

# Plan of action for educational integration and intercultural education

1998-2002

A NEW  
DIRECTION  
FOR  
SUCCESS



Québec 

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Ministère de l'Éducation, 1998-98-0800  
ISBN : 2-550-33777-8  
Legal deposit – Bibliothèque nationale du Québec

**T**hrough this Plan of Action, we wish to emphasize our commitment to support the educational community in their efforts to carry out the guidelines described in the *Policy Statement on Educational Integration and Intercultural Education*.

We are aware of the steps we must take in order to attain the expected objectives; it is for this reason that we are requesting the cooperation of the entire educational community. We are aware of the demands we are already making of teachers, school staff, principals, the students themselves and their parents, and we are equally aware of the financial resources needed to implement this plan of action. Additional sums will be allocated to ensure its success.

Let us reiterate the two great challenges we will have to face. We must pay special attention to the services we are putting into place to facilitate the integration of newly arrived students and educate all students about our shared values, including that of recognizing the diversity of Québec's democratic society.

It is our hope that this *Plan of Action* will bring us a step closer to our goal of ZERO EXCLUSION and will set the first milestones in the development of our schools for the future.

Minister of Relations with  
Citizens and of Immigration



André Boisclair

Minister of Education



Pauline Marois

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## INTRODUCTION

For several years, the integration of newly arrived immigrant students into the Québec school system and intercultural education have been two important concerns, particularly on the part of multiethnic schools. Numerous initiatives, guided by a number of useful briefs and research reports, were undertaken by the different partners in the educational community to meet these concerns. These initiatives have all yielded results. Over time, however, there emerged a pressing need for an overall plan of action in these related areas.

In the context of the reform announced by Minister of Education Pauline Marois in the fall of 1996, the Ministère de l'Éducation thus developed the *Policy Statement on Educational Integration and Intercultural Education*. This document highlights the principles and defines the guidelines for the educational community's actions — at the preschool, elementary, secondary and college levels — to promote the integration and educational success of these students who are newly arrived in Québec, and the education of all students as to their civic responsibilities in our democratic, pluralist and Francophone society.

The policy is aimed at all levels and school systems in every region of Québec. This means that a wide range of people will be affected, including those in preschool education, elementary school, secondary school and the colleges, students in both the youth and adult sectors, Francophones and Anglophones from public and private schools, residents of Montréal as well as areas of the province that usually receive fewer immigrants.

This plan of action is linked to the *Policy Statement on Educational Integration and Intercultural Education* and indicates actions in which the partners in the educational community — school staff, school board staff, parents and the local community — are urged to cooperate, each in their own way and according to their own dictates, with regard to the major concepts of integration and intercultural education. These collaborative efforts, based on cooperation and the establishment and development of solidarity in the educational community, are furthermore a token of the success of the proposed actions.

The *Plan of Action for Educational Integration and Intercultural Education, 1998-2002* contains five objectives. The first, of an operational nature, deals with the implementation of the policy in the schools. The integration of students who are new to Québec and intercultural education constitute the concepts to which the second and third objectives are respectively linked. These are objectives of content which state the pivotal goals to be attained. The fourth objective is based on the essential conditions of the policy's implementation, namely, the initial and ongoing training of school staff and the creation of an exchange network. The fifth objective refers to follow-up activities and the evaluation of this *Plan of Action*.

Stemming from the principles and guidelines contained in the text of the policy, the chosen actions give rise to measures that reflect the overall education reform movement as regards the will to promote the educational success of the greatest number, the revision of

programs, the school's new autonomy and the creation of governing boards. Some of these measures are further inspired by suggestions and comments gathered during the consultation held in December 1997 on the draft policy.

The measures described in the *Plan of Action* are relatively broad and fall primarily under the responsibility of the Ministère de l'Éducation. The description of the means to be applied by the Ministère—through several of its departments—to carry out its responsibilities with respect to integration and intercultural education in the schools will no doubt in turn encourage the other partners to take their own steps to apply the policy in their respective milieus.

The *Plan of Action* covers four years, from 1998 to 2002. It may be stated that the first two years essentially focus on the establishment and adaptation of the measures. The last two years, on the other hand, should make it possible to further advance into the implementation stage and to begin to appraise the plan's effects. At the end of this period, it will be possible, using indicators to measure the results achieved, to draw up a statement of accomplishments.

## O B J E C T I V E I

**TO IMPLEMENT THE *POLICY STATEMENT ON  
EDUCATIONAL INTEGRATION AND INTERCULTURAL  
EDUCATION IN THE SCHOOLS.***

The Ministère de l'Éducation recognizes the need to take the appropriate steps to produce and support the implementation of the *Policy Statement on Educational Integration and Intercultural Education* in Québec schools. These measures concern the information to be transmitted to the educational community on the principles and guidelines described in the policy and the actions to be taken to meet the priorities constituted by the integration of newly arrived students into the Québec school system and by intercultural education.

The school boards, private elementary and secondary schools as well as public and private colleges throughout Québec are key players in promoting intercultural education. They are all therefore encouraged to create a framework for action to ensure that their students will be given an education in democratic values as well as knowledge and aptitudes that will enable them to recognize the diversity of their own community, Québec society and today's world, to interact with persons of diverse backgrounds and to participate actively, as citizens, in the development of Québec society.

The aforementioned school boards and teaching establishments that receive immigrant students are invited to include in their framework for action the means that will help them promote the educational integration of this population and thus favour their educational success.

**Measure 1**

Inform public and private school and school board staff about the principles and guidelines contained in the *Policy Statement on Educational Integration and Intercultural Education* and the measures of the *Plan of Action for Educational Integration and Intercultural Education*.

**Means**

- The Ministère de l'Éducation will distribute the *Policy Statement* and the *Plan of Action* as well as a leaflet summarizing these documents to all schools in Québec. The regional offices will also have their consultative committees inform the staff of the various educational institutions and their other partners about the guidelines contained in both documents.



## Measure 2

To support the school boards, colleges and private elementary and secondary schools in developing<sup>1</sup> an internal policy and plan of action that take into account the guidelines contained in the *Policy Statement on Educational Integration and Intercultural Education*.

## Means

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- The Ministère de l'Éducation will make financial and technical resources available to facilitate the development and updating of policies and plans of action in the various educational institutions.

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<sup>1</sup> Many school boards and colleges already have an internal policy and plan of action on educational integration and intercultural education. These institutions will be invited, if such is the case, not to develop, but to revise their policy or plan of action in accordance with the guidelines of the *Policy Statement* and the measures of this *Plan of Action*.



OBJECTIVE I I

**TO FACILITATE THE INTEGRATION OF ALL NEWLY ARRIVED STUDENTS INTO THEIR SCHOOL.**

The successful integration of immigrant students newly arrived in Québec must continue to be a priority for the Québec school system. Since the establishment of the first reception services in 1969, a wide range of actions have been implemented to enable these students to begin their process of integration and to have the same chances of success as the other students. For the partners in the educational world, it is a matter of continuing in the same vein by reinforcing certain actions in the community, by reorganizing services or by creating other models for intervention, with a view to meeting in increasingly effective ways the particular needs of newly arrived students.

It is clear that there are a number of dimensions to the integration of immigrant students. These include the linguistic dimension (learning the language of instruction); the pedagogical dimension (the ultimate attainment of the proper level in school subjects and grading); and the social dimension (the development of meaningful relationships with members of the host society and the learning of its values, standards and cultural points of reference). It is a process that is multidimensional and long-term, transcending reception and francization services, which nevertheless have their place.

In order to enable students who are new to Québec to develop their feeling of belonging to their school as quickly as possible, it is incumbent upon all of the staff in every school to collaborate in the integration of these students. Every person,

according to role, duties and appropriate models for intervention, including that of reception services, must make concerted efforts to contribute to this integration, which is not the exclusive responsibility of the teachers and non-teaching professionals who provide these services.

In addition, educational integration is very difficult for some newly arrived students who have had little or no schooling in their country of origin and who are thus seriously behind in school. It is important to ensure equal opportunity for all in education and to promote these students' educational success. This also requires the use of special means such as calling on their knowledge of their mother tongue, soliciting strong parental support and helping them develop qualifications for employment.

Furthermore, schools must be able to count on the family and the community to efficiently assume responsibility for integrating immigrant students. Supported by the new *Education Act*, the cooperative effort that will be established within the education community will make it possible to strengthen, enrich and harmonize the actions aimed at helping these students to integrate.

**Measure 3**

To ensure the development and setting up of various models for intervention which are adapted to every milieu and designed to divide the responsibility for the integration of newly arrived students among all the

participants in education, not only within the school, but also within the greater educational community.

## **Means**

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- The Ministère de l'Éducation will facilitate the holding of forums for discussion on the teaching organization models for the integration of newly arrived students.
- The Ministère de l'Éducation will continue to provide financial support for the teaching organization models which are designed to divide the responsibility for newly arrived students' educational, linguistic and social integration among all the members of the educational community and which take into account these students' prior learning (development of skills, upgrading of knowledge, pilot projects and so on).

## **Measure 4**

To promote the educational success of newly arrived students who are seriously behind in school.

## **Means**

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- The Ministère de l'Éducation will provide financial support for the preparation of diagnostic and learning tools.
- In order to ensure schooling and qualification that are better adapted to newly arrived students' needs, the Ministère de l'Éducation will facilitate the realization of pilot projects and will evaluate them in order to determine whether these learning models may be applied throughout the school system.

Insofar as secondary students are concerned, the cooperation of the youth and adult education sectors in general and vocation education will be essential in the realization of this measure.

- The Ministère de l'Éducation will provide support to newly arrived students who are seriously behind in school through the "Programme d'enseignement des langues d'origine" (PELO).
- The Ministère de l'Éducation will collaborate with the Ministère des Relations avec les citoyens et de l'Immigration in order to help the parents of newly arrived students to support their children in their schooling.
- Along the same lines, the Ministère will study and, if necessary, review adult education services, especially for parents of immigrant students, in the context of public education support programs in order to help these parents with the integration of their children into the Québec school system.

## OBJECTIVE III

**TO LEARN HOW TO LIVE TOGETHER IN A FRANCOPHONE, DEMOCRATIC, PLURALIST SOCIETY.**

Schools must raise the awareness of all students — students of all mother tongues, religions, neighbourhoods and countries of origin — about diversity, and they must prepare students to live in a pluralist society that is larger than their family or immediate milieu, to appreciate the richness of such a society and to learn about the challenges of living in such a society so that they may better meet them. Intercultural education has an important role to play in this regard.

One of the most important areas in which it is appropriate to begin is that of French, the common language of public life. The learning of French and its value must be promoted on an ongoing basis. Indeed, it is important to help all students to master French as a communication tool which unites Quebecers and enables them to establish relationships and realize common projects, regardless of peoples' countries of origin and linguistic, religious or other affiliations. It is also necessary to foster pleasure in using the French language as a vehicle of culture and means of creation. The Ministère de l'Éducation therefore intends, among other means, to increase access to French language learning services taking into account the needs of students and to support activities that promote communication and understanding between Francophone and non-Francophone students.

Furthermore, living together now in Québec means knowing Québec's history as a Francophone society within North America and being able to think of Québec's heritage as a continuum in which all students have a place and in which all students will have opportunities in the future. It also means respecting the fundamental values of this society with its openness to diversity, values that underlie Québec's democratic system and in particular, its charters and institutions. These values are fairness, non-discrimination, respect for others, equality (especially between the sexes), the peaceful resolution of conflict, and so on. In an attempt to reinforce the concept of living together in harmony, the Ministère will revise the programs of study.

It is also important that the recognition of diversity, one of the conditions for stimulating interaction in a pluralist situation, be reinforced by a representation of this diversity. This implies that Québec's ethnocultural diversity should be represented among school staff. The Ministère de l'Éducation and the universities will be making special efforts to increase the numbers of immigrant students or students born of immigrant parents in the faculties of education. Ultimately, and notably thanks to their hiring policy, school boards and colleges will ensure the ethnocultural diversity of their staff, thus helping to attain this objective.

## Measure 5

To facilitate the learning of French, the shared public language, as an ongoing process among all students.

### Means

- The Ministère de l'Éducation will improve access to French language learning services adapted to the diverse needs of the school population (transition from COFIs to adult education centres; French courses for immigrant women; language training for the job market; bridges between French as a second language and French, mother tongue; upgrading to college instruction, etc.).
- The Ministère will ensure that courses in French as the language of instruction complement courses in French as a second language at the elementary, secondary and college levels, as well as in adult education. This will enable all students to pursue their learning objectives or to integrate into the workplace while improving their knowledge of French.

## Measure 6

To promote French as the shared public language and the vehicle of culture.

### Means

- The Ministère de l'Éducation will foster the use of French through activities designed to promote communication and closer relations between Francophone and non-Francophone students: counseling models; twinning; correspondence among students from different regions in Québec and elsewhere (using information and communications technologies,

for example); cultural events or exhibitions presented by students from various backgrounds; discussion groups, and so on.

- In conjunction with the Ministère de la Culture et des Communications, the Ministère des Relations avec les citoyens et de l'Immigration, and the Secrétariat à la politique linguistique, the Ministère de l'Éducation will promote the learning, mastery and use of the French language as the shared public language in educational institutions in the youth and adult sectors.
- In conjunction with the Ministère de la Culture et des Communications, the Ministère des Relations avec les citoyens et de l'Immigration, the Ministère de l'Éducation will facilitate access to cultural resources associated with the French language.

## Measure 7

To familiarize students with Québec's collective heritage and to promote recognition of diversity and respect for democratic values.

### Means

- The Ministère de l'Éducation will ensure that the following objectives are incorporated into the new general and vocational education programs: the promotion, among immigrant students or students born of immigrant parents, of a stronger sense of belonging to Québec society; a recognition of the Francophone character of Québec society; adherence to shared civic values, and consideration of ethnocultural pluralism.
- The Ministère de l'Éducation will continue to require that publishing houses pursue their efforts to promote openness to diversity in the instructional materials they develop.

## Measure 8

To ensure that ethnocultural diversity is adequately represented within the schools.

### Means

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- The Ministère de l'Éducation, in conjunction with community organizations, the ethnic media and others, will promote the teaching profession among immigrant students or students of immigrant parents as a way of encouraging them to enrol in education programs.
- The colleges will promote the teaching profession among young people enrolled in the social sciences, particularly students from other backgrounds.
- The universities, in the framework of their policy of accommodating diversity, will make special efforts to increase the number of immigrant students or students born of immigrant parents in the faculties of education.
- The school boards will adopt or pursue the application of measures designed to ensure an adequate representation of ethnocultural diversity in the hiring and promotion of staff within educational institutions.

## O B J E C T I V E I V

## TO ENSURE THAT SCHOOL STAFF RECEIVE APPROPRIATE INITIAL AND ONGOING TRAINING, AND TO SET UP AN EXCHANGE NETWORK.

To ensure that school staff receive appropriate initial and ongoing training, and to set up an exchange network.

The Ministère de l'Éducation intends to use certain levers to ensure the implementation of its *Policy Statement on Educational Integration and Intercultural Education*. Support for staff training is the most important of these, and will determine the implementation and success of the policy itself. School staff are on the front lines of the educational system, in direct contact with students, and are called upon to translate into concrete terms the guidelines and measures that have been defined. To do this, they need appropriate instruments.

Support for school staff is required during both initial training and professional development, for teaching in schools with high as well as low concentrations of multiethnic students, and in understanding the process of acquiring a second language as an awareness of the cultural and social dimensions of an educational activity or as the effective management of “accommodations.”

The Ministère de l'Éducation has seen fit to create, using information and communications technologies, an exchange network to allow the various participants in education to share their experience, means and expertise and thus support them in implementing the measures presented in this *Plan of Action*.

### Measure 9

To support school staff through proper training.

### Means

- The Ministère de l'Éducation will ensure that the orientations of the *Policy Statement on Educational Integration and Intercultural Education* are taken into consideration in the development of initial teacher training programs (Comité d'orientation de la formation du personnel scolaire) so that student teachers will acquire the following competencies (Comité d'agrément):
  - competencies related to the learning of French, including awareness of the process of acquiring a second language;
  - cross-curricular competencies pertaining to classroom management in both schools with high concentrations and low concentrations of multiethnic students;
  - complementary competencies pertaining to educational tasks other than teaching, to facilitate the smooth integration of immigrant students and promote openness to various forms of diversity;
  - competencies pertaining to awareness of the cultural and social dimensions of

education, particularly to the ability to detect and combat discrimination in its various forms, in accordance with section 10 of the *Québec Charter of Human Rights and Freedoms*;

- competencies related to the exercise of citizenship.
- The universities will ensure that teacher training programs provide for the acquisition and development of the above-mentioned competencies.
- The Ministère de l'Éducation will ask the universities to offer continuing education services so that practising teachers may acquire the same competencies as those to be acquired by student teachers during their initial training.
- In the framework of its professional development policy for school staff, the Ministère de l'Éducation will play a role in defining professional development needs with a view to setting up a regional peer upgrading network.
- The Ministère de l'Éducation will provide financial support to schools in their search for ways of managing accommodations through the proper training of the school team, and will encourage training activities designed to foster the awareness and management of diversity, to promote the shared values of Québec society, and to integrate these objectives into the schools' educational project.

## Measure 10

To support school staff through the creation of an exchange network.

## Means

- The Ministère de l'Éducation will use information and communications technologies (through its web site) to foster communication among the schools on all aspects of this *Plan of Action*.
  - by disseminating information on various organizational models for providing instruction to newly arrived students and particularly those who are behind in their schooling (closed welcoming classes, progressive integration models, mixed models, assistance in learning the French language, French immersion classes, etc.)
  - by providing information on:
    - ..... various partnership models and procedures;
    - ..... different programs and financial measures developed by organizations and government departments to promote cooperation among schools, parents and community organizations;
    - ..... experiments conducted by school boards, elementary and secondary schools and colleges to promote closer ties and cooperation with parents and the community;
    - ..... an electronic newsletter on initiatives and projects designed to promote the French language;
  - by encouraging the sharing and exchange of means, resources and expertise among school boards and educational establishments with respect to intercultural education and school life.



O B J E C T I V E V

**TO FOLLOW UP AND EVALUATE THE *PLAN OF ACTION***

The Ministère de l'Éducation has felt the need to study emerging issues that were raised in the *Policy Statement* and that have not been adequately covered so far. The Ministère intends, through its Direction de la recherche, to carry out statistical studies and research on the schooling and integration of immigrant students or students born of immigrant parents. Finally, the Ministère will set up mechanisms that make it possible to evaluate, on an annual basis and within the time frame of the *Plan of Action*, the implementation of the *Policy Statement*. In other words, it will assess the effectiveness of the means and measures that have been introduced, and make any necessary corrections.

### Measure 11

To follow up the *Plan of Action* and evaluate the extent to which its objectives have been met.

### Means

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The Ministère de l'Éducation will carry out activities that will make it possible to adapt practices and approaches intended to attain the objectives of the *Plan of Action*.

At the end of each school year, the Ministère de l'Éducation will publish a progress report in which it will evaluate the extent to which the objectives of the *Plan of Action* have been attained and, in the year 2002, a report on the results of the *Plan of Action*.