



NEW FOR 2011-2012

An extended period for submitting projects replaces the two submission deadlines of previous years (see the table on p.5)

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 joint projects. The projects themselves are expected to take the form of intercultural exchanges: twinning activities and meetings, shared intercultural activities, etc., involving both face-to-face and virtual meetings. 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 about 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 a pluralist, inclusive society that is open to the world.

Target population

The program targets secondary school students and students in Elementary Cycles Two and Three attending public and private schools in the English and French sectors throughout Québec.² Twinning activities and meetings must take place between students from different school boards or between a school board and a private school.

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>.

² This program does not apply to activities that pair students in Québec with other students outside the province.

Program objectives

- 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.

Project characteristics

- Intercultural contact projects may involve **twinning 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 for students to do this is by participating in a **joint 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*.
- Twinning activities must involve the **formation and participation of mixed subgroups** and enable a joint project to be completed. This project could be based on:
 - the **organization of meetings** (tournaments, theme days, exhibitions, round tables, artistic activities, etc.)
 - 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

An amount of \$1 500 is granted per project. A maximum of \$1 800 may be added to this amount to cover transportation costs.

- 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.

Please note that, in order to access the project application forms, you must contact the coordinator at the school board or the DSCC secretariat at the following address:
dsc@meles.gouv.qc.ca

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 who live in different areas served by the same school board.
3. Teachers who wish to collaborate with their colleagues and twin up their classes may consult the online class-twinning service at the following address: <http://prof-inet.cslaval.qc.ca/>.
4. 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 **mainly** with students who immigrated to Québec or who belong to a distinct cultural community.
5. The project must involve joint activities that foster the completion of a joint project and intercultural contact through reciprocal exchange and involvement. The project must support interpersonal communications, mutual understanding and cooperation, and must reinforce appropriate behaviours.
6. The project must specify how the twinning activities will promote intercultural understanding between the students and how openness to others and to diversity will be presented. Meetings must be structured in accordance with preparatory activities in the classroom.
7. The students must be twinned for a sufficiently long period of time for the intercultural contact to have a real impact. Contact must be made through frequent exchanges.
8. Each partner school in a project must contribute financial, human or material resources representing at least 15% of the total cost of the project.
9. The project must be submitted to the DSCC by **a partner school from the public sector**, as the money for the projects comes from the budget for the public sector.
10. The project submission must be signed by the school principal and the coordinator at the school board. Next, the school board must send the submission to the DSCC by e-mail, with a copy to the MELS regional office in the school board's territory (Appendix 1). If an electronic signature cannot be obtained, a paper copy of the project submission must also be mailed to the DSCC and the regional office.
11. **Unlike the practice in previous years**, the requests for financial support can be submitted **between October 14 and November 25, 2011** (see the table below).
12. A final report including a detailed statement of expenditures must be submitted to the DSCC and to the regional office by May 25, 2012, at the latest, on the form provided.

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*).

Schedule

ACTIVITY	DEADLINE
<i>Project Application Guide</i> sent to school boards and private schools	June 2011
Time period for submitting projects: REQUEST FOR FINANCIAL SUPPORT form submitted to DSCC and regional office (see Appendix) Project analysis in conjunction with the regional offices	From October 14, 2011 to November 25, 2011
DSCC response and disbursement of 60% of grant to school	November 2011 to December 2011
FINAL REPORT submitted to DSCC and regional office (see Appendix)	May 25, 2012
Disbursement of remaining 40% of grant to school	July 2012

Information

Program coordinator:

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

Program to Promote Intercultural Contact at School

2011-2012 PROJECT: REQUEST FOR FINANCIAL SUPPORT

- The characteristics and general conditions of projects are outlined in the 2011-2012 *PROJECT APPLICATION GUIDE FOR SCHOOLS*, at www.mels.gouv.qc.ca/dscc, under the heading *Services aux milieux scolaires, Soutien financier* under the *Projets* tab.
- These forms **must** be filled out on the computer and the original must be signed by the school principal and the coordinator at the school board.
- Reserved for information concerning the school board's representatives.

IDENTIFICATION

Name of project:

<input type="checkbox"/> Elementary	YEAR:	<input type="checkbox"/> Secondary	YEAR:
School requesting financial support:			
Principal:			
E-mail address:			
Telephone:		Extension:	
School board:			
Project coordinator			
Name:			
Title:		E-mail address:	
Telephone:		Extension:	

- CHARACTERISTICS OF THE **TARGETED GROUP OF STUDENTS** (FRENCH-CANADIAN QUEBECKERS, MEMBERS OF CULTURAL COMMUNITIES, RECENT IMMIGRANTS, FRANCOPHONES, ANGLOPHONES, ETC.):
- NUMBER OF STUDENTS:

Partner school:	
Municipality:	
Principal:	
School board:	<input type="checkbox"/> Private school
Project coordinator	
Name:	
Title:	E-mail address:
Telephone:	Extension:

- CHARACTERISTICS OF THE **TARGETED GROUP OF STUDENTS** (FRENCH-CANADIAN QUEBECKERS, MEMBERS OF CULTURAL COMMUNITIES, RECENT IMMIGRANTS, FRANCOPHONES, ANGLOPHONES, ETC.):
- NUMBER OF STUDENTS:

INTERCULTURAL CONTACT PROJECT DESCRIPTION

- PROJECT OBJECTIVES:

- PROJECT SUMMARY:

- EXPLAIN HOW OPENNESS TO OTHERS AND TO DIVERSITY WILL BE ADDRESSED:

- EXPLAIN THE THEMES OF THE EXCHANGES:

- EXPLAIN HOW THE TWINNING WILL BE CARRIED OUT IN EXCHANGES AND AT MEETINGS:

CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM

- BROAD AREA OF LEARNING PRIORITIZED: CITIZENSHIP AND COMMUNITY LIFE
- EDUCATIONAL AIM: KEY FOCUSES OF THE INTERCULTURAL CONTACT PROJECT:
 - Awareness of the importance of rules of social conduct and democratic institutions
 - Involvement in action in a spirit of cooperation and solidarity
 - Contribution to a culture of peace
- SUBJECT-SPECIFIC COMPETENCIES TO BE DEVELOPED AS PART OF THIS PROJECT:

- OTHER COMPETENCIES TO BE DEVELOPED AS PART OF THIS PROJECT:

DETAILED DESCRIPTION OF ACTIVITIES FOR CARRYING OUT THE PROJECT	Scheduled dates
PLANNING BY THE TEACHERS AND COLLABORATION	
EXCHANGE AND PREPARATION ACTIVITIES BEFORE THE MEETING(S)	
Organization of twinning initiative before the activities	
Activities	
Activities	
EXCHANGE AND COLLABORATION ACTIVITIES DURING THE MEETING(S)	
Organization of twinning initiative during the activities	
Activities	
Activities	
ACTIVITIES TO REAPPLY WHAT THE STUDENTS HAVE LEARNED AFTER THE MEETING(S)	
Organization of twinning initiative during the activities	
Activities	
Activities	

PROJECT EVALUATION

- PLANNED TOOLS FOR EVALUATING THE PROCESS OF INTERCULTURAL CONTACT
(OBSERVATION GRIDS, QUESTIONNAIRES, INTERVIEWS, ETC.):

- SUCCESS INDICATORS (LEVEL OF STUDENT SATISFACTION, INVOLVEMENT, ETC.):

- EXPECTED OUTCOMES (EDUCATIONAL AND SOCIAL):

INTERCULTURAL CONTACT PROJECT BUDGET

IN CASES WHERE SUPPLY TEACHING COSTS MAY BE ELIGIBLE, THE MAXIMUM TOTAL AMOUNT AUTHORIZED IS \$193/DAY, INCLUDING EMPLOYEE BENEFITS.

TYPES OF RESOURCES (LIST THE SPECIFIC RESOURCES UNDER EACH HEADING)			TOTAL COST OF PROJECT (\$)	CONTRIBUTIONS (\$)		
				School, school board	Other	DSCC (MELS) ³
HUMAN RESOURCES (TEACHERS, RESOURCE PERSONS, ETC.)						
TEACHERS	SUPPLY TEACHING COSTS	NUMBER OF DAYS				
OTHER HUMAN RESOURCES (SPECIFY)	HOURLY RATE	HOURS				
1. SUBTOTAL FOR HUMAN RESOURCES						
Material resources (specify)			Purchase of teaching materials, max. 10% of requested amount			
2. SUBTOTAL FOR MATERIAL RESOURCES						
OTHER COSTS (admission fees, food, etc.)						
TRANSPORTATION:						
3. SUBTOTAL FOR OTHER COSTS						
TOTAL OF SECTIONS 1 to 3			Box 1	Box 2	Box 3	Box 4
IMPORTANT: Total expenses must equal the school's contribution plus the amount requested from DSCC. Box 1 = Box 2+Box 3+Box 4			Total expenses	School's contribution (min. 15%) ⁴	Fund-raising, etc.	Amount requested from DSCC

SCHOOL PRINCIPAL'S SIGNATURE: _____ DATE: _____

SCHOOL BOARD REPRESENTATIVE'S SIGNATURE: _____ DATE: _____

³ Breakdown of the project's costs, enter the total amount requested from DSCC in Box 4.

⁴ The school board or school must contribute financial, human, material or other resources equal to 15% of the total funding requested.

**CRITERIA CHECKLIST FOR PROJECT SUBMISSIONS
PROGRAM TO PROMOTE INTERCULTURAL CONTACT AT SCHOOL (PART 5)**

➡ STUDENTS AND THE PROJECT

- 1 Does the project involve intercultural exchange activities between students of different ethnocultural backgrounds?
- 2 Is the twinning for a sufficient duration?
- 3 Are the intercultural exchange activities planned for within the twinning project to be held frequently?
- 4 Does the twinning require the formation and participation of mixed groups with a view to supporting interpersonal communication, cooperation and the reinforcement of appropriate behaviours at each stage of the project?
- 5 Is the project supported by a structured educational process that promotes lasting intercultural contact by means of reciprocal exchange and involvement?
- 6 Does the project envisage ways to evaluate the contact process?
- 7 Does the project promote openness to others and to diversity?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

➡ SCHOOL AND SCHOOL ORGANIZATION

- 1 Are there contributions from partner schools?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

➡ COMMUNITY SPINOFFS

- 1 Does the project contribute to encouraging cultural openness as well as better knowledge of ethnocultural diversity in schools and Québec society (citizenship and community life)?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

➡ BUDGET REQUIREMENTS

- 1 Do the forecasted budgets fall within the established limits?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Program to Promote Intercultural Contact at School

2011-2012 PROJECT: FINAL REPORT
<ul style="list-style-type: none"> - The characteristics and general conditions of projects are outlined in the 2011-2012 <i>PROJECT APPLICATION GUIDE FOR SCHOOLS</i>, at www.mels.gouv.qc.ca/dscc, under the heading <i>Services aux milieux scolaires, Soutien financier</i> under the <i>Projets</i> tab. - These forms must be filled out on the computer and the original must be signed by the school principal and the coordinator at the school board.
<ul style="list-style-type: none"> - Reserved for information concerning the school board's representatives.

IDENTIFICATION

Name of project:

<input type="checkbox"/> Elementary	YEAR:	<input type="checkbox"/> Secondary	YEAR:
School requesting financial support:			
Principal:			
E-mail address:			
Telephone :		Extension:	
School board:			
Project coordinator			
Name:			
Title:		E-mail address:	
Telephone:		Extension:	

- CHARACTERISTICS OF THE **TARGETED GROUP OF STUDENTS** (FRENCH-CANADIAN QUEBECKERS, MEMBERS OF CULTURAL COMMUNITIES, RECENT IMMIGRANTS, FRANCOPHONES, ANGLOPHONES, ETC.):

- NUMBER OF STUDENTS:

Partner school:	
Municipality:	
Principal:	
School board:	<input type="checkbox"/> Private school
Project coordinator	
Name:	
Title:	E-mail address:
Telephone :	Extension:

- CHARACTERISTICS OF THE **TARGETED GROUP OF STUDENTS** (FRENCH-CANADIAN QUEBECKERS, MEMBERS OF CULTURAL COMMUNITIES, RECENT IMMIGRANTS, FRANCOPHONES, ANGLOPHONES, ETC.):

- NUMBER OF STUDENTS:

INTERCULTURAL CONTACT PROJECT DESCRIPTION

- PROJECT SUMMARY:

- EXPLAIN HOW THE INTERCULTURAL CONTACT PROCESS PLAYED OUT:

CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM

- BROAD AREA OF LEARNING PRIORITIZED: CITIZENSHIP AND COMMUNITY LIFE

- EDUCATIONAL AIM: KEY FOCUSES OF THE INTERCULTURAL CONTACT PROJECT:

Awareness of the importance of rules of social conduct and democratic institutions

Involvement in action in a spirit of cooperation and solidarity

Contribution to a culture of peace

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

- OTHER COMPETENCIES TO BE DEVELOPED AS PART OF THIS PROJECT:

DETAILED DESCRIPTION OF ACTIVITIES CARRIED OUT AS PART OF THE PROJECT	Completion dates
PLANNING BY THE TEACHERS AND COLLABORATION	
EXCHANGE AND PREPARATION ACTIVITIES BEFORE THE MEETING(S)	
Organization of twinning initiative before the activities	
Activities	
Activities	
EXCHANGE AND COLLABORATION ACTIVITIES DURING THE MEETING(S)	
Organization of twinning initiative during the activities	
Activities	
Activities	
APPLICATION OF LEARNING AFTER THE MEETING(S)	
Organization of twinning initiative during the activities	
Activities	
Activities	

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:

MAIN OUTCOMES OF THE PROJECT (ASSESSMENT OF THE COMPLETED PROJECT AND ITS IMPACT ON THE STUDENTS):

APPLICATION OF LEARNING (COMPLETED):

FINANCIAL STATEMENT FOR THE COMPLETED INTERCULTURAL CONTACT PROJECT

IN CASES WHERE SUPPLY TEACHING COSTS MAY BE ELIGIBLE, THE MAXIMUM TOTAL AMOUNT AUTHORIZED IS \$193/DAY, INCLUDING EMPLOYEE BENEFITS.

TYPES OF RESOURCES (LIST THE SPECIFIC RESOURCES UNDER REACH HEADING)			TOTAL COST OF PROJECT (\$)	CONTRIBUTIONS (\$)		
				School, school board	Other	DSCC (MELS) ⁵
HUMAN RESOURCES (TEACHERS, RESOURCE PERSONS, ETC.)						
TEACHERS	SUPPLY TEACHING COSTS	NUMBER OF DAYS				
OTHER HUMAN RESOURCES (SPECIFY)	HOURLY RATE	HOURS				
1. SUBTOTAL FOR HUMAN RESOURCES						
MATERIAL RESOURCES (SPECIFY)			Purchase of teaching materials, max. 10% of requested amount			
2. SUBTOTAL FOR MATERIAL RESOURCES						
OTHER COSTS (specify)						
TRANSPORTATION:						
3. SUBTOTAL FOR OTHER COSTS						
TOTAL OF SECTIONS 1 TO 3			Box 1	Box 2	Box 3	Box 4
IMPORTANT: Total expenses must equal the school' contribution plus the amount requested from DSCC. Box 1 = Box 2+Box 3+Box 4			Total expenses	School's contribution (min. 15%) ⁶	NANS, SMSP, etc.	Amount allocated by DSCC

SCHOOL PRINCIPAL'S SIGNATURE: _____ DATE: _____

SCHOOL BOARD REPRESENTATIVE'S SIGNATURE: _____ DATE: _____

⁵ Breakdown of the project's costs, enter the total amount requested from DSCC in Box 4.

⁶ The school board or schools must contribute financial, human, material or other resources equal to 15% of the total funding requested.

APPENDIX

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	☎ Catherine.Belzil@mels.gouv.qc.ca 337, rue Moreault, 2 ^e étage, bur. 2.04 Rimouski (Québec) G5L 0A5	418-727-3600
02	Saguenay—Lac-Saint-Jean	LUCIE MARTEL	☎ Lucie.Martel@mels.gouv.qc.ca 3950, boul. Harvey Édifice Marguerite-Belley, 2 ^e étage Jonquière (Québec) G7X 8L6	418-695-7982
03	Capitale-Nationale and Chaudière-Appalaches	FRANCINE BÉDARD-HÔ	☎ Francine.Bedard-Ho@mels.gouv.qc.ca 1020, route de l'Église, 3 ^e étage Sainte-Foy (Québec) G1V 3V9	418-643-7934
04	Mauricie and Centre-du-Québec	MARYSE TRÉPANIÉ	☎ Maryse.Trepanier@mels.gouv.qc.ca 100, rue Laviolette Édifice Capitanal, bureau 213 Trois-Rivières (Québec) G9A 5S9	819-371-6711
05	Estrie	CATHERINE ZAHRA	☎ Catherine.Zahra@mels.gouv.qc.ca 200, rue Belvédère Nord Bureau 3.05 Sherbrooke (Québec) J1H 4A9	819-820-3382
06.1	Laval, Laurentides and Lanaudière	KARINE JONCAS	☎ Karine.Joncas@mels.gouv.qc.ca 300, rue Sicard Bureau 200, 2 ^e étage Sainte-Thérèse (Québec) J7E 3X5	450-430-3611
06.2	Montérégie	HUGO CLERMONT	☎ Hugo.Clermont@mels.gouv.qc.ca 201, place Charles-Le Moine Édifice Montval, 6 ^e étage Longueuil (Québec) J4K 2T5	450-928-7438
06.3	Montréal	YAMNA BENYAHIA REMILA	☎ Yamna.Benyahia-Remila@mels.gouv.qc.ca 600, rue Fullum, 10 ^e étage Montréal (Québec) H2K 4L1	514-873-4630
07	Outaouais	MARJORIE BURKE	☎ Marjorie.Burke@mels.gouv.qc.ca 170, rue de l'Hôtel-de-Ville, 4 ^e étage Gatineau (Québec) J8X 4C2	819-772-3382
08	Abitibi-Témiscamingue and Nord-du-Québec	FRANÇOISE PRÉVOST	☎ Françoise.Prevoist@mels.gouv.qc.ca 215, boul. Rideau Rouyn-Noranda (Québec) J9X 5Y6	819-763-3001
09	Côte-Nord	SUZANNE CÔTÉ	☎ Brigitte.Landry@mels.gouv.qc.ca 106, rue Napoléon, 2 ^e étage Sept-Îles (Québec) G4R 3L7	418-964-8420

**Éducation,
Loisir et Sport**

Québec

