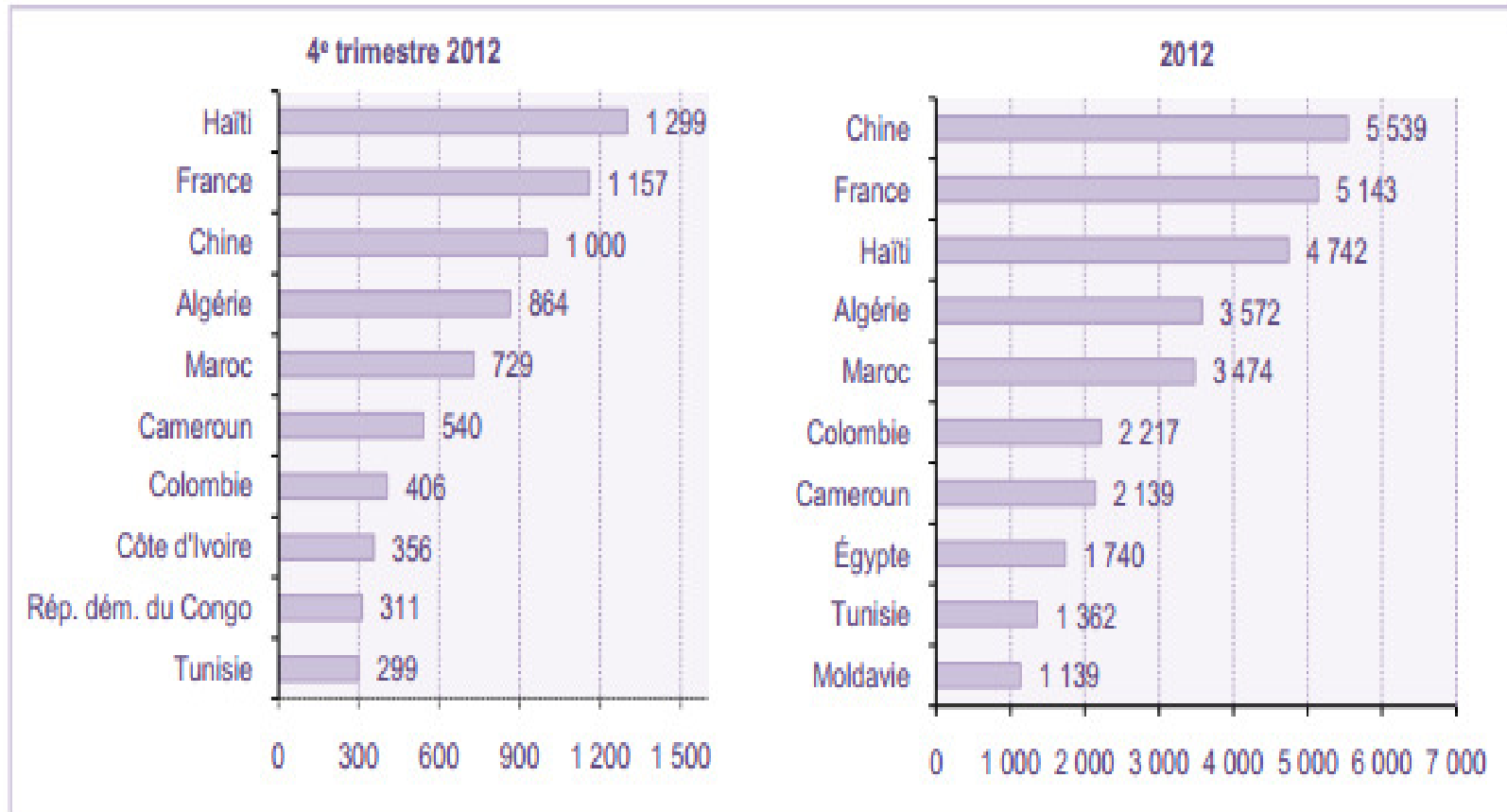# TANDEM PROJECT

Montréal, Québec, Canada

Roger Maclean

Immigration au Québec selon les principaux pays de naissance
4ᵉ trimestre 2012 et année 2012

4ᵉ trimestre 2012

Pays	Valeur
Haïti	1 299
France	1 157
Chine	1 000
Algérie	864
Maroc	729
Cameroun	540
Colombie	406
Côte d'Ivoire	356
Rép. dém. du Congo	311
Tunisie	299

2012

Pays	Valeur
Chine	5 539
France	5 143
Haïti	4 742
Algérie	3 572
Maroc	3 474
Colombie	2 217
Cameroun	2 139
Égypte	1 740
Tunisie	1 362
Moldavie	1 139

MONTREAL REPRESENTS 120 + DIFFERENT CULTURES
Quebec Requires 50,000 Immigrants a year to grow

Overview

- To present preliminary results on police technology students awareness of ethnically, culturally and religiously diverse groups

- To explain the Tandem Project –

  ◦ a mentoring initiative where students meet leaders and members of diverse communities

  ◦ Meet for 6 hours a term

  ◦ Students use their interaction, experiences and perspective to develop community based policing approaches

- To eliminate prejudice & stereotyping in police education

WHO WE ARE
John Abbott College

Pre-University College
3 Year Technical Applied Programs
Police Technology

College Population 6500   **Montreal Urban Campus**
Police Technology Students range in age 18-35 yrs

John Abbott College reflects cultural diversity   (40 different cultural groups)
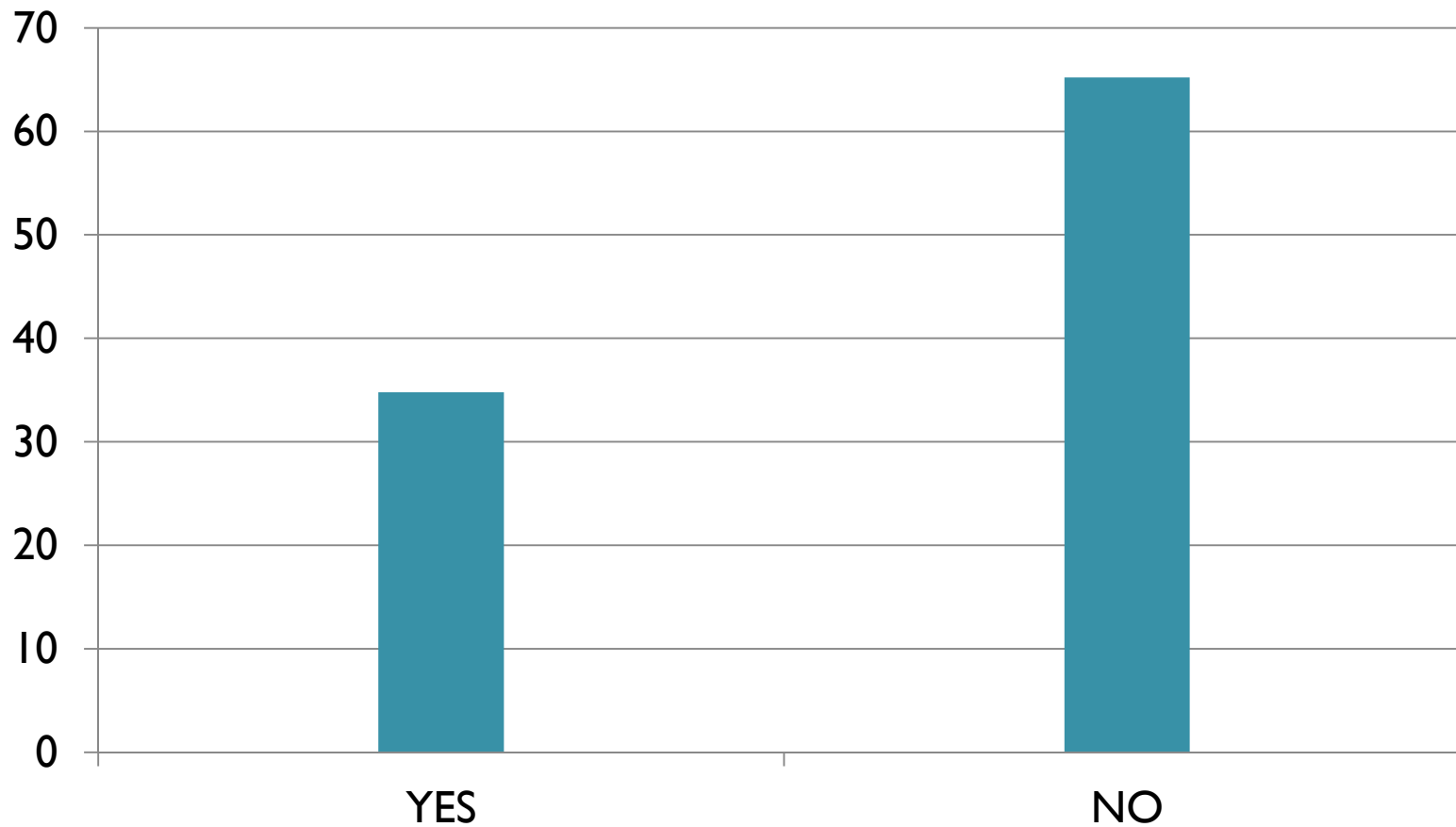
First Preliminary Research Results on Police Students Awareness & Understanding

- To establish more in depth Teaching and Scenario Approaches

- Better understanding how the students are gaining their Knowledge and Awareness of other cultures
  - Study comprises 186 variables (qualitative & quantitative)
  - Used Organizational Behavioural tools as part of evaluation

- Examined their
  - Ethnocentrism
  - Conflict resolution style
  - Individual vs Collective approaches
  - Social Capital
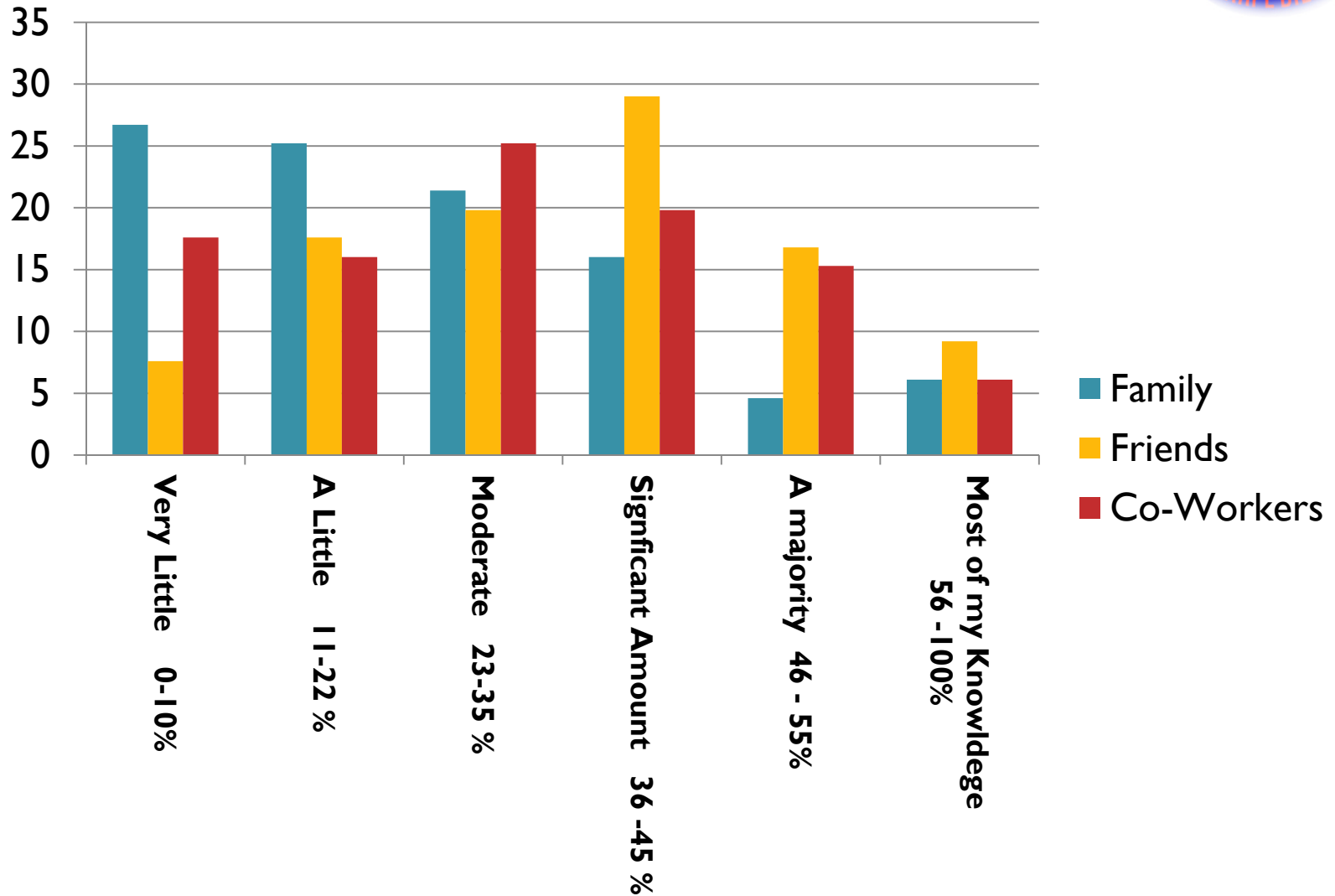 - Motivation
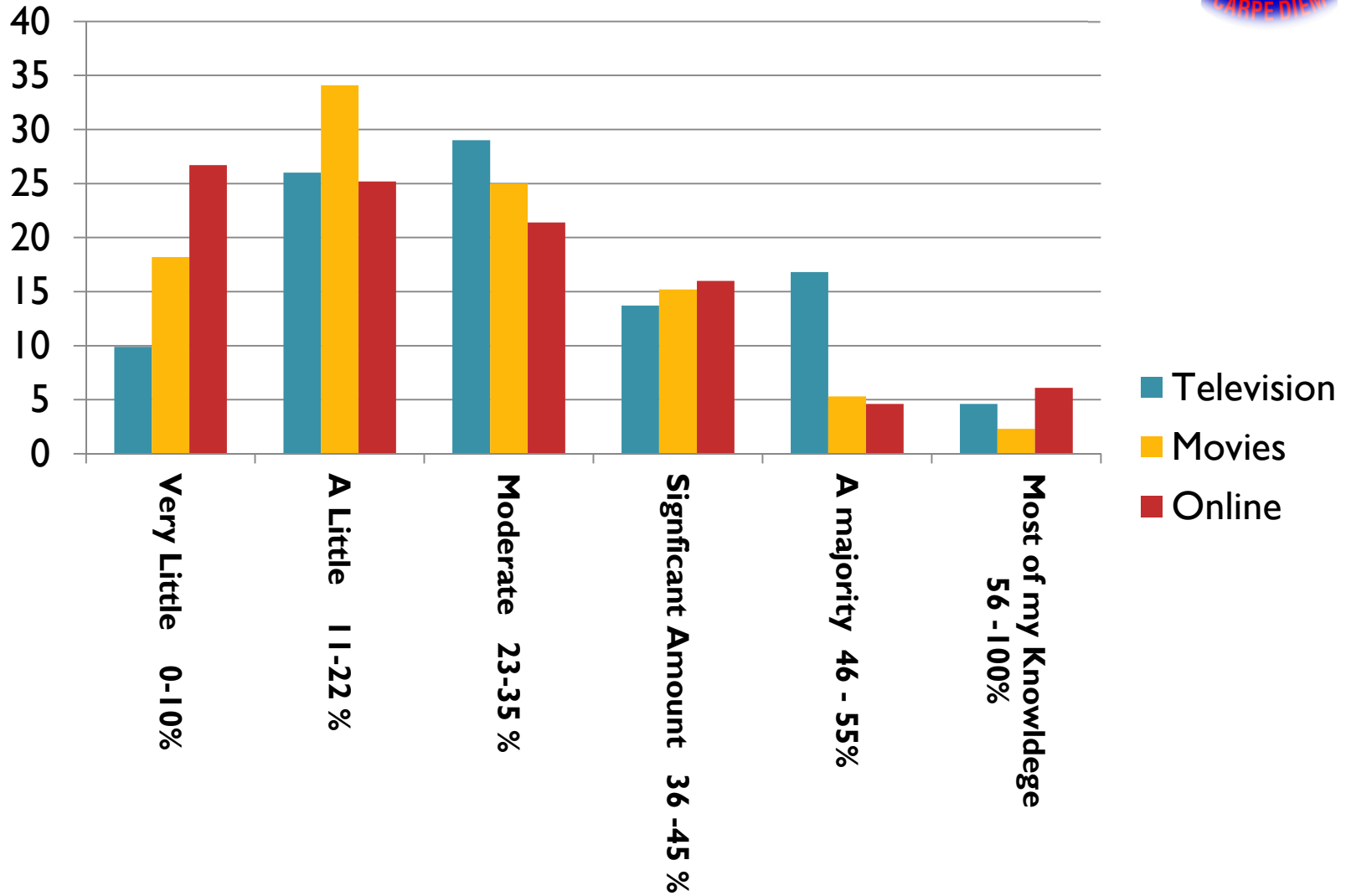 - And other aspects

Raised in Ethnically/Cultural Diverse

Amount of Ethnic/Cultural Knowledge from:

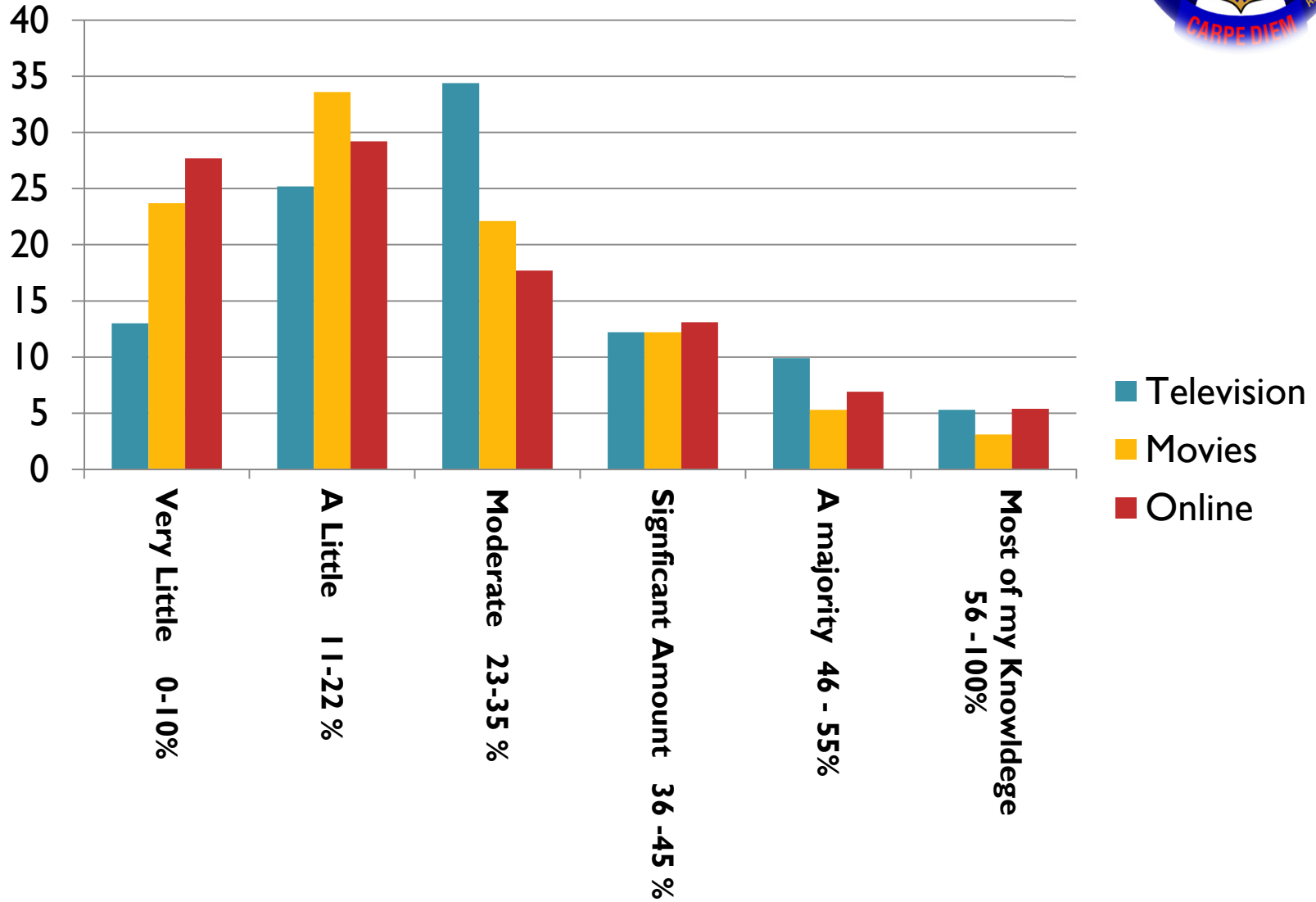# Amount of Ethnic/Cultural Knowledge from:

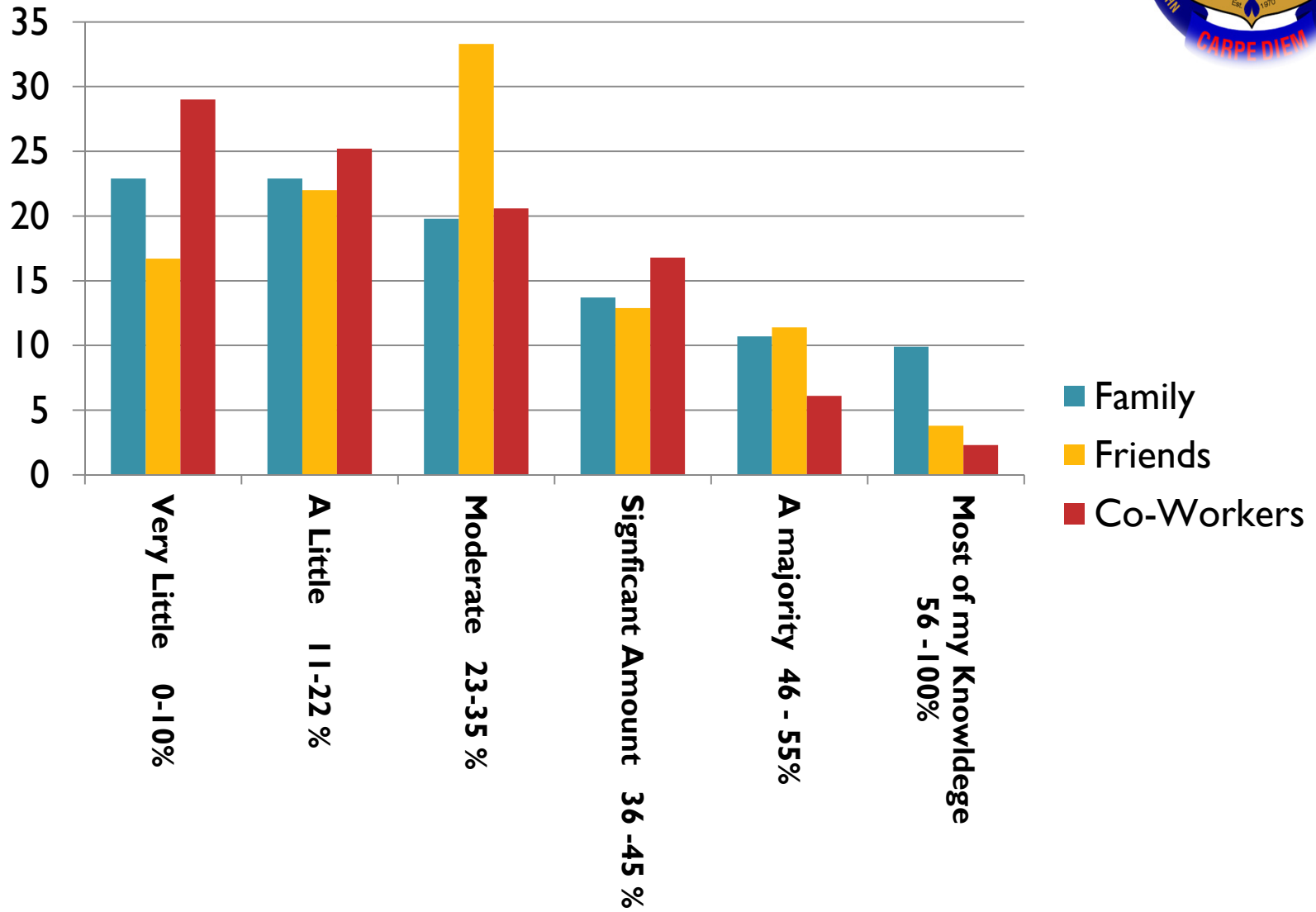Legend: Television, Movies, Online

Categories: Very Little 0-10%, A Little 11-22%, Moderate 23-35%, Significant Amount 36-45%, A majority 46-55%, Most of my Knowldege 56-100%

Amount of Religious Knowledge from:

Amount of Religious Knowledge from:

Legend:
- Family (teal)
- Friends (yellow)
- Co-Workers (red)

Categories:
- Very Little 0-10%
- A Little 11-22 %
- Moderate 23-35 %
- Significant Amount 36 -45 %
- A majority 46 - 55%
- Most of my Knowldege 56 -100%

Amount of Religious Knowledge from Friends by Growing up in Diversity

Legend:
- Diversity
- No Diversity

X-axis categories:
- Very Little 0-10%
- A Little 11-22 %
- Moderate 23-35 %
- Significant Amount 36 -45 %
- A majority 46 - 55%
- Most of my Knowldege 56 -100%
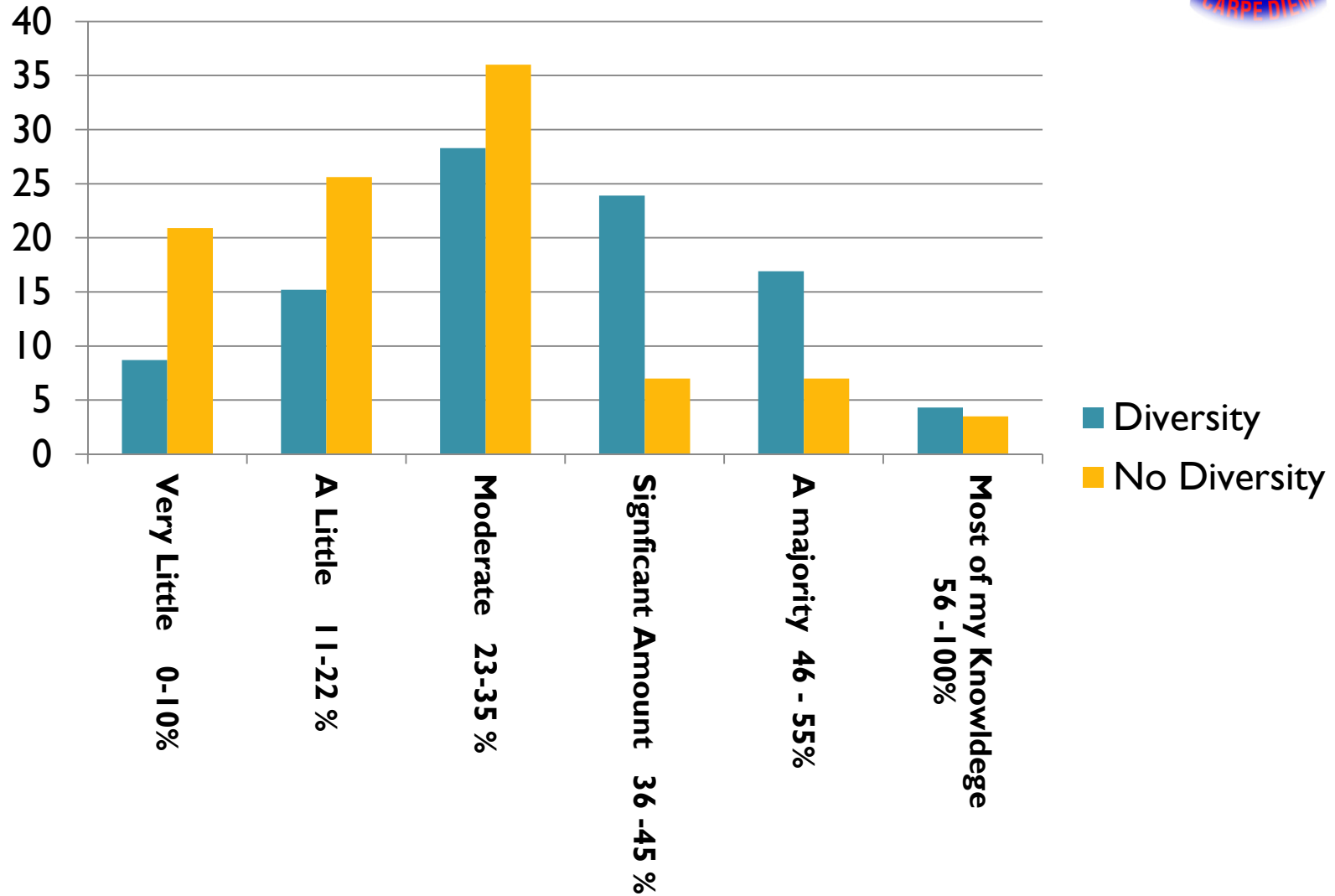
Statistically significant @ .008

Amount of Cultural/Ethnic Knowledge from Friends by Growing up in Diversity

Legend:
- Diversity
- No Diversity

X-axis categories:
- Very Little 0-10%
- A Little 11-22%
- Moderate 23-35%
- Significant Amount 36-45%
- A majority 46-55%
- Most of my Knowldege 56-100%
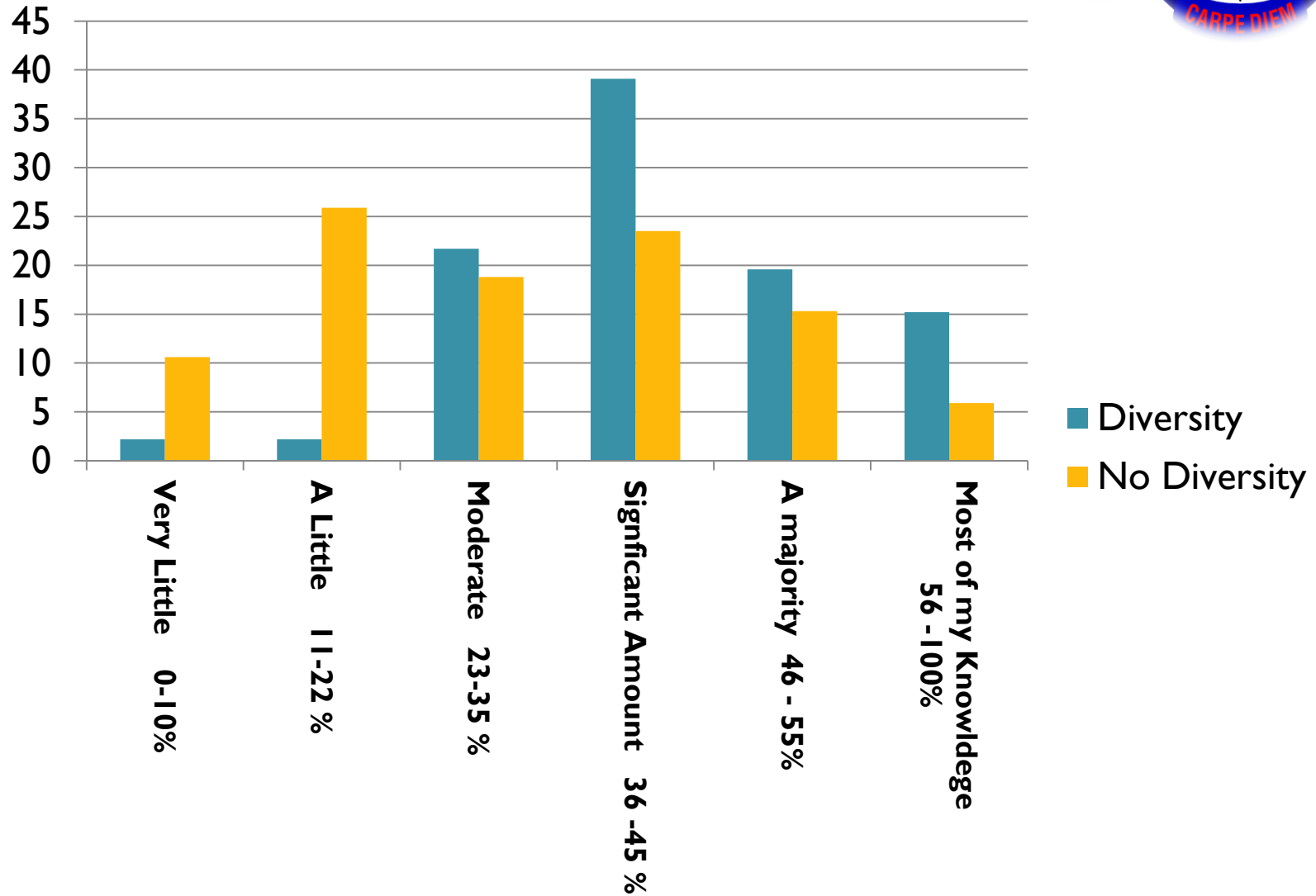
Statistically significant @ .003

Bottom Line : Police Students

- Future safety depends on increased religious, cultural/ethnic awareness (norm & value differences)
- Exposure and dialogue to overcome stereotypes and prejudices (from both parties)

Tandem Project Birth

- Develop an approach to move from lecture and conversation to *DIALOGUE* between two groups (Police Students & Ethnic Cultural Community)

- Need to talk directly with the community

Cultural/Ethnic Mentors

- Find Local Cultural/Ethnic Mentors (26)
  - Sunni, Shia Muslim (Arabic & Black), Jewish orthodox, Jewish semi-secular, South East Asian Community, Latin American, Spanish, Black Haitian, Black English, East Indian.......
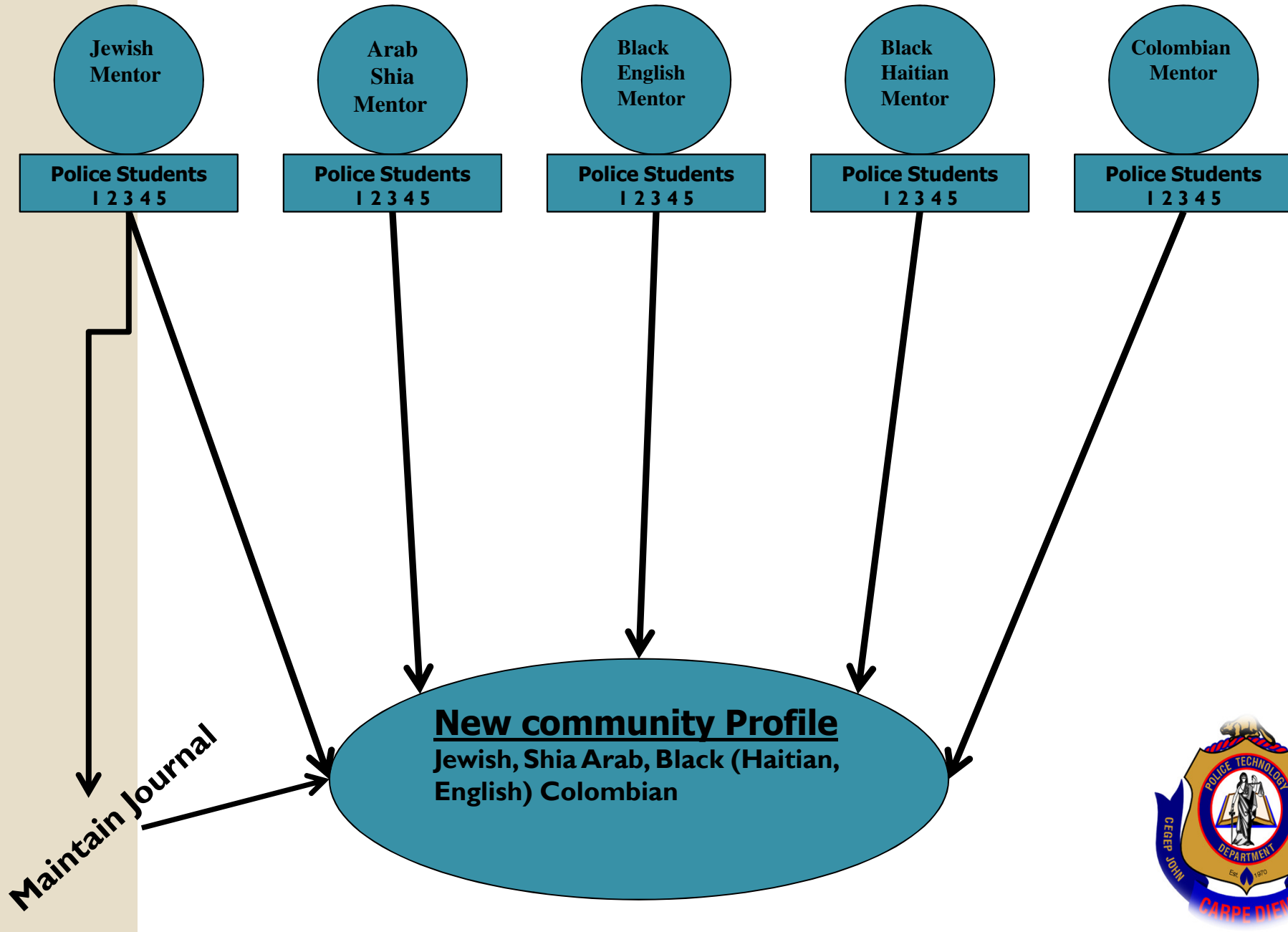
Tandem Groupings

- Logistics and more logistics
  - organize students to where they have the least cultural knowledge (brief questionnaire)

- Dialogue format of Police students with Mentors pre-designed in 3 sections:
  - Community Perceptions,
  - Community Etiquette,
  - Team Problem Solving Vignette

- Gain community awareness and develop mutual respect

One Student from Each Group form a New Group

Jewish Mentor

Arab Shia Mentor

Black English Mentor

Black Haitian Mentor

Colombian Mentor

Police Students 1 2 3 4 5

Police Students 1 2 3 4 5

Police Students 1 2 3 4 5

Police Students 1 2 3 4 5

Police Students 1 2 3 4 5

Maintain Journal

New community Profile
Jewish, Shia Arab, Black (Haitian, English) Colombian

Results

- All Mentor's community had a consensus of

  - *Thank you for giving us importance, we matter to you !!*

  - Empowering of Community to correct past mistakes of Police, new start...

  - We have shown them respect....

  - Perception of Police more positive...We showed a willingness to have our students interact before they develop bias…

- Students increased their awareness of etiquette, communication and family rules

- Some students are volunteering in their Mentor's community....
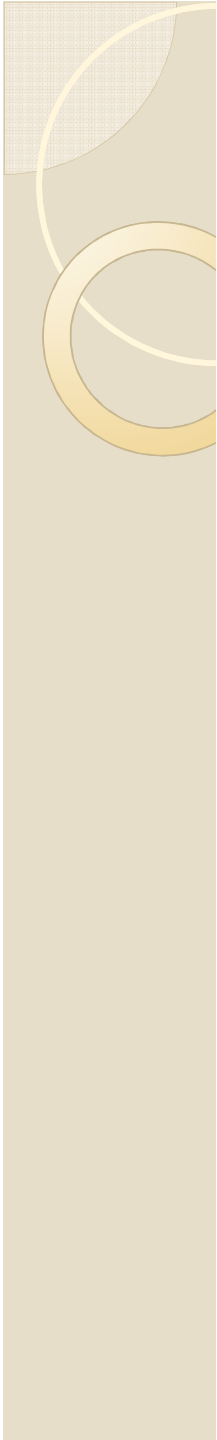
Mentor & Student Contact Information	
Name:	Michael P. Faikas (Black Canadian)
Email:	
Tel #:	
Location:	South West Mtl
Time:	Evenings 7 to 9pm Daytime 9 to 5pm

Student Information			
Student 1	**Car yes__1__ No_____**	**Gender: F**	**Section: 006**
Name :	Shaden Hetu-Frankel		
Email :			
Tel # :			
Student 2	**Car yes__1__ No_____**	Gender: F	Section: 001
Name :	Nabete Chbeir		
Email :			
Tel # :			
Student 3	**Car yes__1__ No_____**	Gender: M	Section: 05
Name :	Marc-Olivier Lapielle		
Email :			
Tel # :			
Student 4	**Car yes__1__ No_____**	Gender: M	Section: 004
Name :	Hassan Dagher		
Email :			
Tel # :			
Student 5	**Car yes__1___ No_____**	Gender: M	Section: 004
Name :			
Email :			
Tel # :			

THANK YOU
VIELEN DANK
MERCI