Modes d'acculturation et identité juive : le cas des immigrants français de Montréal

Richard Czemiernik, Andre Stefanoff et Emile Nole

RESUMÉ

Habitus de Montréal, analyse de l'acculturation et de l'identité juive.
La distribution des participantes selon le mode de scolarisation

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Tableau 4

Tableau 3
Deux modèles d'acclimatation impriment un double蜕变 uncertain (l'e)

SITUATION

Tableau 4 (con.)

Modes d'acclimatation et Dénaturation (con.)

Dénaturation

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Discussion

Canadian Throwing Studies et Etudes d'Ethiques au Canada
Introduction

The purpose of this paper is to explore the role of education in promoting cultural diversity and social change. The study focuses on the relationship between educational practices and cultural transmission. It aims to understand how educational institutions contribute to the preservation and promotion of cultural identities.

The paper begins by reviewing the existing literature on educational policies and their impact on cultural diversity. It then presents a theoretical framework that integrates cultural studies and postcolonial theory to analyze the educational systems in different cultural contexts.

The empirical part of the study examines case studies from various countries, highlighting the challenges and successes in promoting cultural diversity through education.

The conclusion draws on the findings to suggest strategies for educational institutions to effectively promote cultural pluralism.

Keywords: Education, Cultural Diversity, Social Change, Cultural Studies, Postcolonial Theory.

References:


Acknowledgments:

This research was supported by the Education and Social Change Foundation. We thank all the participants for their contributions to this study.