation and the work of this inspiring trainer. She examines solutions found by various teachers, along with the resources that emerge. Unspoken Tears pays tribute to the admirable resilience and survival strategies of these "small adults," whose spirit the bombs and camps have not completely crushed, at a time when it is vital to raise awareness in Western societies of migration-related issues and children's rights.



Final Words

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