

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

Program to Promote Intercultural Contact at  
School

Project Application Guide  
for Schools  
2006-2007

Ministère de l'Éducation, du Loisir et du Sport  
Enseignement préscolaire, primaire et secondaire  
Direction des services aux communautés culturelles  
October 2006

## Introduction

The *Policy Statement on Educational Integration and Intercultural Education* of the Ministère de l'Éducation, du Loisir et du Sport du Québec (MELS), entitled *A School for the Future*, is accompanied by a *Plan of Action* suggesting measures schools can take to apply the principles and guidelines<sup>1</sup> described in the *Policy Statement*. In 2005-2006, the Ministère's Direction des services aux communautés culturelles (DSCC) introduced a new measure to help schools implement this *Plan of Action*, establishing a financial support program for school projects based on **intercultural contact** and **exchange** and designed to help students learn how to live together. This program comes under the DSCC mandate to promote intercultural education in the schools.

This guide provides the information necessary to apply for funding. **There are two annual application deadlines: November 17, 2006 and January 26, 2007.**

### A program to promote intercultural contact at school

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 meetings will vary as well: it may be 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, by means of a deliberate, reciprocal effort, shared perspectives concerning Québec, whether they were born here or elsewhere. The projects provide a framework characterized by equality, respect, solidarity and dignity 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 communication should 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.

### Goal of the program

To help students to learn to live together as citizens in a Québec society that is pluralistic, inclusive and open-minded.

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

## Objectives and educational aim

- 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.

## Target population

The program targets students in Elementary Cycle Three and at the secondary level in French and English public and private schools in various regions of Québec.

## Project characteristics

- The intercultural communication projects must be carried out during the 2006-2007 school year. They must involve:
  - students from different **school boards** or from a school board and a private school.
  - a class consisting mainly of anglophone or francophone Quebecers, working with a class whose students are mainly from recent immigrant backgrounds or from other cultural communities.
- The intercultural contact projects may be based on the following:
  - the **organization of meetings** such as tournaments, theme days, exhibitions, round tables, artistic activities, etc. that call for the formation and participation of mixed teams, which foster intercultural contact and exchange
  - the **production of written work** (in the language of instruction) (e.g.: tales, stories, fables, reports, descriptions, personal accounts, newspaper-style reports, comic strips, etc.)
  - the **production of spoken work** (in the language of instruction) (e.g.: small-group discussions, class debates, role-playing, interviews, radio shows, poetry or song recitals, lectures, critical commentary, theatre performances, etc.)
- 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 the preparation, conduct, critical reflection and transfer-of-knowledge phases must all be well designed. 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 receive pedagogical support and must aim to develop student competencies related to the broad area of learning *Citizenship and Community life*.

## Budget

The maximum amount that may be allocated for a project is \$1000. For projects involving travel expenses, an additional sum of up to \$1500 may be allocated.

N.B. Partnerships within regions and between neighbouring regions are strongly encouraged, as they facilitate logistics and travel arrangements; other financial partners can also be invited to contribute to a school's project.

## Schedule

ACTION	DEADLINE
<i>Project Application Guide</i> sent to school boards	- October 10, 2006
Deadlines for submitting projects:  PROJECT APPLICATION form submitted to regional office Projects to be analyzed jointly with the regional offices	- November 17, 2006 - January 26, 2007
DSCC answer and 60% of grant sent to school	- December 1 <sup>st</sup> , 2006 - February 16, 2007
FINAL REPORT submitted to regional office	- June 8, 2007
Remaining 40% of grant sent to school	- July 2007

## 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 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.
3. The project must involve shared activities and a process that promotes intercultural contact by means of reciprocal exchange and involvement.
4. The project must foster interpersonal communication, mutual understanding and cooperation and reinforce appropriate behaviours.
5. Each partner school in a project must contribute financial, human or material resources representing at least 15% of the total cost of the project.
6. Travel from the school to outside activities and back to the school must be completed within a day.
7. The project must favour the formation of mixed groups, teams or tandems (students of different origins, girls and boys, allophone and francophone students, etc.).
8. The project must reflect the values set out in the school's educational project and integrated into its success plan.
9. The project must be submitted to the regional office on the form provided.
10. A final report including a detailed statement of expenditures must be submitted to the regional office by June 8, 2007 at the latest, on the form provided.

## Information

Program coordinator: Marc-Yves Volcy, 514 873-0572, [marcyvesvolcy@mels.gouv.qc.ca](mailto:marcyvesvolcy@mels.gouv.qc.ca)

Collaboration: Konrad Muncs, 514 873-4655, <[konrad.muncs@mels.gouv.qc.ca](mailto:konrad.muncs@mels.gouv.qc.ca)>

**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	355, boul. Saint-Germain Ouest, 2 <sup>e</sup> étage Rimouski (Québec) G5L 3N2	418-727-4022
02	Saguenay-Lac-Saint-Jean	LUCIE MARTEL	3950, boul. Harvey Édifice Marguerite-Belley, 2 <sup>e</sup> étage Jonquière (Québec) G7X 8L6	418-695-7985
03	Capitale-Nationale et Chaudière-Appalaches	STÉPHANIE CAMPEAU	1020, route de l'Église, 3 <sup>e</sup> étage Sainte-Foy (Québec) G1V 3V9	418-643-1858
04	Mauricie et Centre-du-Québec	MARIE-HÉLÈNE RHEAULT	100, rue Laviolette Édifice Capitanal, bureau 213 Trois-Rivières (Québec) G9A 5S9	819-371-4994
05	Estrie	LISE BLANCHARD	200, rue Belvédère Nord Bureau 3.05 Sherbrooke (Québec) J1H 4A9	819-820-3075
06.1	Laval, Laurentides et Lanaudières	CHANTAL RICHER	300, rue Sicard Bureau 200, 2 <sup>e</sup> étage Sainte-Thérèse (Québec) J7E 3X5	450-430-1814
06.2	Montréal	FRANCIS CULÉE	201, place Charles-Le Moyne Édifice Montval, 6 <sup>e</sup> étage Longueuil (Québec) J4K 2T5	450-928-5077
06.3	Montréal	SUZANNE DYOTTE	600, rue Fullum, 10 <sup>e</sup> étage Montréal (Québec) H2K 4L1	514-873-6988
07	Outaouais	LINDA BISSON	170, rue de l'Hôtel-de-Ville, 4 <sup>e</sup> étage Gatineau (Québec) J8X 4C2	819-772-3484
08	Abitibi-Témiscamingue et Nord-du-Québec	YOVAN FILION	215, boul. Rideau Rouyn-Noranda (Québec) J9X 5Y6	819-763-3003
09	Côte-Nord	SUZANNE CÔTÉ	625, boul. Lafèche Édifice Paul-Provencher, bureau 708, RC Baie-Comeau (Québec) G5C 1C5	418-964-8427



## Program to Promote Intercultural Contact at School

### APPLICATION FORM

PROJECT TITLE: \_\_\_\_\_

PARTNER SCHOOL: \_\_\_\_\_  Elementary

SCHOOL BOARD: \_\_\_\_\_  Secondary

PROJECT COORDINATOR: \_\_\_\_\_

PARTNER SCHOOL: \_\_\_\_\_  Elementary

SCHOOL BOARD: \_\_\_\_\_  Secondary

PROJECT COORDINATOR: \_\_\_\_\_

OBJECTIVES AND EDUCATIONAL AIM: \_\_\_\_\_

\_\_\_\_\_

COMPETENCIES TARGETED: \_\_\_\_\_

\_\_\_\_\_

ACTIVITIES PLANNED: \_\_\_\_\_

\_\_\_\_\_

TOTAL NUMBER OF STUDENTS INVOLVED: \_\_\_\_\_

EVALUATION PROCEDURE: \_\_\_\_\_

\_\_\_\_\_

EXPECTED POSITIVE IMPACT ON STUDENTS: \_\_\_\_\_

\_\_\_\_\_

#### BUDGET

##### BREAKDOWN OF PROJECTED EXPENSES\*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL \_\_\_\_\_

##### INCOME

CONTRIBUTION OF THE SCHOOL \_\_\_\_\_

OTHER FUNDING (PLEASE SPECIFY) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL AMOUNT REQUESTED \_\_\_\_\_

TOTAL \_\_\_\_\_

\*EXAMPLE: TRANSPORTATION, RESOURCE PERSON, ADMISSION FEES, ETC.

PRINCIPAL'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_



## Program to Promote Intercultural Contact at School

### FINAL REPORT

PROJECT TITLE: \_\_\_\_\_

SCHOOL(S): \_\_\_\_\_  Elementary

SCHOOL BOARD: \_\_\_\_\_  Secondary

PROJECT COORDINATOR(S): \_\_\_\_\_

OBJECTIVES AND EDUCATIONAL AIM: \_\_\_\_\_

\_\_\_\_\_

COMPETENCIES TARGETED, IF DIFFERENT FROM THOSE MENTIONED ON THE APPLICATION FORM: \_\_\_\_\_

\_\_\_\_\_

ACTIVITIES CARRIED OUT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NUMBER OF STUDENTS RECEIVING WELCOMING SERVICES AND ASSISTANCE IN LEARNING FRENCH INVOLVED IN PROJECT: \_\_\_\_\_

TOTAL NUMBER OF STUDENTS INVOLVED: \_\_\_\_\_

EVALUATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

POSITIVE IMPACT ON STUDENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### BUDGET

##### BREAKDOWN OF EXPENSES\*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL \_\_\_\_\_

##### INCOME

CONTRIBUTION OF THE SCHOOL \_\_\_\_\_

OTHER FUNDING (PLEASE SPECIFY) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

AMOUNT RECEIVED \_\_\_\_\_

TOTAL \_\_\_\_\_

\*EXAMPLE: TRANSPORTATION, RESOURCE PERSON, ADMISSION FEES, ETC.

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_