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SEMAJI

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THE OFFICIAL NEWSLETTER OF BCRC

BCRC is a growing, resource-based organization that strengthens community capacity by providing professional support to organizations and individuals in need.



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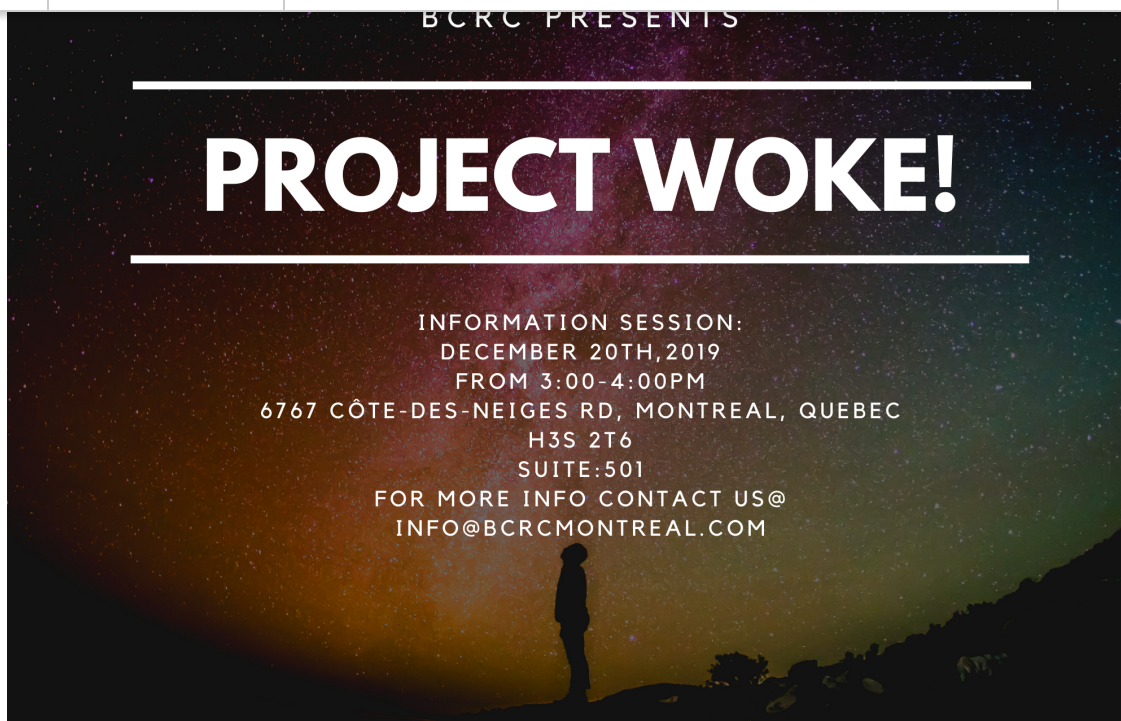
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BCRC

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Canada

Secrétariat aux relations
avec les Québécois
d'expression anglaise

Québec

Project Woke

The theme of this project is Anti-racism. Throughout the project the youth interns will discuss challenges faced by Montreal's black community such as police brutality, hate crimes, racism and discrimination in the workplace, black culture, being a black immigrant in Montreal and much more.

Project Woke information session Friday 20th, 2019, from 3:00 to 4:00 PM

Qualifications:

- Black youth
- English speaking (necessary)
- French speaking (an asset)

Requirements:

- Time commitment of 8 to 10 hours per month
- Attendance at 8 Project Woke workshops (included in monthly time commitment)
- Conducting 2 workshops with community members
- Creation of documentation of the experience

If interested in joining this project please, fill up the form below:

https://docs.google.com/forms/d/e/1FAIpQLSchvQpQKbyrmjsOdkw_CKC6mi3wkjGZXW1pzv-2waPQGqgdw/viewform?vc=0&c=0&w=1

BCRC Partners with QAHN on English-language Musical Heritage Project

The Quebec Anglophone Heritage (QAHN) has received support from Canadian Heritage for a 15-month project that will promote and document the richly diverse musical landscape of English-speakers across Quebec. This project will showcase and strengthen the musical traditions core to the cultural fabric of our communities, traditions which nourish and express our unique senses of history, place, and belonging in Quebec and Canada. BCRC is proud to announce that it will be working with Researcher, Glenn Patterson, to explore

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to keep updated, follow the project's Facebook page.

By Raeanne Francis

Living History Project on English-speaking Blacks in Montreal

The Black Community Resource Centre (BCRC) recently completed a project to highlight the history of Montreal's English Speaking Black Community. **See the results here.**

Broadening base for Blacks - Red Feather Forum

This organization is already well known on the West Island through its involvement with youth protection in collaboration with Batshaw Youth and Family Services. The African Canadian Development and Prevention Network (ACDPN) has opened a western satellite office. It is a new social services assistance available for the Black community on the West Island.

By being present in the neighborhood of West Island, they hope to make a difference among the Blacks that face economic and linguistic challenges. They also offer aid and advice for health, education, and early child development.

For the uni-lingual immigrants with no knowledge of French and this new culture, the ACDPN want to give them all the tools to make their immigration at ease in Montreal. They give cultural support and provide to family and youth all the available services for the Black community.

Blacks continue to be stamped on at the foot of the Inverted Quebec “*Vertical Mosaic*”.

The term Vertical Mosaic was created by the Canadian sociologist John Porter to describe the social class and power arrangements in Canada. The Vertical Mosaic was published in 1965 by the University of Toronto. It challenged the image of Canada as the “Star of the North”: a classless society with no barriers to opportunity, the freedom-land where those fleeing the ruins, social and economic disasters of British, French, Spanish and Portuguese plantations came. Porter portrayed Canada a country run by elites, individuals at the top of the hierarchical institutional systems of a modern society. Porter's central thesis was that elites both competed and co-operated with one another: He advances the proposition that elites compete to share in decision making of major importance for the society, and they co-operate because together they keep the society working as an ongoing concern: they have the capacity to introduce change (Porter p. 27).

Porter used and analyzed detailed statistical data to reveal enormous inequities of income, wealth, occupational status, etc., among Canadians. He demonstrated that the widely held self-image of Canada as a classless or, at least, middle-class nation was erroneous. In fact, only approximately 3 per cent of Canadians had sufficient income and wealth to enjoy the popular image of a middle-class lifestyle. Over 75 per cent of Canadians made less than half the necessary amount (Helmes-Hayes, 2006). In effect as Canada evolved out of the Trans-Atlantic Mercantilism system of colonial capitalism into a modern industrializing society, members of the British “charter group” (White Anglo-Saxon Protestant, or WASP) emerged as the dominant elites. The British settler classes were greatly over represented at the top levels of the totem of Canadian occupational and reward structures. They enjoyed mobility opportunities not open to those from the other founding “charter groups,” the French and other ethnic and racial groups. This social and economic ordering of the society was described as a vertical Mosaic, frequently described

In this vertical index of the state of the classes of peoples, what the Europeans classes had in common was the belief in their racial superiority in the genetic and psycho-social and economic sense over other races. Whites in Canada did not see Blacks and the indigenous peoples as capable of creating a civilization of the highest form. Like Whites elsewhere, they believed that only the Aryan races possessed these propensities. Arthur de Gobineau advances this argument in "The Inequality of Human Races", published 1854, as an eulogy to the Aryan races, and quoted by Eric Williams in "British Historians and the West Indies" (William, 1964, p.31). The paper justifies colonialism and racism on the thesis of inequality of races. De Gobineau argued that history shows us that "all civilizations derive from the white race, that none can exist without its help, and that a society is great and brilliant only so far as it preserves the blood of the noble group that created it, provided that this group itself belongs to the most... There is no true civilization, among the European peoples, where the Aryan branch is not predominant... no Negro race is seen as the initiator of a civilization. Only when it is mixed with some other can it even be initiated into one. Similarly, no spontaneous civilization is to be found among the yellow races; and when the Aryan blood is exhausted, stagnation supervenes." Eric Williams states that British historians later lent their prestige to these theories. Acton, in a review in "The Rambler" of March 1862, of Goldwin Smith's history of Ireland, argued that "The Persians, the Greeks, the Romans, and the Teutons are the only makers of history, the only authors of advancement. Other races possessing a highly developed language attain to a certain pitch of cultivation which they are unable either to communicate or to increase. They are a negative element in the world ... subjection, therefore to a people of a higher capacity for government is of itself, is no misfortune; and it is to most countries the condition of their political advancement ... Theorists who hold it to be wrong that a nation should belong to a foreign state are, therefore, in contradiction with the law of civil progress" (William, E 1965 p.33)

It is no surprise, therefore, that at the level of the average educated citizen, Anthony Trollope could in 1859 write about the Black person in such racist and ambiguous terms: "Physically, he (the Negro) is capable of the hardest bodily work and that probably with less bodily pain than men of any other race; but he is idle, unambitious as to worldly position, sensual, and content with little. Intellectually, he is apparently capable of but little sustained effort; but, singularly enough, here he is ambitious. He burns to be regarded as a scholar, puzzles himself with fine words, addicts himself to religion for the sake of appearance, and delights in aping the little graces of civilization. He despises himself thoroughly, and would probably be content to starve for a month if he could appear as a white man for a day; but yet his tights in signs of respect paid to him, black as he is, and is always thinking of his own dignity. If you want to win his heart for an hour, call him a gentleman; but if you want to reduce him to a despairing obedience, tell him that he is a, filthy nigger, assures him that his father and mother had tails like monkeys, and forbid him to think that he can have a soul like a white man."

In these excerpts, one sees many elements of present day white attitudes towards black people; Blacks in Canada, Montreal still have to speak out and strongly denounce episodes of the "Black Face" (The HEC Blackface Football Parade Sept 14 2011, the Justin Trudeau Black Face Election 2019 revelation). The intellectual inferiority thesis sustains doubts about blacks being able to "fit in" to certain industrial situations of a managerial nature or that requiring highly skilled personnel. The thesis of inherent laziness and lack of ambition seem to underpin the belief that the Black man is prepared to be satisfied with the menial position.

The census data show that, notwithstanding their equivalent performance in acquiring education and training and even doing better than the total population in some Provinces, Blacks find themselves consistently at the bottom of the socio-economic index in all provinces. The quiet revolution, which started in the early sixties in Quebec, led to the Nationalist movement under René Levesque and to Bill 101. This has been responsible for the rise in the socio-economic and psycho-social status of the White Franco-phone populations relative to other populations. It has been the single most important factor causing the inversion of the John Porter Vertical Mosaic. Thus while the non-visible English-speaking population is the best served minority in the Canadian landscape, it trails the French speaking non-visible majority, in Quebec. However, it should be noted that the status of Blacks, whether English-speaking or French speaking, has not changed either in

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reasonable causes for believing so are cited in many studies. In fact, it is the central cause for the major investigation in the City of Montreal into Systemic Discrimination and Racism in the labor markets and racial profiling of Blacks by the police.

In his book *Black Canadians* (Mensah pp 158-9) Mensah states that the data (Census 2006) indicate that Blacks are the worst off in terms of unemployment rate, low income, and incidence of low income, even though their education and official language abilities are comparable to other visible minority groups and to those of other Canadians in most provinces and territories. Base on the lack of data and the use of appropriate statistical models, Mensah warns about making the claim of higher-racism in particular labor markets. But he raises the question on a qualitative level with respect provinces like Newfoundland, New Brunswick, Quebec and Manitoba where Blacks have a relative higher education. In Quebec, the status of the English speaking Black population is very bothersome and a matter for much concern.

In terms of the socio-economic characteristics (Table 3) Blacks lag the population significantly. The percentage of the population 15+ that is employed is 87% compared to 93% for that population as a whole; Blacks are twice as likely to be unemployed (13.2 %) as compared to the total population (7.2%). 62 percent worked part time in the previous year (2015) versus 52.7 % for the population as a whole; the population 15+ without income was more than double that for the population as a whole 6.9% compared with 3.3%. The medium income of Blacks is 77 percent of that for the general population (\$25,351 versus \$32,995). It is not surprising that 24 % of the Black population over 15 years and over lived below the low-income measure compared with 14.6% for the population as a whole. The William Floch presentation (Floch, Appendix I, 2018) show that Black English-Speaking Quebecers are doing worse than French speaking Blacks with respect to the completion of higher degrees.

Table 3 Economic Characteristic of Black and Total Population 15 years and over, 2016

Economic Characteristics, 2016 Labor Force and Income Status	Black Population		Total Population	
	Number	Percentage	Number	Percentage
Total Population Aged 15+	231,555	100.0%	6,634,280	100.0%
In the labor force	160,740	69.4%	4,255,500	64.1%
Employed	139,855	87.0%	3,949,330	92.8%
Unemployed	20,890	13.0%	306,170	7.2%
Worked in Past Year	158,735	68.6%	4,405,965	66.4%
Worked full year full time (2015)	60,810	38.3%	2,084,015	47.3%
Worked part year (2015) or part time	97,930	61.7%	2,321,950	52.7%
Population 15 years and over without income	16,055	6.9%	217,270	3.3%
Population 15 years and over with income	215,500	93.1%	6,417,010	96.7%
Average Income (\$)	31,329		42,546	
Median income (\$)	25,351		32,995	
Below Low-Income Measure (LIM-AT)	76,470	24.0%	1,160,225	14.6%
<i>Source: Statistics Canada, 2016 Census, Target Group Profiles - Visible Minority Tables 6 Appendix 1</i>				

It is believed that there is a systemic bias in the Quebec labor market against the hiring of Blacks which has led to an outward migration of Black graduates from the colleges and universities in Montreal. Arguably, this is partly a reflection of the lower levels of education achievement shown for English Speaking Blacks relative to other populations in the 2016 Census (Floch, Appendix I Table 4, 2018). In fact, the results of a Master's thesis written by Julie Dominique Hautin (Hautin, 2008), a survey and study commissioned by the BCRC and CEDEC (ACCE, Employment Survey, 2015) are supported by Census data on employment in Table 3 above. These data and surveys seem to confirm the proposition that structural and other system discriminatory factors are at work in the market that are

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Reference and Readings

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Helmes-Hayes, Rick (2006) Updated Celine Coper 2019; Website date December 5 2019
<https://www.thecanadianencyclopedia.ca/en/article/vertical-mosaic>

Mensah, Joseph (2010) "*Black Canadians: History, Experience, Social Conditions*" Fernwood Publishing

Bayne, Clarence (2019) "*Community Education and Development: Perspectives on Employment, Employability and Development of English-Speaking Black Minority of Quebec*", Special Issue 2019, IJCDMS, ICED.

By Dr. Clarence Bayne

Submission to the Snow Removal Pilot Project *Brigade Neiges*

The Côte-des-Neiges & Notre-Dame-de-Grâce adopt a snow removal pilot project to help people with reduced mobility in the borough, similar to the project offered by the Mercier-Hochelaga-Maisonneuve in 2019.

The Carrefour jeunesse emploi organizations in Côte-des-Neiges and the Carrefour jeunesse emploi in Notre-Dame-de-Grâce have been selected for the coordination and implementation of the project pilot ***Brigade Neiges***, a snow removal during the winter of 2019-2020. The service will be offered to people who have a disability or limitation that prevents them from self-clearing their pedestrian entrance (vehicular entry and Multiplex buildings with a concierge are excluded).

The eligibility criteria that must be met to receive snow removal services are as follows:

- a) Be resident of the borough and be in the territory served by the CJE and;
- b) Have a physical or psychological incapacity to proceed with snow removal and be referred by the CIUSSS, a community organization specialized in helping persons with limitations or having a medical ticket.

The goal of the project is to create social solidarity and help vulnerable and isolated people to come out of this isolation.

If you are interested or know someone who could use of the snow removal ***Brigade Neiges*** service, please contact us at communications@bcrctmontreal.com !

Arrondissement de Côte-des-Neiges - Notre-Dame-de-Grâce
 Ville de Montréal

JOBS OPPORTUNITIES

Offre d'emploi

Le projet **Intervenant(e)s Communautaire Scolaire** du quartier Côte-des-Neiges est un projet qui relève de la Table Jeunesse et vise à renforcer le maillage entre les écoles, les familles et le milieu communautaire pour faciliter le parcours et la réussite de tous les jeunes.

Il regroupe la Commission Scolaire de Montréal, la Corporation de développement communautaire de Côte-des-Neiges (CDC) et la Table de Concertation Jeunesse de Côte-des-Neiges, l'école secondaire La Voie et les écoles primaires : Notre-Dame-des-Neiges, Du Petit-Chapiteau, Des Nations, Iona, Félix-Leclerc, Bedford, Des Cinq-Continents, Saint-Pascal-Baylon, Simonne-Monet, Lucille-Teasdale.

INTERVENANT(E) COMMUNAUTAIRE SCOLAIRE

L'intervenant(e) aura pour mandat d'assurer un lien entre les écoles, les familles et la communauté dans le secteur de Côte-des-Neiges en gardant pour objectif premier l'optimisation de la persévérance et réussite scolaire et sociale des enfants. Cette personne travaillera donc à rapprocher ces trois éléments entre eux en répondant avant tout aux besoins des parents et en les mettant en contact avec les ressources de l'école de même qu'avec les ressources communautaires et autres du quartier.

Description de tâches :

- Assurer une présence régulière dans l'école primaire du quartier et nourrir des liens de confiance avec les familles / les équipes-écoles;
- Agir à titre de personne-ressource auprès des familles (soutien, référence, accompagnement) et auprès des partenaires (partage sur les réalités des familles et les enjeux de quartier);
- Participer activement à la formation de départ et aux réunions d'équipe hebdomadaires;
- Connaître les besoins et les problématiques de l'école d'assignation afin d'intervenir adéquatement auprès de la clientèle cible, à savoir les parents des élèves;
- Sonder les besoins des parents (que ce soit en lien avec le développement scolaire et social de leurs enfants et/ou leur développement personnel et familial) et intervenir en conséquence;
- Établir des liens avec le personnel de l'école et travailler en étroite collaboration avec la direction;
- Organiser et/ou animer des ateliers thématiques en vertu des besoins des parents et de l'école;
- Favoriser l'implication des parents bénévoles dans l'école et dans les activités organisées;
- Faire connaître et promouvoir les institutions et les organismes locaux, de même que les activités et événements du quartier ainsi que ceux de l'île de Montréal et assurer le réseautage;
- Tenir à jour les évaluations et les outils de gestion créés.

Exigences :

- ♦ Diplôme collégial ou universitaire de 1^{er} cycle dans un domaine pertinent ou expérience de travail jugée équivalente (intervention, animation, pédagogie, etc.);
- ♦ Connaissance et ouverture aux particularités d'un contexte d'intervention multiethnique;
- ♦ Connaissance et expérience du milieu communautaire et multiculturel;
- ♦ Familiarisé(e) aux problématiques des enfants/adolescents et des relations parents-enfants;
- ♦ Compétences en organisation et en planification du travail;
- ♦ Entregent et grande capacité d'écoute;
- ♦ Sens de l'initiative et autonomie dans l'organisation du travail
- ♦ Compétences en animation de groupes et en organisation d'événements
- ♦ Bonne connaissance des logiciels Word et Excel;
- ♦ Excellente communication orale et écrite : Bilingue Français / Anglais (troisième langue un atout).

Conditions de travail :

- ♦ Poste à temps partiel / 15 heures par semaine / Horaire variable : jour, soir et fins de semaine.
- ♦ Entrée en fonction le 20 janvier 2020.
- ♦ Salaire : 16 \$ de l'heure.

Les personnes intéressées doivent faire parvenir leur CV et lettre de présentation au plus tard le vendredi 13 décembre 2019 à 17h00 à l'adresse courriel suivante : coordination.ics@tablejeunessecdn.com

www.qcgc.ca

EDUCATION POLICY RESEARCHER REQUIRED

Project: Setting the Future Course of English Language Education in Quebec
Term: Beginning as soon as possible until March 31, 2020
Tentative start date: No later than December 16th, 2019
Status: Full time temporary position
Pay: \$27.50 - \$38.00 per hour
Education: Post-graduate degree (research track) in public policy
Experience: The successful candidate will have extensive policy research experience in the area of education policy. This experience will include education policy research related to linguistic minority communities. The successful candidate will also have an expert-level knowledge of Quebec's public education system, and the province's English public system. Experience in administration programs considered an asset.
Languages: Fluent English (spoken, written, comprehension), French (spoken, comprehension)
Closing date: November 27th, 2019

Please send covering letter with CV to: emma.knights@qcgc.ca and stephen.thompson@qcgc.ca

Overview

"Setting the Future Course of English Language Education in Quebec," plans to engage experts and educational partners in the development of a strategic plan to help guide the English-speaking Community of Quebec in navigating the public education system in Quebec. The project will conduct an environmental scan in conjunction with other forms of research to create an evidence-based policy paper articulating our linguistic minority-community's coordinated approach to the public education system in Quebec, including recommendations related to school board reform. Policy briefs will also be developed on a variety of topics related to linguistic minority-communities and public education. Through the proposed project, it is expected that the English-speaking community (ESC) of Quebec will be equipped to respond to potential policy changes and present community-coordinated recommendations rooted in evidence-based research.

Accountability

The researcher will report to the Director, Government Relations, Policy and Research.



5-month (minimum) contract Job Description 2019-2020

Job title: Assistant to the Program Director (Theo Vecera)

Specific notes on the position:

- We are looking for an employee that will be a strong and positive presence to all our participants and leaders (with a special attention and focus to the girls at the DBVLC).
- 5-month **substantial contract** from Monday, January 6th, 2020 to Friday, June 5th, 2020.
 - Possibility of extending contract to include the summer camp dossier to Friday, August 28th, 2020.
 - Possibility of extending the contract for a longer period of time.
 - If need be, the job description can be modified into two part time positions with different tasks and responsibilities for each person.
- There may be an opportunity to do some work hours sometime in December. This in order to learn and shadow the paid staff on your expected work responsibilities. Those hours would then be "banked" between January 2020 and May 2020.
- Other details concerning working conditions will be explained during the interview process.
- Some of the job responsibilities can be modified and/or not applied according to the candidate's skill level and experience.
- Bilingualism (English and French) is important to the success of the job. Basic French writing skills is not compulsory but appreciated.
- Computer skills are important for the daily function of the job responsibilities. MS Word comfort and an ability to learn about other programs and social media is important.
- The candidate is professional in demeanor, presentation and work ethic. Is comfortable working independently, takes initiative, has an open mind and open heart, works well under pressure, is kind, patient and joyful with a welcoming attitude and spirit.
- The candidate will be respectful and open to the core values and mission of the Don Bosco Youth Leadership Centre.
- For further information on our mission statement and programming objectives, please visit dbylc.com or our Facebook page "Don Bosco YLCO".

Salary:

- The salary will be paid an hourly rate of \$22.00 per hour.
- The work week will be 35 hours a week. Usually 7 hours a day but flexible depending on special events and programming.
- Work schedule can be a 2-day shift and 3 nights shift (until 9pm) a week OR a 3-day shift and 2 nights shift. It will depend on special events and programming during the DBVLC programming year.
- When special event programming takes places on a weekend, those hours will be banked OR a certain day of the DBVLC will be closed to compensate for the extra hours.

Fulfillment of the "Setting the Future Course of English Language Education in Quebec" mandate.

- Develop a research plan including a strategy and timeline
- Conduct an environmental scan of the current state of the English-language public education system in Quebec, including issues and concerns around minority education governance and school board reform, and the role that school boards play in the vitality of the ESC.
- Develop and conduct research activities such as surveys and interviews with partners to collect and collate opinions on key issues, their needs related to capacity development, and their vision of how to improve the school boards system.
- Draft policy briefs on the importance of public education for minority-communities and offer evidence-based recommendations related to school board maintenance and reform.
- Contribute to the publication of a policy paper on the position of the ESC regarding minority language public education in Quebec. The paper will draw on the findings from the research and environmental scan, as well as ongoing consultations in the community.
- Work with the Director Communications to disseminate study findings and policy recommendations related to minority-language education in Quebec. This will include developing fact sheets and infographics based on research about the role of school boards and minority-language student achievement, sense of belonging and attachment.
- Support Communication Director in delivering relevant community facing tools and materials (eg infographics, booklet, toolkit etc).
- If time and funding allow, the researcher may also develop some research findings into articles and presentations delivered throughout English-speaking Quebec.

Specific Job responsibilities: Responsible for managing the daily operation of the DBVLC to ensure its staff and resources effectively support the programs and special events offered to our participants and the community at large.

The Assistant to the Program Director performs a wide range of duties with the focus on the following. Note: Can be modified in relation to work hours, skill level and experience.

- Coordinates the tutoring program (hiring, training, scheduling, etc.).
- Responsible for select city and governmental DBVLC related documentation.
- Participation as a DBVLC representative in select City, Government or community meetings and events.
- Assists with the administration and management of the contracted staff, tutors and volunteers. This includes recruitment, training, and follow ups.
- Acts as the first contact for our leaders, parents and citizens for all incoming phone calls, walk-ins, requests and/or follow ups.
- Assist with DBVLC email and social media correspondence and follow through.
- Responsible for the DBVLC email newsletter and it's content.
- Responsible for the scheduling and reservation of DBVLC rooms and specific events.
- Assists with payment collection for all programs and special events.
- Oversees the development and management of the contact database and maintains up-to-date records (e.g. members, donors, sponsors, supporters, professional contacts, medical contacts, event attendees, project funders, family files, etc.).
- Ensures all programming relevant information and follow through is communicated in an accurate and timely fashion.
- Assists the Program Director with the planning, promotion and administration of all program activities and special events.
- All other related tasks assigned by the Program Director and/or the Executive Director.

Please read carefully:

- All information is subject to change or be modified.
- Your immediate supervisor will be Theo Vecera, Program Director
- Only possible candidates will be interviewed starting the week of Monday, December 9th, 2020. Interviews will continue until a strong candidate(s) is chosen.
- Candidate(s) can begin paid work a few hours/weeks during December to familiarize themselves with the job expectations and DBVLC structure.
- Please send your CV and a letter of intent (optional) to ylictheo@hotmail.com
- Please confirm that you have sent in your CV and letter of intent (optional) by leaving a message at 514-928-7676. Only potential candidates will be contacted for an interview.

Thank you for your interest in sharing your gifts and talents for the betterment of today's youth culture and families!

11991 Pierre Ballargeon, H1E 2E5, RDP. Since 1997, dbylc.com 514-648-6421



OFFRE D'EMPLOI

ORGANISATEUR-TRICE COMMUNAUTAIRE – COMITÉ DE CONCERTATION INTERCULTURELLE

La Corporation de développement communautaire de Côte-des-Neiges a pour mission de regrouper les organismes communautaires du quartier, afin de favoriser entre eux la solidarité et la concertation dans la perspective d'améliorer la qualité et les conditions de vie de la population, de lutter contre la pauvreté, la discrimination et toute forme d'exclusion. Nous sommes à la recherche d'un.e organisateur-trice communautaire pour travailler avec notre Comité de concertation interculturelle.

TÂCHES

- Soutenir le travail du comité (coordination, animation de rencontres, rédaction de procès-verbaux, développement et mise en œuvre d'un plan d'action);
- Avec le comité, réfléchir et organiser une série d'activités favorisant l'inclusion et les relations interculturelles qui s'inscrit dans des moments clés de l'année (la Semaine québécoise des rencontres interculturelles, la Semaine d'action contre le racisme, le Mois de l'histoire des Noirs, la Journée internationale du vivre ensemble, etc.);
- Avec le comité, organiser une cérémonie de bienvenue pour les nouveaux-elles résident.es du quartier;
- Rédiger des documents au besoin (documents de recherche, mémoires);
- En collaboration avec d'autres membres de l'équipe, développer et mettre en application une stratégie d'évaluation du travail;
- Créer des liens et des arrimages avec d'autres partenaires et initiatives dans le quartier;
- Toute autre tâche connexe.

PROFIL RECHERCHÉ

- Minimum de trois (3) années d'expérience en organisation communautaire
- Formation universitaire en sciences sociales ou autre domaine pertinent
- Grande capacité de travailler en équipe
- Facilité à rassembler et à mobiliser des partenaires de plusieurs réseaux (communautaire, arrondissement, santé, résident.es, etc.)
- Expérience et compétences en animation
- Expérience et compétences en organisation d'événements
- Autonomie et initiative
- Connaissance des enjeux liés à l'immigration et les relations interculturelles
- Bonne capacité d'analyse
- Bonne connaissance du milieu communautaire et de la population du quartier Côte-des-Neiges
- Très bonne connaissance du français oral et écrit ; connaissance de l'anglais ou d'autres langues un atout

SALAIRE ET CONDITIONS

- 35 heures par semaine
- Salaire selon l'échelle de la CDC
- Contrat de 18 mois

Racialized people and immigrants are strongly encouraged to apply.

To apply, send your curriculum vitae and a letter of introduction to Jennifer Auchinleck at the following address: coordination@conseilcdn.qc.ca.

Deadline to apply: December 12, 2019 at 17h. Starting date: As soon as possible.

Please note that only those selected for an interview will be contacted.

Canadian Institute of Mining is looking for a new Member Care Representative to apply click the link below:

**[https://ca.indeed.com/viewjob?
t=member+care+representative&jk=a20b4ac35d470155&_ga=2.67729745.1393454278
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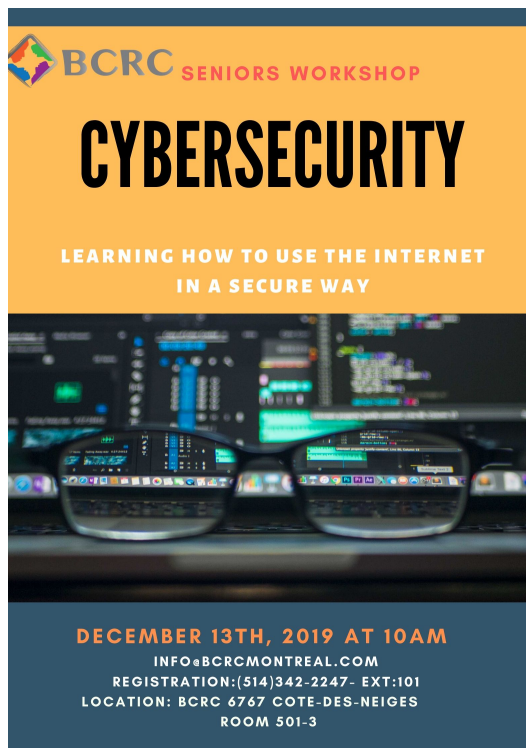
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December Workshops at TEL

Here is a list of workshops we feel may benefit you, students, clients and network. Feel free to share and you can also view all upcoming workshops for December by going to this link: <http://bit.ly/yesdecember>



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