

Implementation of the Plan of Action for Educational Integration and Intercultural Education

Program to Promote Intercultural Contact at
School

Project Application Guide
for Schools
2008-2009

Ministère de l'Éducation, du Loisir et du Sport
Enseignement préscolaire, primaire et secondaire
Direction des services aux communautés culturelles
June 2008

Éducation,
Loisir et Sport

Québec 

Introduction

The *Plan of Action for Educational Integration and Intercultural Education* proposes measures that schools can take to apply the principles and guidelines outlined in the *Policy Statement on Educational Integration and Intercultural Education*.¹ The Ministère de l'Éducation, du Loisir et du Sport, through its Direction des services aux communautés culturelles (DSCC), agreed to establish a financial support program for school projects based on **intercultural contact and exchange**. These projects are designed to help students learn how to live together, and more specifically, to help them develop attitudes of openness and respect for diversity. The Program to Promote Intercultural Contact at School is part of the DSCC's mandate to promote the development of intercultural education in schools.

A program to promote intercultural contact

This program aims to foster social cohesion by enabling students with various cultural and ethnic frames of reference to communicate, mingle, get to know each other and cooperate on shared projects. The projects themselves will take the form of intercultural exchange: buddy activities and meetings, etc. Contact will be primarily in person, but also virtual in situations where distance makes personal contact difficult. The focus of the projects will vary as well: civic, educational, sports, cultural, etc.

These projects will give students from various ethnocultural communities an opportunity to develop a rapport with each other, to acquire a better understanding of Québec society's multifaceted diversity, to note their differences and to discover shared perspectives concerning Québec, whether they were born here or elsewhere. The projects provide a framework characterized by equality, respect and solidarity in which these young people can, by exchanging views, eventually change the preconceptions they have of each other.

In all cases, projects based on intercultural contact and exchange should both prevent and combat ethnic and racial prejudice. They should help prepare Québec students, whatever their background, to exercise their civic responsibilities in this society and more generally in a world in which diversity plays an increasing role.

Target population

The program targets secondary school students and, for the 2008-2009 school year, students in Elementary Cycle Two and Three attending public and private schools in the English and French sectors throughout Québec.

Program objectives

- To support Québec students in their learning about community life as citizens of a society that is pluralist, inclusive and open to the world.
- To increase openness to diversity, one of the shared values of a democratic Québec society.
- To support integration, an essential condition for active civic participation, solidarity and social cohesion.
- To combat discrimination and racism, obstacles to equal rights that engender social exclusion and a retreat into a narrow ethnocultural identity.

1. These documents are available on the Web site of the Ministère de l'Éducation, du Loisir et du Sport at the following address: <http://www.mels.gouv.qc.ca/dscc>.

Project characteristics

- Intercultural contact projects may involve **buddy activities** in which students of different origins pair up in order to get to know each other and discuss their likes, interests and values. One way to do this is by means of a **common project** that entails **meetings** during the year and that constitutes the linchpin of the educational process.
- All projects submitted must be based on an **educational aim** and be supported by an **educational process**. Although contact and action are important, they alone cannot ensure learning. Without an educational process, a project may not be productive; it may even be counterproductive—for example, by reinforcing stereotypes. Projects must therefore help students develop competencies related to the broad area of learning *Citizenship and Community Life*.
- The intercultural contact projects may be based on the following:
 - the **organization of meetings** such as tournaments, theme days, exhibitions, round tables, artistic activities, and so forth that call for the formation and participation of mixed teams
 - the **production of written work** (in the language of instruction) (fairy tales, stories, fables, reports, descriptions, personal accounts, newspaper-style reports, comic strips, etc.)
 - the **production of spoken work** (in the language of instruction) (small-group discussions, class debates, role-playing, radio shows, poetry or song recitals, lectures, theatre performances, etc.)

Grants to the school boards

A maximum amount of \$1300 is granted per project. Costs of transportation from remote regions of up to \$2000 may be reimbursed.

N. B. Partnerships within regions or between neighbouring regions are strongly encouraged in order to reduce costs of travel and logistics; other financial partners may also contribute to a school's project.

FOR HELP IN DEVELOPING A PROJECT, PLEASE CONSULT THE *RECUEIL DE PROJETS NOVATEURS*, AVAILABLE ON THE MELS WEB SITE AT WWW.MELS.GOUV.QC.CA/DSCC (UNDER *PUBLICATIONS*).

General conditions

1. The project must involve young people from various ethnocultural backgrounds and be carried out during the current school year.
2. The project must be designed for students from different school boards, or from a school board and a private school. For school boards located outside of metropolitan areas in **large** regions, the project may involve students of different ethnocultural backgrounds from the same school board.
3. The project must favour the formation and participation of mixed groups with a view to supporting intercultural contact and exchange. When forming groups, students of Québec origin (Anglophone or Francophone) must be paired with students who immigrated to Québec or who belong to a distinct cultural community.
4. Teachers who wish to collaborate with their colleagues and partner up their students may consult the *classes@classes* registry service at the following address: <http://prof-inet.cslaval.qc.ca/>.
5. The project must involve shared activities and a process that promotes intercultural contact by means of reciprocal exchange and involvement. The project must foster interpersonal communication, mutual understanding and cooperation, and must reinforce appropriate behaviours.
6. Travel to and from the school for outside activities must, as much as possible, be completed within a day.
7. Each partner school in a project must contribute financial, human or material resources representing at least 15% of the total cost of the project.
8. The project must be presented to the regional office by the partner school from the public sector, as the money for the projects comes from the budget for the public sector. Requests for financial support may be made **twice during the 2008-2009 year** (see the table below).
9. A final report including a detailed statement of expenditures must be submitted to the regional office by May 22, 2009, at the latest, on the form provided.

Schedule

ACTIVITY	DEADLINE
<i>Project Application Guide</i> sent to school boards and private schools	July 2008
Deadlines for submitting projects:	September 26, 2008 November 28, 2008
REQUEST FOR FINANCIAL SUPPORT form submitted to regional office	
Project analysis in conjunction with the regional offices	
DSCC response and disbursement of 60% of grant to school	October 2008 December 2008
FINAL REPORT submitted to regional office	May 22, 2009
Disbursement of remaining 40% of grant to school	July 2009

Information

Program coordinator: Marie Dupras, 514-873-3744, ext. 5312, marie.dupras@mels.gouv.qc.ca.

Program to Promote Intercultural Contact at School

2008-2009 PROJECT: REQUEST FOR FINANCIAL SUPPORT

- The characteristics and general conditions of projects are outlined in the *2008-2009 PROJECT APPLICATION GUIDE FOR SCHOOLS*, at www.mels.gouv.qc.ca/dscc, under the heading *Services aux milieux scolaires, Soutien financier*, in the *Projets* column.
- These forms must be filled out using Microsoft Word, and are available from the person responsible for the project at your school board or at the following address: dscc@mels.gouv.qc.ca.

INFORMATION

☐ Elementary CYCLE:

☐ Secondary CYCLE:

SCHOOL REQUESTING FINANCIAL SUPPORT:

Principal:

TEL.:

- SCHOOL BOARD:
- PROJECT COORDINATOR (NAME AND TITLE):
- E-MAIL ADDRESS OF PROJECT COORDINATOR:
- CHARACTERISTICS OF THE TARGETED GROUP OF STUDENTS (MEMBERS OF A CULTURAL COMMUNITY, RECENT IMMIGRANTS, FRANCOPHONES, ANGLOPHONES, ETC.):
- NUMBER OF STUDENTS:

PARTNER SCHOOL:

Principal:

TEL.:

- ☐ PUBLIC SCHOOL, NAME OF SCHOOL BOARD: ☐ PRIVATE SCHOOL
- PROJECT COORDINATOR (NAME AND TITLE):
- CHARACTERISTICS OF TARGETED GROUP OF STUDENTS (MEMBERS OF A CULTURAL COMMUNITY, RECENT IMMIGRANTS, FRANCOPHONES, ANGLOPHONES, ETC.):
- NUMBER OF STUDENTS:

PROJECT DESCRIPTION

PROJECT INFORMATION

- PROJECT TITLE:
- PROJECT OBJECTIVES AND SUMMARY:

CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM

- TARGETED BROAD AREA OF LEARNING: CITIZENSHIP AND COMMUNITY LIFE
- EDUCATIONAL AIM — CENTRAL THEMES TOUCHED ON BY THE INTERCULTURAL CONTACT PROJECT:
- SUBJECT-SPECIFIC COMPETENCIES TO BE DEVELOPED AS PART OF THIS PROJECT:
- CROSS-CURRICULAR COMPETENCIES TO BE DEVELOPED AS PART OF THIS PROJECT:

PROJECT ACTIVITIES

DETAILED DESCRIPTION OF ACTIVITIES TO BE CARRIED OUT AS PART OF THIS PROJECT	PROJECTED DATES

PROJECT EVALUATION

- PLANNED EVALUATION TOOLS (OBSERVATION GRIDS, QUESTIONNAIRES, INTERVIEWS, ETC.):
- SUCCESS INDICATORS (DEGREE OF SATISFACTION, STUDENT INVOLVEMENT, ETC.):
- EXPECTED OUTCOMES (SOCIAL AND EDUCATIONAL):

PROJECT BUDGET

IN EXCEPTIONAL CASES WHERE SUPPLY TEACHING COSTS MAY BE ELIGIBLE, THE MAXIMUM TOTAL AMOUNT ALLOWED IS \$187/DAY INCLUDING SOCIAL BENEFITS.

TYPES OF RESOURCES (LIST THE SPECIFIC RESOURCES UNDER EACH HEADING)			EXPENSES (\$)	CONTRIBUTIONS (\$)		
				SCHOOL, S.B. MIN. 15%	OTHER	DSCC (MELS)
HUMAN RESOURCES (TEACHERS, RESOURCE PERSONS, ETC.)						
POSITION	HOURLY RATE	HOURS WORKED				
1. SUBTOTAL FOR HUMAN RESOURCES						
MATERIAL RESOURCES PURCHASE OF TEACHING MATERIALS (MAX. 10%) (SPECIFY)						
2. SUBTOTAL FOR MATERIAL RESOURCES						
OTHER COSTS (TRANSPORTATION, ADMISSION FEES, FOOD, ETC.)						
3. SUBTOTAL FOR OTHER COSTS						
TOTAL OF SECTIONS 1, 2 AND 3						AMOUNT REQUESTED

PRINCIPAL'S SIGNATURE _____ DATE _____

SCHOOL BOARD REPRESENTATIVE'S SIGNATURE _____ DATE _____

PROJECT EVALUATION QUESTIONS

PROGRAM TO PROMOTE INTERCULTURAL CONTACT AT SCHOOL (PART 5)

➡ STUDENTS AND THE PROJECT

1. Does your project involve intercultural contact activities between students of different ethnocultural backgrounds?
2. Does your project involve the formation and participation of mixed teams with a view to fostering interpersonal communication and cooperation and reinforcing appropriate behaviours?
3. Is your project supported by a structured educational process that favours lasting intercultural contact by means of reciprocal exchange and involvement?
4. Does your project include any planned methods of evaluation?

YES NO

➡ SCHOOL AND SCHOOL ORGANIZATION

1. Are you receiving contributions from any partner schools?

YES NO

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➡ COMMUNITY SPIN-OFFS

1. Does your project contribute to cultural openness and an improved knowledge of ethnocultural diversity in Québec schools and society (citizenship and community life)?

YES NO

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➡ BUDGET REQUIREMENTS

1. Do your budget forecasts comply with the established limits?

YES NO

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Program to Promote Intercultural Contact at School

2008-2009 PROJECT: FINAL REPORT

- The characteristics and general conditions of projects are outlined in the *2008-2009 PROJECT APPLICATION GUIDE FOR SCHOOLS*, at www.mels.gouv.qc.ca/dscc, under the heading *Services aux milieux scolaires, Soutien financier*, in the *Projets* column.
- These forms must be filled out using Microsoft Word, and are available from the person responsible for the project at your school board or at the following address: dscc@mels.gouv.qc.ca.

INFORMATION

☐ Elementary CYCLE:

☐ Secondary CYCLE:

SCHOOL REQUESTING FINANCIAL SUPPORT:

PRINCIPAL:

TEL.:

- SCHOOL BOARD:
- PROJECT COORDINATOR (NAME AND TITLE):
- E-MAIL ADDRESS OF PROJECT COORDINATOR:
- CHARACTERISTICS OF THE TARGETED GROUP OF STUDENTS (MEMBERS OF A CULTURAL COMMUNITY, RECENT IMMIGRANTS, FRANCOPHONES, ANGLOPHONES, ETC.):
- NUMBER OF STUDENTS:

PARTNER SCHOOL:

PRINCIPAL:

TEL.:

- ☐ PUBLIC SCHOOL, NAME OF SCHOOL BOARD:
- ☐ PRIVATE SCHOOL
- PROJECT COORDINATOR (NAME AND TITLE):
- CHARACTERISTICS OF THE TARGETED GROUP OF STUDENTS (MEMBERS OF A CULTURAL COMMUNITY, RECENT IMMIGRANTS, FRANCOPHONES, ANGLOPHONES, ETC.):
- NUMBER OF STUDENTS:

DESCRIPTION OF COMPLETED PROJECT

PROJECT INFORMATION

- PROJECT TITLE:
- PROJECT OBJECTIVES AND SUMMARY:

CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM

- TARGETED BROAD AREA OF LEARNING: CITIZENSHIP AND COMMUNITY LIFE
- EDUCATIONAL AIM — CENTRAL THEMES TOUCHED ON BY THE INTERCULTURAL CONTACT PROJECT:

- SUBJECT-SPECIFIC COMPETENCIES TO BE DEVELOPED AS PART OF THIS PROJECT:

- CROSS-CURRICULAR COMPETENCIES TO BE DEVELOPED AS PART OF THIS PROJECT:

PROJECT ACTIVITIES

DETAILED DESCRIPTION OF ACTIVITIES CARRIED OUT AS PART OF THIS PROJECT	COMPLETION DATES

RESULTS OBTAINED (SPECIFY FOR EACH SCHOOL)

- A. WITH REGARD TO PROJECT OBJECTIVES:

- B. WITH REGARD TO THE EVALUATION TOOLS USED:

- C. WITH REGARD TO THE SUCCESS INDICATORS OUTLINED IN THE INITIAL PROJECT:

CONTRIBUTION OF THE PROJECT TO THE ACHIEVEMENT OF THE DESIRED RESULTS OUTLINED IN THE SUCCESS PLAN:

MAIN SPIN-OFFS OF THE PROJECT:

REINVESTMENT (PLANNED OR COMPLETED):

FINANCIAL SUMMARY FOR THE PROJECT

IN EXCEPTIONAL CASES WHERE SUPPLY TEACHING COSTS MAY BE ELIGIBLE, THE MAXIMUM TOTAL AMOUNT ALLOWED IS \$187/DAY INCLUDING SOCIAL BENEFITS.

TYPES OF RESOURCES (LIST THE SPECIFIC RESOURCES UNDER EACH HEADING)			EXPENSES (\$)	CONTRIBUTIONS (\$)		
				SCHOOL, S.B. MIN. 15%	OTHER	DSCC (MELS)
HUMAN RESOURCES (TEACHERS, RESOURCE PERSONS, ETC.)						
POSITION	HOURLY RATE	HOURS WORKED				
1. SUBTOTAL FOR HUMAN RESOURCES						
MATERIAL RESOURCES PURCHASE OF TEACHING MATERIALS (MAX. 10%) (SPECIFY)						
2. SUBTOTAL FOR MATERIAL RESOURCES						
OTHER COSTS (TRANSPORTATION, ADMISSION FEES, FOOD, ETC.)						
3. SUBTOTAL FOR OTHER COSTS						
TOTAL OF SECTIONS 1, 2 AND 3						AMOUNT REQUESTED

PRINCIPAL'S SIGNATURE _____ DATE _____

SCHOOL BOARD REPRESENTATIVE'S SIGNATURE _____ DATE _____

APPENDIX I

REGIONAL OFFICES COORDINATORS FOR MATTERS RELATED TO CULTURAL COMMUNITIES

	REGIONAL OFFICE	COORDINATOR	ADDRESS	TELEPHONE
01	Bas-Saint-Laurent et Gaspésie—Îles-de-la-Madeleine	CATHERINE BELZIL	337, rue Moreault, 2 ^e étage, bur. 2.04 Rimouski (Québec) G5L 0A5	418-727 3600
02	Saguenay—Lac-Saint-Jean	LUCIE MARTEL	3950, boul. Harvey Édifice Marguerite-Belley, 2 ^e étage Jonquière (Québec) G7X 8L6	418-695 7982
03	Capitale-Nationale et Chaudière-Appalaches	RANCINE BÉDARD-HÔ	1020, route de l'Église, 3 ^e étage Sainte-Foy (Québec) G1V 3V9	418-643 7934
04	Mauricie et Centre-du-Québec	MARIE-HÉLÈNE RHEAULT	100, rue Laviolette Édifice Capitanal, bureau 213 Trois-Rivières (Québec) G9A 5S9	819-371-6711
05	Estrie		200, rue Belvédère Nord Bureau 3.05 Sherbrooke (Québec) J1H 4A9	819-820-3382
06.1	Laval, Laurentides et Lanaudière	LUC PARENT	300, rue Sicard Bureau 200, 2 ^e étage Sainte-Thérèse (Québec) J7E 3X5	450-430-3611
06.2	Montréal	HUGO CLERMONT	201, place Charles-Le Moyne Édifice Montval, 6 ^e étage Longueuil (Québec) J4K 2T5	450-928-7438
06.3	Montréal	SUZANNE DYOTTE	600, rue Fullum, 10 ^e étage Montréal (Québec) H2K 4L1	514-873-4630
07	Outaouais	LYNDA BISSON	170, rue de l'Hôtel-de-Ville, 4 ^e étage Gatineau (Québec) J8X 4C2	819-772-3382
08	Abitibi-Témiscamingue et Nord-du-Québec	CAROLINE LAROCHE	215, boul. Rideau Rouyn-Noranda (Québec) J9X 5Y6	819-763-3001
09	Côte-Nord	SUZANNE CÔTÉ	106, rue Napoléon, 2 ^e étage Sept-Îles (Québec) G4R 3L7	418-964-8420