

Research Program on Student Retention and Academic Success (RPSRAS)

Thematic Concerted Action

Summary

Components offered:	Research Projects, Action-Research Projects, Knowledge Synthesis, Postdoctoral Fellowships, New: Complementary project for knowledge mobilization
Deadline (proposal):	Wednesday, March 02, 2022, 4:00 p.m.
Deadline (application):	Wednesday, June 22, 2022, 4:00 p.m.
Total amount available:	Variable, depending on the component
Duration of funding:	Variable, depending on the component – 3 years maximum
Announcement of results:	Week of September 12, 2022

Proposed by:

The Ministère de l'Éducation (MEQ)

in collaboration with the Ministère de l'Enseignement supérieur (MES)

and the Fonds de recherche du Québec – Société et culture (FRQSC)

Table of contents

- 1. Objectives 3
- 2. Context 3
- 3. Research Needs 4
- 4. Conditions Governing the Competition, Grants and Fellowships 13
- 5. Components of this Competition 17
- 6. Pre-application: Content and Evaluation Criteria 18
- 7. Funding Application: Content and Evaluation Criteria 22
- 8. Important Dates 27
- 9. Information 28
- 10. Appendix 1 – Information for Funded Researchers and Partners on the Conditions Governing Intellectual Property 29
- 11. Appendix 2 – Eligible Expenses for this Competition (for information purposes only) 31
- 12. Appendix 3 – Clarifications Regarding the Participation of Representatives From Practice Settings in Projects Submitted Under the Action-Research Project Component 33
- 13. Appendix 4 – Scores and Ratings Grid 34
- 14. Appendix 5 – List of Funded Projects 35

1. Objectives

The Fonds de recherche du Québec – Société et culture (FRQSC) and the Ministère de l'Éducation du Québec (MEQ), in collaboration with the Ministère de l'Enseignement supérieur (MES) invite the scientific community to respond to this call for proposals. The projects submitted and their findings should contribute to achieving the primary objective, which is to develop knowledge in order to:

- **foster the success of students throughout their academic journey at every level of education, and to address the problem of students dropping out before obtaining the diploma or qualification they are pursuing.**

The Research Program on Student Retention and Academic Success (RPSRAS) emphasizes the creation of partnerships between researchers and practitioners. It also aims to foster the concrete appropriation and application of the research findings by the schools. Given this, two means are available to those interested in submitting a proposal in this current competition:

- 1) To involve members of the education and/or higher education system and their community partners, within both the French-speaking and English-speaking communities, from the very beginning of the project development stage and to join forces with individuals and organizations specializing in the area of knowledge transfer by specifying the role they will play in carrying out the project or the knowledge mobilization strategy.

Educational institutions and their community partners wishing to develop a project in line with the objectives and needs expressed in this call for proposals are invited to contact researchers or faculties, departments or liaison and transfer bodies directly in order to facilitate networking.

- 2) Submit an application under the "Complementary Project for Knowledge Mobilization" component (Need 13), which aims to build on the results obtained through funding that has already been awarded under the program, to enable the implementation of initiatives that will foster the concrete appropriation and application of the research findings.

2. Context

The Research Program on Student Retention and Academic Success (RPSRAS) was created in 2002 to support the actions of all organizations or individuals directly or indirectly involved with the retention and educational success of Québec students at all levels of education. Since then, 10 calls for proposals have been issued to the scientific community and the RPSRAS has funded more than 170 research projects in priority areas in the field of education. The most recent evaluation of the RPSRAS concluded that "the research results produced under this program are of high quality, are innovative and contribute to the deepening and advancement of knowledge in the area of perseverance"¹ (*Rapport d'évaluation du Programme de recherche sur la persévérance et la réussite scolaires (PRPRS)*, Québec, Ministère de l'Éducation, 2021, 58)[Translation].

¹To access the full report, available in French only, click [here](#).

Since the launching of the previous call for proposals in January 2020, the Québec education system, including all those who make up the system (e.g. students, school staff, school administrators) and those who work with the system (e.g. parents and other community partners), has had to be constantly adaptable and flexible in response to the health crisis. From the beginning of the crisis, the FRQSC, in collaboration with the MEQ and other partners, has supported the development of scientific knowledge in this regard.² A number of the research needs identified in the present call for proposals will also contribute to this. Access to new scientific knowledge will be most relevant and useful to better guide the actions of the education system in the upcoming years, including those described in the MEQ's [2021-2022 Revitalization Plan for Educational Success](#) and the MES's [Plan d'action pour la réussite en enseignement supérieur 2021-2026](#) (available in French only).

3. Research Needs

Qualifying conditions for research needs 1-12

Research Needs 1-12 stem directly from the research program's main goal, namely to improve student retention and educational success. Therefore, anyone submitting a proposal for this competition must explicitly demonstrate how their project meets each of the following requirements. If they do not, their proposal will not be considered relevant.

- How and to what extent could the proposed project help achieve the main objective of the program?
- How will gender-based analysis (GBA) be taken into consideration? This must be clearly demonstrated, using the space provided in the pre-application form. If GBA is not considered applicable to the proposed project, an explanation justifying this decision must be presented in the same form.
- Which research need (**one only**) does the project mainly address? This need must be clearly indicated in the section provided in the form (**e.g. Need 3**) and the project's potential to meet this need must be solidly argued. In addition, **unless otherwise specified in the need itself**:
 - a. Applicants must answer **all questions** when there is more than one question in the same need.
 - b. The proposed project may be carried out in one or more education levels and sectors.
- The objectives of this program complement those of the [Literacy Research Program \(LRP\)](#), aimed at developing, maintaining and improving literacy skills in Québec. Therefore, to maintain this complementarity, applications that focus primarily on literacy skills will not be eligible for this competition.

² [Concerted Action: Literacy Research Program. Digital Technology in Education and Higher Education during the COVID-19 Pandemic: "Shooting Star" Targeted Concerted Action.](#)

Other aspects that demonstrate relevance

To ensure that their proposals are relevant to the objectives and research needs of this competition, those who wish to submit a pre-application are also asked to:

- demonstrate their project's originality and added value as compared with the work that has already been done on this theme in Québec, especially within the context of past competitions for this program³
- take into consideration the school's socio-economic environment index (SEI)⁴ and the sociodemographic characteristics of the subjects under study, where applicable

Specific Research Needs (needs 1-12)

The Research Needs have been grouped under the following six themes:

- Childcare services in schools for students aged 4-6
- Inter-level and intersectoral transitions
- Recognition and qualification of the teaching staff
- Parental involvement
- Mental health and well-being of students
- Complementary educational services

³ [Appendix 5 – List of Funded Projects.](#)

⁴ To learn more about the SEI (in French only), click [here](#).

Childcare services in schools for students aged 4-6

The services offered by the staff of childcare services in schools help support the development of students, complementing the educational services provided by the school, and also promote a better work-family balance for parents. The utilization rate of these services has been steadily increasing over the last 20 years.⁵ Considering the importance of the services offered by childcare centres, reinforcing their educational role, optimizing the initial and continued training of the staff who work there, and improving the continuity and complementarity of the services offered by childcare centres and schools appear to be priorities for many education system stakeholders (e.g. school administrators, childcare centre managers and their association groups)⁶ in both the French-language and English-language sectors. At the moment, in Québec, little research knowledge is available on these themes. The project(s) funded in response to this need must make it possible to support the MEQ and its system in updating the frameworks and other actions related to improving the quality of childcare services in schools.⁷

Need 1 In preschool or Elementary Cycle One, what collaborative practice(s) between childcare staff, school staff and other stakeholders (e.g. from the community or the health network), if any, appear promising for achieving at least one of the following objectives:

- 1) Foster the continuity of services offered to students, including those with special needs
- 2) Facilitate the entry into school for four-year-olds
- 3) Support the transition from preschool to Elementary Cycle One

⁵ Claudine Giguère, and Hélène Desrosiers, [Les milieux de garde de la naissance à 8 ans: utilisation et effets sur le développement des enfants](#) in *Étude longitudinale du développement des enfants du Québec (ELDEQ 1998— 2010) — De la naissance à 8 ans*, vol. 5, Booklet 1 (Québec: Institut de la statistique du Québec, 2010).

⁶ Québec, Conseil supérieur de l'éducation, [Les services de garde en milieu scolaire : inscrire la qualité au cœur des priorités](#) (Québec: CSE, 2006). Québec, Conseil supérieur de l'Éducation, [Le bien-être de l'enfant à l'école : faisons nos devoirs](#) (Québec: CSE, 2020).

⁷ To learn more, see [chapter I-13.3, r. 11 of the Education Act](#);

Inter-level and intersectoral transitions

Transitions by students from first-generation immigrant backgrounds

Several research findings confirm the persistent challenges experienced by some students with immigrant backgrounds.⁸ This is particularly the case for first-generation immigrant students⁹ who transition from general education in the youth sector (GEY) to adult general education (AGE) or vocational training (VT). These students would be particularly vulnerable, especially with regard to school retention and graduation.¹⁰ The project(s) funded in response to this need should support the MEQ and its network in improving the support and guidance offered to these students at this time of transition.

Need 2 How do first-generation immigrant students who enter the Québec school system at the secondary level experience the transition from GEY to AGE or VT? What guidance and support services* are likely to meet their needs during this transition in order to promote their retention and educational success?

*As an example, the following guidance and support services could be considered:

- Educational and professional orientation services and activities provided to the GEY VT or AGE (e.g. SARCA) and other activities and services offered in connection with the preparation for the transition
- tools, communication and information sharing mechanisms between the GEY, AGE and VT to ensure that students are followed up.

Transitions by Indigenous Students

In Québec, in 2017, close to 16 500 students from First Nations or Inuit communities in Québec attended educational institutions governed by Indigenous communities (e.g., band councils) and by non-Indigenous communities (e.g., French-language school service centers and English-language school boards)¹¹. The geographic isolation of many Indigenous communities often forces students living in these communities to change educational institutions frequently during their schooling and, as a result, to make numerous transitions from Indigenous to non-Indigenous educational institutions and vice versa. For example, possible transitions include: 1) those required of students from several communities from Secondary II onwards; 2) the transition from one educational sector to another (e.g. GEY to AGE or VT); 3) the transition from one level of education to another (e.g. GEY, AGE or VT to college and university levels). The project(s) funded in response to this need should provide a better understanding of the effects of these different transitions on the retention and success of Indigenous students and identify the characteristics of the services they need to mitigate these effects.

⁸ Maryse Potvin et al., *La diversité ethnoculturelle, religieuse et linguistique en éducation: théorie et pratique*, 2 ed. (Montréal: Fides Éducation, 2021).

⁹ First-generation immigrant students: all students enrolled in the Québec education system who were born outside Canada.

¹⁰ See the research studies by Maryse Potvin (2016) and Ratna Ghosh (ongoing).

¹¹ Québec, Ministère de l'Éducation du Québec, *Bulletin statistique: L'éducation des populations scolaires des communautés autochtones du Québec en 2017* (Québec: Gouvernement du Québec, 2021).

Need 3 What are the effects of transitions that Indigenous students are likely to experience on their retention and academic or educational success? How can we respond better to their needs by offering them the appropriate service(s) *during these transitions?

For this need, at least one of the following transitions should be studied:

1. transition from an Indigenous to a non-Indigenous school
2. transition from a non-Indigenous to an Indigenous school

*As an example, the following services could be considered:

- services that facilitate welcoming, integrating and engaging Indigenous students and their families, if applicable
- protocols, mechanisms or practices for sharing information about students from one environment to another (e.g., report cards, evaluations, individualized education plans)

Transitions by students admitted to rehabilitation centres

Students who are temporarily living in an institution recognized under an agreement between the MEQ and the Ministère de la Santé et des Services sociaux¹² and who are being educated in such a context experience many transitions between their family environment and the various residential centres that they may visit (e.g. group homes, intermediate resources, rehabilitation centres or hospitals offering short-term services). However, little research is available on the impact of the transitions that these students experience during their educational pathway in primary and secondary education. Those that are currently available demonstrate, among other things, the very low graduation rate of young students in rehabilitation centres¹³. In its final report, the [Special Commission on the Rights of the Child and Youth Protection](#) recommends better planning of interventions to ensure the success of youth in rehabilitation centres. The most recent investigation by the [Commission des droits de la personne et des droits de la jeunesse](#) also highlights shortcomings in the education of Inuit youth in rehabilitation centers. The project(s) funded in response to this need should enable the MEQ and its network to better support students at the elementary or secondary level who are temporarily housed in an institution recognized under an agreement between the MEQ and the Ministère de la Santé et des Services sociaux and receiving schooling in this context.

Need 4 How can we better support and promote the retention and success of students in primary or secondary schools who are living in rehabilitation centers (e.g. youth centres, hospitals) and who have to make several transitions?

¹² To learn more about this agreement, click [here](#).

¹³ Melissa Ziani, and Martin Goyette, [Favoriser la réussite scolaire des jeunes issus de la protection de la jeunesse : constats sur les effets des enjeux organisationnels sur la scolarisation des jeunes hébergés en centres de réadaptation](#) [Report] (Montréal: Chaire de recherche sur l'évaluation des actions publiques à l'égard des populations vulnérables, 2020).

Transitions to return to higher education

Of all the possible transitions to postsecondary education, the situation of students who return to college (including continuing education) or university education on a full-time or part-time basis after a period in the job market deserves particular attention. Although this phenomenon has been present in post-secondary educational institutions¹⁴ for several years, the context of the pandemic seems to have accentuated it. In fact, job losses, whether temporary or permanent, in certain sectors of economic activity may have led some people to return to school, for example, for retraining or career reorientation. The project(s) funded in response to this need should enable the MES and its network to better support individuals who are returning to post-secondary education after a period in the job market

Need 5 In response to the needs of people returning to college or university studies after a period in the job market, what is the most promising practice(s) to be implemented to promote their reception, integration, as well as their retention and academic success?

Transitions to practical training in college

Practical training forms a large part of the curriculum in several college-level programs. The concept of practical training here refers to practicums in the workplace, clinical training, learning in the workplace, work-study programs and student participation in research projects. The conditions and practices that need to be put in place to ensure that participation in practical training has a positive impact on student retention and academic success have yet to be documented. Moreover, some students (e.g. students with disabilities, social maladjustments or learning difficulties, immigrant students, and First Nations and Inuit students) experience particular problems during their practical training that require further research. The project(s) funded in response to this need should enable the MES and its network to better understand the levers for fostering student retention and academic success in the context of practical training in college.

Need 6 In college education, in what ways does the participation of students in practical training contribute to their retention and academic success? What are the conditions for success, best pedagogical support practices and organizational methods to be adopted in the context of practical training.

Recognition and qualification of the teaching staff

Persons who are not legally qualified and teachers with an immigrant background

Due to an insufficient workforce in the field of education, the hiring of persons who are not legally qualified¹⁵ to fill vacant positions is a practice that has gained momentum in the Québec

¹⁴ Québec, Conseil supérieur de l'éducation, [Parce que les façons de réaliser un projet d'études universitaires ont changé...](#), Brief to the Minister of Higher Education, Research, Science and Technology (Québec: CSE, 2013).

¹⁵ To learn more about persons who do not hold a teaching licence, click [here](#).

education system over the past years. It is necessary to better document, through research, the effects of this new practice on student retention and academic success, particularly with a view to improving its support and supervision in the years to come. Consequently, the guidance and support to be offered to persons who are not legally qualified as well as to teachers of immigrant background when they first arrive in the Québec education system should also be further documented through research.

Need 7 How and to what extent does teaching by persons who are not legally qualified affect student retention and academic success?

Need 8 What model(s) of mentoring support for immigrant teachers or persons who are not legally qualified promote their better integration into schools? How and to what extent does this model(s) for improved integration contribute to student retention and academic success?

Commitment-to-student-success committee

In June 2020, a new model of school governance was implemented in the Québec education system¹⁶. Among the new structures put in place by school service centres and school boards is the commitment-to-student-success committee. One of the functions of this committee is: “to promote, among the institutions of the school service centre, educational practices, including evaluation practices, that are based on research and relevant to the policy directions set out in the commitment-to-success plan”¹⁷. Since the integration of knowledge from research and conclusive data into the educational and pedagogical practices of teachers is linked to improved student success, it is important to better understand the role that commitment-to-student-success committees can play in this regard.

Need 9 How and to what extent do the commitment-to-student-success committees established by school service centers support the integration of knowledge from research and conclusive data into the educational and pedagogical practices of teachers?

Parental involvement

Parental involvement is undeniably associated with student academic success and is recognized as such in the scientific literature. Successful parental involvement is not possible without a minimum of communication between parents and the school.¹⁸ On the other hand, communication between schools and families has its own set of challenges. This is the case, for example, when school staff (e.g. teaching staff, non-teaching professionals, school administrators, staff of childcare services in schools) must communicate in writing or verbally with parents whose first language is neither English nor French. This is also the case when parents want to obtain information about their children’s difficulties in the progression of

¹⁶ To learn more about this new model, click [here](#).

¹⁷ To learn more, see [section 193.7 of the Education Act](#).

¹⁸ Québec, Ministère de l'Éducation, [Rôle des parents et de la communauté dans la réussite éducative et dans la valorisation de l'éducation](#) (Québec: Gouvernement du Québec, 2021).

learning or problematic behaviours in class or at school. The project(s) funded in response to this need will better equip the MEQ, the MES and their networks with the most promising avenues and means for improving communication between families and schools and meeting the challenges that this entails for all those involved, for the benefit of students.

Need 10 How can we foster better communication between parents and school staff to better support student retention and academic success?

Mental health and well-being of students

Prevention and intervention for students with mental health problems or behavioural difficulties continues to be a challenge for school staff (e.g. teaching staff, non-teaching professionals, school administrators, staff of childcare services in schools). Moreover, some students who were already vulnerable in this respect before the health crisis may have seen their situation deteriorate since then,¹⁹ making the duties of school staff even more challenging. However, considerable research has already been carried out in this area, including research funded under this program, which points to good practices in prevention, support and intervention for students experiencing such problems. However, the adoption of these practices, deemed promising by the research, seems to be difficult in educational settings, in both the French and English systems.

Need 11 In preschool, elementary, or secondary education (including AGE or VT), what arrangement(s) or conditions should be in place in the classroom, school, or centre to:

- 1) ensure that school staff adopt practices that research has shown to be promising in **preventing** student mental health problems or behavioural difficulties?

AND/OR

- 2) ensure that school staff adopt practices that research has shown to be promising for **intervening** with students with mental health problems or behavioural difficulties?

Complementary educational services

Facilitating access, improving quality and significantly increasing the support and services offered to students in order to better meet their needs and accompany them on their path to success is a concern raised by a number of bodies. For this reason, complementary educational services are offered to students in both GEY and AGE. Each service is the subject of a program in which, for example, services related to psychology, psychoeducation, special education, educational and career information and guidance, etc.²⁰, are offered by different resources, such

¹⁹ Chantal Camden, and Catherine Malbœuf-Hurtubise, [What is the impact of the COVID 19 pandemic on the mental health of children aged 5–12, and what are the specific issues faced by children with a disability or chronic illness?](#) (Ottawa: Canadian Institutes of Health Research, 2020).

²⁰ To learn more about the complementary educational services offered at the preschool-, elementary- and secondary-school levels (available in French only), click [here](#). For AGE, click [here](#).

as the support staff and non-teaching professionals of the school network. These services are part of a collaborative and complementary approach with the health and social services network and community partners, both French-language and English-language. The project(s) funded in response to this need must equip the MEQ and its partners to better understand the most promising avenues for organizing the complementary services and the dedicated human resources to support the success of all students.

Need 12 In preschool, elementary, or secondary education (including GEY or AGE), what are the organizational models for complementary educational services that are the most likely to respond to the needs of the students and promote student retention and educational success ?

Need 13 **New component:** “Complementary project for knowledge mobilization ”

This new component is reserved for principal investigators (e.g. those responsible for research projects, action-research projects or knowledge syntheses) who have received funding under the current RPSRAS²¹ program for which the research report was submitted to the FRQSC²² between January 1, 2017 and March 2, 2022.

In addition to contributing to the advancement of scientific knowledge in the field of education and generating useful results to support the MEQ and the MES in making decisions, the research results of the RPSRAS over the past few years have also benefitted various stakeholders in the field of education in different ways, especially through:

- their active participation in the conception and realization of research projects, action-research projects and knowledge syntheses
- their participation in training, workshops or other forms of guidance and support provided by the research teams funded under the program

This need is an additional means available within the framework of this competition to contribute to the achievement of the third objective of the RPSRAS, which is to **foster the appropriation and the application of concrete research findings obtained beyond the period established for the realization of the funded projects**. Funding under this need will allow researchers to:

A) try out new initiatives related to the mobilization of knowledge resulting from the research results of projects already funded under the RPSRAS that respond to the needs of stakeholders in the field of education. These could take various forms such as activities involving support, guidance, training or workshops

OR

B) optimize existing initiatives for knowledge mobilization based on research findings from projects already funded under the RPSRAS.

²¹ Researchers funded under the Concerted Action Approaches and Practices Promoting Student Retention and Academic Success (2014-2015 competition) are also eligible, provided they submitted their report after January 1, 2017.

²² The date of validation of the final report by the FRQSC will prevail for calculating eligibility.

Anyone interested in submitting a proposal with regard to this need will be required to demonstrate how the proposed initiative:

- meets a need in the setting(s) in which it will be carried out
- is related directly to the results of the previously funded project
- contributes to the overall objective of the RPSRAS as well as its third objective
- supports the development of the competencies of the educational stakeholders targeted by the initiative in their field of expertise

Populations targeted by the knowledge mobilization initiatives (any or all of the following):

- school staff (e.g. teaching staff, non-teaching professionals, staff of childcare services in schools, administrators)
- parents of students
- community partners (e.g. community organization staff, employers)
- students

Specification: for this component, only a complete application is necessary.

4. Conditions Governing the Competition, Grants and Fellowships

Conditions governing the competition:

- This Concerted Actions program provides funding for grants and fellowships in the following categories: Research Project, Action-Research Project, Knowledge Synthesis, Postdoctoral Fellowship, and Complementary project for knowledge mobilization (Need 13).
- The maximum amount for the different program components are show in the table entitled [Components of this Competition](#) .
- The funding period for grants is set to begin on September 15, 2022, and the end date will vary depending on the component.
- Postdoctoral fellowships must begin on or after December 15, 2022, but no later than December 14, 2023.
- This Concerted Action is intended for university researchers, clinical university researchers and college researchers who could serve as principal investigators or co-investigators, except for retired persons, who can only act as co-investigators (statuses 1, 2 and 3 presented in the Definitions – *Status and Roles* section of the [Common General Rules](#)). Researchers in government institutions recognized by the FRQ to manage grants who meet Status 4a in the CGR are also eligible to participate as co-investigators within the framework of this competition. In addition to co-investigators, teams may include collaborators who meet any of the statuses associated with grants ([CGR](#), p. 5 ff).

- This Concerted Action is also intended for researchers who wish to apply for postdoctoral fellowships and meet the eligibility criteria for this component.
- In addition to co-investigators, teams may include collaborators who meet any of the statuses associated with grants ([CGR](#), p. 5 ff).
- **For the Action-Research Project component, the team must have a co-investigator who satisfies the definition of status 4 c)²³ Other research statuses / Practitioner, presented on page 7 of the [CGR](#).**
- Practitioners who belong to the regular research team (as co-investigators) and meet status 4 c) may be released from their regular duties. In such cases, an amount from the available budget must be allotted for each project under this component.²⁴
- For Action-Research projects, an annual release from their regular duties is authorized for university researchers. This amount must be allotted from the Action-Research project budget.
- To check CV requirements for co-investigators participating in applications for funding, please consult the [reference chart](#) provided for this purpose.
- University researchers and clinical university researchers who hold non-tenure-track positions at their universities (assistant professors) must provide a letter from their university confirming that they will maintain this status for the entire duration of the grant. An insufficiently documented letter may result in the assistant professor being deemed ineligible for the competition. This letter must be included in the "Other documents" section of the grant application.
- Clinical researchers must provide a letter from the head of the clinical department or the dean of the faculty specifying the number of hours that co-investigators will be released from their clinical duties to carry out their research project (only for persons who do not hold an FRQS Career Award). This letter must be included in the "Other documents" section of the grant application.
- Retired researchers must provide a letter from the university confirming that, prior to their retirement, they held a regular position as a professor, that, for the duration of the grant, they will be provided with an office space and the logistical support required to carry out their duties, and that they will continue to train students, as required. An insufficiently documented letter may result in the retired person being deemed ineligible for the competition. This letter must be included in the "Other documents" section of the grant application form.
- College researchers who are listed as principal investigators or co-investigators in the application may receive a statutory grant of \$7 000/year and may apply for leave from their teaching duties under the [Program to release college researchers from their teaching duties](#). College researchers listed as co-investigators do not have to complete any forms at the stage of the submission of the complete application. If funding is awarded and the

²³ Status 4 c) "Practitioner: "Person whose contribution to the project or program lies in his/her practical skills and knowledge rather than on research or research-creation expertise. Practitioners are employed by a Québec institution. Their skills and knowledge, other than artistic or literary, may be of various types, including professional, technical or practical."

²⁴ See [Appendix 3](#) for full information on the participation of practitioners in projects submitted under the Action-Research Project component.

principal investigator accepts the funding, if applicable, the form that specifically applies to them (including that of the principal investigator) will be made available in their E-portfolios. However, their CCVs and Detailed Contributions attachment must be submitted with the completed application form, just like those of all the other co-investigators. Persons who wish to avail themselves of this supplement are invited to read the complete rules for this program.

- Pre-applications and funding applications may be written in French or English. However, the project title and project summary must be written in French.
- This Concerted Action meets FRQSC criteria, as presented in the [CGR](#) and in the [Concerted Actions program](#), regarding the eligibility of applications, eligible expenses,²⁵ intellectual property,²⁶ amounts allocated, funding periods, eligibility rules and regulations, and definition of different researcher statuses. By extension, the rules governing the eligibility of postdoctoral fellows are the same as those of the [FRQSC regular Postdoctoral Fellowship program](#) (**except** for the criteria relating to citizenship and place of residence: applicants must be Canadian citizens or hold permanent resident status to be eligible for this competition). Candidates are therefore invited to read these rules.
- All the information needed to prepare and submit pre-applications and funding applications is presented in the [Concerted Actions program](#). The present document contains only the information related to the evaluation criteria used by the Relevance Committee and the Scientific Evaluation Committee.

Maximum number of pre-applications and applications			
Component	Research project, Action- Research project and Knowledge synthesis	Knowledge mobilization	Total per role
Principal investigator	1	1	2
Co-investigator	4	N/A	4
Total per component	5	1	

Conditions for grants and fellowships:

- The funds must be used to finance current expenses directly related to carrying out the research project (see [Appendix 2](#)).
- Since this call for proposals is part of the [Concerted Actions program](#) principal investigators and postdoctoral fellows who receive funding **must** attend the **monitoring meetings** required by the program. Meetings are attended by the members of funded teams, as well as by fellowship recipients, Concerted Action partners and one or more members of the FRQSC. The meetings are organized and led by the FRQSC to help participants understand

²⁵ Also see [Appendix 2](#).

²⁶ See [Appendix 1](#).

the projects that are under way, monitor their progress and contemplate the possible impacts of the findings. Refusal to attend the meetings may lead to suspension of the grant or fellowship payments. Travel expenses associated with these activities must be provided for in the grant or fellowship budget. If these meetings are not held via videoconference, they are held in Québec City and sometimes in Montréal.

- Recipients of fellowships or grants paid as a result of this competition must indicate, in all reports, papers or other communications, including all presentations made at FRQSC monitoring and knowledge-transfer meetings, that the research was funded by the Ministère de l'Éducation (MEQ) under the FRQSC's [Concerted Actions program](#). The FRQSC will send fellowship and grant recipients a reminder to ensure this condition is met.
- Like their counterparts in all the other programs of the Fonds Société et culture, the recipients of fellowships and grants paid under the Concerted Actions program must comply with the Fonds de recherche du Québec's [Policy for the Responsible Conduct of Research](#) and the [Open access policy for the dissemination of research](#).
- An activities report presenting the work progress made by all fellowship holders must be submitted annually for the duration of their fellowships.
- The [Concerted Actions research report](#), presenting the findings must be submitted no later than three months after the end of the grant or postdoctoral fellowship. The first two sections of this report must be written in French. For grants, 25% of the funds for the final year will be withheld until this report has been approved by the FRQSC. The Final report must also be completed, but at a later time, six to nine months after the submission of the last annual financial report, in order to enable the Fonds and its partners to document the impact of the grants and fellowships provided.
- For Need 13 (Component: "Complementary project for knowledge mobilization"), at the end of the project, grant holders must produce an activities report as well as a final administrative report.
- Recipients of fellowships or grants must strive to ensure that their research findings are presented in clear, accessible language to maximize their potential impacts for those groups most likely to benefit from the research. The FRQSC has developed a guide to writing scientific reports ([Guide 1 : 4 : 20](#))²⁷ that grant and postdoctoral fellowship recipients must use to write their research report. All additional information is to be included in the report in the form of appendices.
- Once the research report has been filed (grants and postdoctoral fellowships only), the FRQSC will organize a knowledge transfer meeting to share the findings with a wider audience of potential users. These meetings take place in Québec City. The principal investigators of all funded projects and postdoctoral fellows are required to attend. Travel costs associated with this activity must be provided for in the budget for the grant or fellowship.

²⁷ [Guide pour la rédaction du rapport scientifique conçu à l'intention des décideurs, gestionnaires et intervenants \(1 :4 :20\)](#) (available in French).

5. Components of this Competition

Type of funding	Component	Duration	Maximum amount*	Additional grant*
Research operating expenses	Research Project	2-3 years	\$150 000	N/A
	Action-Research Project	2-3 years	\$175 000 **	N/A
	Knowledge Synthesis	1 year	\$50 000	N/A
	Complementary Project for Knowledge Mobilization	1 year	\$50 000 ***	N/A
Support for new researchers	Postdoctoral Fellowship	3 years	\$45 000 / year	Max \$10 000/year if the host environment is more than 250 km outside the Québec border *

* This amount includes the cost of taking part in partnership and mobilization activities, as well as activities related to the transfer of knowledge and dissemination of research findings (including monitoring and knowledge-transfer activities organized by the FRQSC).

** A portion of this amount allows collaborating practitioners (CGR, status 4c) who serve on the team as co-investigators to be released from their regular duties (see Appendix 3).

**For the Action-Research project component, a release from normal duties is authorized for the principal investigator.

For the Research Project and Action-Research Project components, the indirect costs of research (CGR s. 8.2), equal to 27% of the amount of the grant, are added to the amounts indicated in this table and serve to cover the general expenses of university establishments.

***A \$200 000 envelope is reserved for the funding of projects associated with Need 13. The awarding of grants will be based on merit, in accordance with the evaluation criteria and the ranking assigned by the Scientific Committee. A release from teaching duties will be considered as an eligible expense for the duration of the funding, up to a maximum of \$15 000.

Definition of the components

Postdoctoral Fellowship

The objective of the postdoctoral fellowship is to provide support for new researchers interested in helping advance knowledge related to the theme specified in the call for proposals. Note that the rules governing the management and use of Concerted Actions postdoctoral fellowships are the same as those for the [FRQSC regular Postdoctoral Fellowship program](#).

Research Project

The objective of this component is to provide support for individual or team research projects that are likely to meet the needs and priorities set out in the call for proposals. All projects funded through this component must demonstrate potential for breakthroughs in knowledge, for instance by exploring new approaches, outlooks or hypotheses. All proposals must also strive for innovation and the transfer of knowledge to shed light on the issues for decision-makers and stakeholders.

Action-Research Project

An action-research project is predicated on the need to understand, explain and transform practices in a given field. Action-research is aimed at helping the community concerned identify and problematize its challenges, establish a critical summary of its problems and develop, implement or improve tools for solving these problems.

Transformation is at the heart of action-research projects; the process leading to this transformation as well as the transformation itself must generate new knowledge. The projects submitted as part of this component must therefore contribute to the advancement of knowledge and the development, testing and transformation of practices.

Action-research projects require the participation of all the stakeholders involved, be they from a university or a practice setting. They require a commitment on the part of the participating researchers and representatives from the practice setting to the planning and carrying out of the research, and the resulting steps or methods of intervention.

To reflect the characteristics of this type of research, the co-investigators must enlist at least one representative from the practice setting. **This is an eligibility requirement for obtaining a grant under this component.**

Knowledge Synthesis

The objective of the knowledge synthesis is to provide an inventory and critical analysis of existing scientific knowledge for the research needs identified in this call for proposals. Furthermore, when data from practice settings is available, the funded critical summary may also include a practice review accompanied by comparative analyses. The knowledge synthesis therefore serves to take stock of available knowledge as well as to create a critical analysis framework in order to identify avenues for further study and action that are useful for researchers, decision-makers and stakeholders alike.

Complementary project for knowledge mobilization

The aim of this component is to foster the appropriation and the application of concrete research findings obtained beyond the period established for the realization of the projects funded under the Research Program on Student Retention and Academic Success. The objectives of this component are presented in the text box on page 6.

6. Pre-application: Content and Evaluation Criteria

Those interested in the funding opportunities made available through this competition must complete the pre-application form in the principal investigator's E-Portfolio (Société et culture tab), available at [FRQnet](#). At this stage, only the CV ([Canadian Common CV](#)) and the [Detailed Contributions attachment](#) for the principal investigator are required. The template for this attachment form is available in the Toolbox of the [Concerted Actions program](#).

Institutional approval is not required at the pre-application stage.

For Need 13 (Complementary project for knowledge mobilization), the preliminary step consisting of submitting a pre-application is not required. The relevance of the proposed project to the need identified and the scientific quality of the proposal will be evaluated based on the full application to be submitted before the closing date for this stage (4 p.m., June 22, 2022).

For additional information on the Relevance Committee, please consult the rules of the [Concerted Actions program](#).

The pre-application is a qualifying criterion. Applicants will be disqualified if they do not obtain the minimum pass mark of 70%. For additional information on how to prepare the pre-application and how relevance is assessed, applicants are invited to consult the rules of the [Concerted Actions program](#). the evaluation criteria for the pre-application are as follows:

Postdoctoral Research Fellowship		
Criteria	Sub-criteria	Weighting
Relevance of the project to the objectives and needs identified in the call for proposals	<ul style="list-style-type: none"> • Relevance of the project to the objectives of the call for proposals • Project’s ability to meet the needs identified in the call for proposals • Effort to target the needs identified in the call for proposals 	<p>60 points</p> <p>Criterion with a pass mark of 70%</p>
Anticipated impacts	<ul style="list-style-type: none"> • Applicability of anticipated findings • Potential impact of the findings on the orientation and application of public policies and programs 	30 points
Mobilization of knowledge and links with partners	<ul style="list-style-type: none"> • Scope and quality of the knowledge mobilization strategy aimed at different potential users of the research findings, including Concerted Action partners • Quality of links with community partners 	10 points

Research Project		
Criteria	Sub-criteria	Weighting
Relevance of the project to the objectives and needs identified in the call for proposals	<ul style="list-style-type: none"> • Relevance of the project to the objectives of the call for proposals • Project's ability to meet the needs identified in the call for proposals • Effort to address the needs identified in the call for proposals 	<p>60 points</p> <p>Criterion with a pass mark of 70%</p>
Anticipated impacts	<ul style="list-style-type: none"> • Applicability of anticipated findings • Potential impact of the findings on the orientation and application of public policies and programs 	30 points
Mobilization of knowledge and links with partners	<ul style="list-style-type: none"> • Scope and quality of the knowledge mobilization strategy aimed at different potential users of the research findings, including Concerted Action partners • Involvement and degree of collaboration of community partners and potential users of the findings, including Concerted Action partners 	10 points

Action-Research Project		
Criteria	Sub-criteria	Weighting
Relevance of the project to the objectives and needs identified in the call for proposals	<ul style="list-style-type: none"> • Relevance of the project to the objectives of the call for proposals • Project's ability to meet the research needs identified in the call for proposals • Effort to address the needs identified in the call for proposals 	<p>45 points</p> <p>Criterion with a pass mark of 70%</p>
Anticipated impacts	<ul style="list-style-type: none"> • Impact of the project on the development or improvement of practical applications • Potential impact of the findings on the orientation and application of public policies and programs 	30 points
Mobilization of knowledge and links with partners	<ul style="list-style-type: none"> • Scope and quality of the knowledge mobilization strategy aimed at different potential users of the research findings, including Concerted Action partners • Involvement and degree of collaboration of community partners and potential users of the findings, including Concerted Action partners 	25 points

Knowledge Synthesis		
Criteria	Sub-criteria	Weighting
Relevance of the project to the objectives and needs identified in the call for proposals	<ul style="list-style-type: none"> • Relevance of the project to the objectives of the call for proposals • Project's ability to meet the needs identified in the call for proposals • Effort to address the needs identified in the call for proposals 	<p>60 points</p> <p>Criterion with a pass mark of 70%</p>
Anticipated impacts	<ul style="list-style-type: none"> • Applicability of anticipated findings • Potential impact of the findings on the orientation and application of public policies and programs 	25 points
Mobilization of knowledge	<ul style="list-style-type: none"> • Scope and quality of the knowledge mobilization plan aimed at different potential users of the research findings, including Concerted Action partners 	15 points

The recommendations of the Relevance Committee will be forwarded to the Scientific Evaluation Committee. Applicants must take into account the comments and suggestions made during this stage; otherwise, they must justify their decision not to do so.

7. Funding Application: Content and Evaluation Criteria

Candidates whose applications are retained at the relevance evaluation stage will be asked to submit a complete funding application using the form in the principal investigator's E-Portfolio, available in the [FRQnet portal](#).

All team co-investigators with Status 1, 2 or 3 as set out in the CGR must have attached and submitted their updated Canadian Common CV and PDF file of detailed contributions in their own E-Portfolio. Co-investigators with Status 4 c) (presented in the Definitions – Status and Roles section of the [CGR](#)) must send the principal investigator an abridged, two-page CV that must be attached in the "Other documents" section of the application form. All co-investigators must provide their consent to participate in the project using the *En tant que cochercheur* section of their E-Portfolio. The application cannot be submitted unless all the co-investigators have provided their consent. The documents [Preparing a CV for the Fonds](#) and [Detailed Contributions](#) attachment are available in the Toolbox of the [Concerted Actions program](#) and may be consulted as needed.

Institutional approval is mandatory at the funding application stage, except for fellowships.

For additional information on the Scientific Evaluation Committee, please consult the rules of the [Concerted Actions program](#).

Applicants will be disqualified if they do not obtain the minimum pass mark of 70% for their application. The evaluation criteria for the applications are as follows:

Postdoctoral Research Fellowship		
Criteria	Indicators	Weighting
Research Project	<ul style="list-style-type: none"> • Originality, value added to the applicant's doctoral work and its contribution to the advancement of knowledge • Clarity and coherence of the research problem • Appropriateness of the methodology • Feasibility of the project and realistic timetable 	35 points Criterion with a pass mark of 70%
Research abilities	<ul style="list-style-type: none"> • Transcripts and awards (prizes, distinctions and scholarships received) • Relevant experience (teaching, mentoring, assistantship, etc.) and scientific achievements (conferences, presentations, publications, etc.) • Ability to present their route in a cohesive fashion (links between the candidate's experience and interests and their choices with regard to their orientation, education, path, etc.) 	25 points
Host environment	<ul style="list-style-type: none"> • Justification and appropriateness of the host environment chosen with regard to the carrying out of the project, including the environment made available to the candidate in which they can develop and carry out their project • Value added to their career development plan 	10 points
Social mobilization	<ul style="list-style-type: none"> • Ability to be engaged (volunteer activities, community projects, civic and associative commitments, organization of events, etc.) • Taking into consideration of the United Nations Sustainable Development Goals (SDGs), including equity, diversity and inclusion* 	10 points
Anticipated impacts and knowledge mobilization strategy	<ul style="list-style-type: none"> • Consideration of the Relevance Committee's comments • Demonstration of the potential and scope of the expected results for decision-making and action • Knowledge mobilization strategy (proposed means, target audiences of academics, users, including the Concerted Action partners, etc.), along with the ability to create a dialogue between science and society (popularization activities, participation in events designed for the public at large, etc.) • Links with community partners 	15 points
Overall presentation of the file	<ul style="list-style-type: none"> • overall presentation of the file 	5 points

* The SDGs, equity, diversity and inclusion may be taken into consideration throughout the course of the proposed research, science-society dialogue activities or engagement activities. More information is available in French only in the [program rules](#) Toolbox.

Research Project		
Criteria	Sub-criteria	Weighting
Project	<ul style="list-style-type: none"> • Originality and contribution to the advancement of knowledge • Clarity of the problem, relevance of the theoretical approach and precision of the objectives • Appropriateness, rigour and justification of the methodological approach • Realistic budget forecasts and schedule • Consideration of the Relevance Committee's comments 	50 points Criterion with a pass mark of 70%
Competency	<ul style="list-style-type: none"> • Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, publications, grants, etc.) • Evidence to show that the team's expertise is relevant to the project 	20 points
Anticipated impacts and knowledge mobilization strategy	<ul style="list-style-type: none"> • Demonstration of the potential and scope of the expected results for action, management and decision-making • Knowledge mobilization strategy (proposed means, target audiences of academics, users, including the Concerted Action partners, etc.) • Links with community partners 	20 points
Training	<ul style="list-style-type: none"> • Range of student research training activities included in the project and variety of proposed tasks and responsibilities for students 	10 points

Action-Research Project

Criteria	Sub-criteria	Weighting
Project	<ul style="list-style-type: none"> • Contribution to the development, testing and improvement of practices • Originality and contribution to the advancement of knowledge • Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives • Appropriateness, rigour and justification of the methodological approach, realistic budget forecasts and timetable • Consideration of the Relevance Committee's comments 	<p>40 points</p> <p>Criterion with a pass mark of 70%</p>
Competency	<ul style="list-style-type: none"> • Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, intervention tools, publications, grants, etc.) • Evidence to show that the team's expertise is relevant to the project 	20 points
Collaboration and anticipated impact in the target community	<ul style="list-style-type: none"> • Anticipated practical benefits of the action-research project for researchers and partners from the target community • Quality of the collaboration established between the team and the community 	20 points
Anticipated impacts and knowledge mobilization strategy	<ul style="list-style-type: none"> • Importance and scope of expected results beyond the target community • Knowledge mobilization strategy (proposed means, target audiences of academics, users, including the Concerted Action partners, etc.) 	10 points
Contribution to training	<ul style="list-style-type: none"> • Range of student research training activities included in the project and variety of proposed tasks and responsibilities for students 	10 points

Knowledge Synthesis		
Criteria	Sub-criteria	Weighting
Project	<ul style="list-style-type: none"> • Originality and contribution to the advancement of knowledge • Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives • Appropriateness, rigour and justification of the methodological approach • Realistic budget forecasts and timetable • Consideration of the Relevance Committee's comments 	<p>50 points</p> <p>Criterion with a pass mark of 70%</p>
Competency	<ul style="list-style-type: none"> • Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, publications, grants, etc.) • Evidence to show that the team's expertise is relevant to the project 	20 points
Anticipated impacts and knowledge mobilization strategy	<ul style="list-style-type: none"> • Demonstration of the potential and scope of the expected results for action, management and decision-making • Knowledge mobilization strategy (proposed means, target audiences of academics, users, including the Concerted Action partners, etc.) • Links with community partners 	20 points
Training	<ul style="list-style-type: none"> • Range of activities included in the project for training the next generation of student researchers and variety of proposed tasks and responsibilities 	10 points

Complementary project for knowledge mobilization / Need 13		
Criteria	Sub-criteria	Weighting
Relevance of the proposed initiative	<ul style="list-style-type: none"> • Justification of the importance and relevance of the research findings to be built upon in the proposed initiative • Balance between the initiative and the needs expressed by the stakeholders in the community or communities involved • Relevance of the initiative in terms of its contribution to the achievement of the overall objective of the RPSRAS and the third objective of the RPSRAS • Balance between the expertise and practices mobilized to carry out the project • Realistic proposed budget breakdown 	65 points Criterion with a pass mark of 70%
Anticipated impacts	<ul style="list-style-type: none"> • Value added with regard to the initiatives already undertaken within the framework of the initial project • Potential contribution of the initiative to supporting the development of the competencies of the educational stakeholders targeted in relation to their field of expertise • The potential of the initiative to serve/inspire communities beyond those that are directly implicated/concerned. 	35 points

8. Important Dates

The **pre-application** form, to be completed online in the E-Portfolio on [FRQnet](#), must be submitted²⁸ by **4:00 p.m. on Wednesday, March 2, 2022**, together with all required supporting documentation. The letters of support from partners must be scanned and included in the "Other documents" section of the e-form.

The results of the relevance evaluation should be announced by email in the week of April 25, 2022.

The **application for funding** form, to be completed online in the E-Portfolio on [FRQnet](#), must be submitted by **4:00 p.m. on Wednesday, June 22, 2022**, together with all required supporting documentation. The letters of support from partners must be scanned and included in the "Other documents" section of the e-form.

Postdoctoral fellowship only: The letter(s) from the supervisor or co-supervisor must be written in French or English and must be completed and submitted **by the competition date and closing time**. If any of the required letters is missing when the competition closes, the application will be declared ineligible by the Fonds. In order to be eligible, letters must be submitted using the FRQSC form in the [FRQnet Portal](#). **Candidates are responsible** for providing the individuals concerned

²⁸ After the pre-application (or the application for funding or for a fellowship) has been completed, don't forget to submit it. You can verify that the form has been properly submitted to the Fonds by looking in the "My forms" section of the E-Portfolio at any time. The message "Submitted to the Fonds" should appear, no later than the competition closing date and time (for the application for funding phase, this message will only appear after the institution has approved the document). This confirms that the Fonds has received the pre-application or application.

with the instructions for creating an account and writing the letters, and to ensure that the letters are submitted before the deadlines.

All documents required for the purposes of this competition must be submitted using the methods described above before the competition closes. No reminders will be sent and no documents may be added after the submission deadline. Even though it may have been submitted by the deadline, a file that does not contain all the necessary documentation will be declared ineligible by the Fonds.

As stated in point 3.3 of the [Common General Rules](#) of the Fonds de recherche du Québec, "Applicants bear full responsibility for their application and must ensure that it is complete and meets all requirements of the desired program."

In addition, documents submitted after the deadline and documents attached to the application that are not permitted by the program rules will not be submitted to the Evaluation Committee.

Grants only: the approval of the managing institution is compulsory at the completed application stage. Principal investigators are responsible for ensuring that their application is first approved by their institution and that their institution then submits it to the Fonds before the competition closing time and date.

An official announcement concerning the competition results will be made in the week of September **12, 2022**. Projects are scheduled to begin on **September 15, 2022**.

9. Information

For additional information on this competition, contact:

Marc Bélanger

Program Officer

Fonds de recherche du Québec — Société et culture

Telephone: 418-643-7582, ext. 3192

Email: actions-concertees.sc@frq.gouv.qc.ca or marc.belanger@frq.gouv.qc.ca

For questions and assistance with technical problems, contact:

Josée Panaroni

Administrative Technician

Fonds de recherche du Québec — Société et culture

Telephone: 418-643-7582, ext. 3194

Email: josee.panaroni@frq.gouv.qc.ca

10. Appendix 1 — Information for Funded Researchers and Partners on the Conditions Governing Intellectual Property

Recognition of intellectual property rights

The Concerted Action partners and the Fonds acknowledge that the original raw data, interim research and findings of research funded under this program are the intellectual property of the funded researchers.

Rights of the parties with regard to the original raw data and interim research

Requests concerning the use of the original raw data and interim research for the purposes of reproduction, translation and public communication (by any means whatsoever) must be addressed directly to the award recipients, who are the sole owners of this data and work, and the only persons authorized to provide such information, in compliance with the rules* governing the use and dissemination of personal information collected as part of a research project.

**CIHR, NSERC, SSHRC, Tri-Council Policy Statement: [Ethical Conduct for Research Involving Humans](#), 2018, Tri-Agency Framework: Responsible Conduct of Research; the FRQ [Policy for the Responsible Conduct of Research](#), Sept. 2015.

Rights of partners and the Fonds with regard to the research report and the final administrative report's summary of the scientific findings

The Parties may use the research report and final administrative report, which includes a summary of the scientific findings, for the purposes of reproduction, translation, public communication (by any means whatsoever), public demonstration, further research studies, etc. The FRQSC will contact award recipients to ensure that they hold all the rights entitling them to grant this. For this reason, the following appears in the call for proposals and the grant award::

“By accepting the grant, the recipient grants the Concerted Action partners, the FRQSC and FRQS a non-exclusive, non-transferable copyright licence on the research report and final administrative report containing a summary of the scientific findings. This licence allows them to reproduce, translate, publicly communicate (by any means whatsoever), publicly demonstrate and carry out further research studies based on the research results. This licence is granted without territorial limits and for an unlimited period of time.”

The FRQSC undertakes to obtain from the award recipient, electronically, acceptance of the terms and conditions governing the award.

Delay of disclosure

As stated in the Concerted Action program rules and in the calls for proposals, if the Parties receive a request for a delay in the disclosure of the research report or intermediate research reports by the award recipient, the Parties and the other Partners, as applicable, will make an agreement with the grant recipient as to the date at which these documents can be disclosed. Normally, the delay must not exceed one month following the administrative validation by the FRQSC and the transmission of the document to the Partners. Exceptionally, this delay may be extended in the case of a major foreseeable event (e.g. parliamentary committee hearings). In these cases, the delay will be discussed between the Parties and the award recipient at a monitoring meeting.


Appropriate citations

The Partners and the Fonds agree to comply with regular university research citation standards at all times, especially with regard to subsequent work based on the research results.

11. Appendix 2 — Eligible Expenses for this Competition (for information purposes only)

TYPE OF SECTION	CATEGORY	PROJET	PROJET DE RECHERCHE-ACTION	KNOWLEDGE SYNTHESIS	COMPLEMENTARY PROJECT FOR KNOWLEDGE MOBILIZATION	COLLEGE RESEARCHER**
Support for students – remuneration	College students – remuneration (including benefits)					
	Undergraduate students – remuneration (including benefits)					
	Master’s students – remuneration (including benefits)					
	Doctoral students – remuneration (including benefits)					
	Postdoctoral research fellows – remuneration (including benefits)					
Support for students – scholarships and additional grants	College students – scholarships					
	Undergraduate students – scholarships					
	Master’s students – scholarships					
	Doctoral students – scholarships					
	Postdoctoral research fellows – scholarships					
Support for highly qualified personnel	Research technicians – remuneration (including benefits)					
	Research professionals – remuneration (including benefits)					
Support for administrative staff	Administrative staff – remuneration (including benefits)					
Support for researchers and partners	College researchers – Release from duties					
	University researchers – Release from duties		*		*	
	Partners – Release from duties					
Fees and compensation	Guest speakers					
	Guest researchers					
	Scientific services and expertise					
	Professional artists					
	Research subjects					
Travel and living expenses	Research-related travel					
	Conferences (seminars, symposia, lectures)					

TYPE OF SECTION	CATEGORY	PROJET	PROJET DE RECHERCHE-ACTION	KNOWLEDGE SYNTHESIS	COMPLEMENTARY PROJECT FOR KNOWLEDGE MOBILIZATION	COLLEGE RESEARCHER**
Materials, equipment and resources	Research materials and supplies					
	Safety and safe waste disposal					
	Equipment (purchase, leasing, operating costs, maintenance, installation, repairs)					
	Resources for clinical activities					
	Laboratory animals					
	Transportation of materials and equipment					
	Purchase of and access to databases					
	Computer supplies					
Telecommunications expenses	Telecommunications					
Knowledge dissemination and transfer costs	Reproduction and translation					
	Publications addressed to the research community, demonstrating the project's contribution to the advancement of knowledge					
	Digital platforms: websites and social media					
	Organization of events and activities					

 Ineligible expenses

* An annual release from their duties is authorized for the principal investigator.

** This funding is conditional on the availability of credits at the time grants are awarded.

12. Appendix 3 — Clarifications Regarding the Participation of Representatives From Practice Settings in Projects Submitted Under the Action-Research Project Component

Types of expenses allowed according to different roles and levels of involvement

Representatives from the practice setting in which the Action-Research Project is to be carried out will be involved in the process to varying degrees. The nature of their involvement will determine whether they will be considered “co-investigators” or whether their names will appear in the “Collaborators” section. Each role is governed by specific rules regarding eligible expenses and grant application requirements.

Co-investigator

Representatives from the practice setting who are listed as co-investigators must make a significant contribution to the different steps in the project, both in terms of identifying knowledge needs and in conceptualizing and carrying out the project. Their contribution is justified by their familiarity with the practice setting and their knowledge of the field.

Representatives from the practice setting who fulfill status definition 4 c), as described in the Common General Rules,²⁹ must provide an abridged CV (maximum of two letter-size pages) summarizing the following project-related elements in order: 1) academic training and jobs; 2) professional experience and leadership; and 3) expertise and contributions relevant to carrying out the proposal submitted to the FRQ. This abridged CV must be included in the application form submitted by the principal investigator and will be taken into consideration during the evaluation of the team composition criterion.

Principal investigators can allocate a portion of their budget to release practice-setting representatives from some of their regular duties in order to devote time to research. The amounts requested must be indicated under the budget item, “Partners – Release from duties” in the “Support for researchers and partners” category in the budget projection table.). Under no circumstances should this compensation constitute a salary. It may, however, be used to pay expenses related to the person’s involvement in the project and, if applicable, to compensate the employer for the person’s replacement during the activity.

Detailed reasons for the amounts requested, along with a description of the tasks to be performed by the practice-setting representative, must be included in the file attached to the “Budget” section of the form.

Team member listed in the “Collaborators” section

Representatives from the practice setting whose names appear in the “Collaborators” section of the form will make occasional or specific contributions to one or more specific aspects of the Action-Research Project because of their knowledge of the field. Such persons take part in the research process and may, for example, help forge contacts with the practice setting.

²⁹ Status 4 c) “Practitioner: Person whose contribution to the project or program lies in his/her practical skills and knowledge rather than on research or research-creation expertise. Practitioners are employed by a Québec institution. Their skills and knowledge, other than artistic or literary, may be of various types, including professional, technical or practical.”

13. Appendix 4 – Scores and Ratings Grid

	%	RANKING	DESCRIPTION
--	---	---------	-------------

RECOMMENDED	90-100%	Outstanding (A+)	<ul style="list-style-type: none"> Shows strengths and qualities that exceed the standard of excellence.¹
	80-89.9%	Excellent (A) STANDARD¹	<ul style="list-style-type: none"> Meets the standard of excellence.¹ Some improvements are nonetheless possible/conceivable.
	70-79.9%	Very good (B)	<ul style="list-style-type: none"> Partially meets the standard of excellence.¹ Contains some minor to moderate weaknesses or gaps requiring adjustments or improvements.

70% → Pass mark for a qualifying criterion and acceptance recommendation threshold

NOT RECOMMENDED	60-69.9%	Good to weak (C)	<ul style="list-style-type: none"> Does not meet the standard of excellence.¹ Includes significant or major weaknesses requiring substantial improvements or adjustments.
	59.9% and below	Inadequate/ Insufficient (D)	<ul style="list-style-type: none"> Does not meet the criteria or cannot be evaluated because certain information is missing or incomplete.

FAIL (E)

The application for funding (or pre-application) **has not achieved a pass mark for a qualifying criterion or has not met the recommendation threshold for funding.**

¹ **STANDARD OF EXCELLENCE:** Exhibits a level of originality, relevance, precision or quality that meets the best standards in the field, given the specific characteristics of the community (e.g. students, researchers, practitioners) for which the program is intended.

14. Appendix 5 – List of Funded Projects

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Abrami, Philip C.	Université Concordia	Synthèse des connaissances	Recensement méthodique des programmes de prévention du décrochage scolaire au Québec et au Canada	juin 2008
Abrami, Philip C.	Université Concordia	Synthèse des connaissances	Recensement méthodique des programmes de prévention du décrochage scolaire au Québec et au Canada	juin 2008
Amireault, Valérie	Université du Québec à Montréal	Projet de recherche-action	Améliorer l'expérience socioscolaire des élèves nouvellement arrivés en situation de grand retard scolaire : transformation des modèles d'organisation des services par et pour les acteurs du milieu	à venir
Archambault, Isabelle	U. de Montréal	Synthèse des connaissances	Portrait des pratiques collaboratives école-famille-communauté visant le développement des parents de l'école, en lien avec les besoins d'arrimage à la réussite scolaire des enfants placés ou à risque de l'être	avril 2022
Archambault, Isabelle	U. de Montréal	Projet de recherche	L'impact du climat interculturel des établissements sur la réussite éducative des élèves issus de l'immigration	novembre 2019
Archambault, Isabelle	Université de Montréal	Bourse de doctorat	Trajectoires développementales du désengagement scolaire selon le sexe : Contribution spécifique des attitudes et des perceptions à l'égard de l'expérience scolaire et des relations sociales	juillet 2007
Archambault, Isabelle	University of Michigan, Ann Arbor	Bourse postdoctorale	Effets de l'environnement scolaire, des attitudes, compétences et pratiques des enseignants sur l'engagement des garçons et des filles en milieu défavorisés. Contributions directes et indirectes	juillet 2009
Archambault, Isabelle	Université de Montréal	Projet de recherche	L'effet des transitions scolaires sur l'engagement des élèves issus de l'immigration en milieux défavorisés	avril 2017
Archambault, Isabelle	Université de Montréal	Projet de recherche	L'engagement scolaire des élèves en milieux défavorisés d'origine canadienne ou issus de l'immigration : contributions de l'environnement scolaire et des pratiques enseignantes	octobre 2015
Archambault, Jean	Université de Montréal	Projet de recherche	Portrait des pratiques de directions d'école primaire en milieu défavorisé et de leur arrimage aux pratiques pédagogiques des enseignants, en rapport avec la	décembre 2017

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
			priorisation de l'apprentissage dans la gestion de leur établissement	
Arkhipova, Elena	Université du Québec en Outaouais	Synthèse des connaissances	La réussite en mathématiques au secondaire commence à la maternelle : Synthèse des connaissances sur les pratiques d'enseignement des mathématiques efficaces à la maternelle et au primaire pour réussir l'algèbre du secondaire ?	à venir
Audet, Geneviève	Université du Québec à Montréal	Projet	Récits de pratique à propos de la compétence interculturelle et inclusive : production d'un matériau inédit de formation	à venir
Balleux, André	Université de Sherbrooke	Projet de recherche	La transition entre le métier et l'enseignement des nouveaux enseignants de formation professionnelle au Québec : un passage à comprendre et à accompagner	janvier 2013
Barker, Erin	Université Concordia	Recherche-action	Développer et évaluer une intervention "Tableau de bord du bien-être" afin d'améliorer les connaissances, la recherche d'aide et la prestation de services en matière de santé mentale parmi les étudiant.es universitaires vulnérables	avril 2024
Basque, Josianne	TÉLUQ - Université du Québec	Projet de recherche	Un modèle de pédagogie universitaire intégrant le mentorat, la communauté de pratique en ligne et la comodelisation des connaissances : application à la formation en administration scolaire	janvier 2010
Beaucher, Chantale	Université de Sherbrooke	Projet de recherche	Pratiques d'enseignement en formation professionnelle, en regard de l'expérience, en contexte de mixité sociale et scolaire ainsi que d'hétérogénéité d'environnements, de modalités d'organisation et de modes de formation	avril 2024
Bélaïr, Nancy	Université du Québec à Montréal	Bourse de doctorat	Développement et validation d'un programme visant l'amélioration de la concentration chez des élèves à risque de décrochage scolaire ayant des difficultés d'attention et de concentration	septembre 2013
Bélangier, Paul	Université du Québec à Montréal	Projet de recherche	La diversité des trajectoires et la réussite éducative des adultes en formation de base	avril 2007
Bélisle, Rachel	U. de Sherbrooke	Synthèse des connaissances	Rôle des pratiques en reconnaissance des acquis et des compétences dans la persévérance et la réussite scolaires d'adultes sans diplôme qualifiant	novembre 2017

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Belleville, Geneviève	U. Laval	Projet de recherche	Déterminants des trajectoires d'anxiété, de perfectionnisme et de procrastination menant à l'abandon des études chez les doctorants	novembre 2019
Bernier, Annie	Université de Montréal	Projet de recherche	Le développement exécutif à l'âge préscolaire : Dépistage précoce et prévention des difficultés scolaires lors de l'entrée à l'école	octobre 2014
Bilodeau, Angèle	Direction de la santé publique, Mtl-Centre	Projet de recherche	L'évaluation de l'efficacité de mesures innovantes de soutien sur les compétences et la réussite scolaire au primaire.	avril 2007
Boily, Élisabeth	U. du Québec à Montréal	Bourse doctorale	Étude des rôles de l'enseignant, de l'orthopédagogue et de leur collaboration dans le cadre de l'implantation du modèle de réponse à l'intervention en lecture	août 2019
Borri-Anadon, Corina	Université du Québec à Montréal	Bourse de doctorat	Pratiques évaluatives des orthophonistes scolaires à l'égard des élèves issus de minorités culturelles : une recherche interprétative-critique	octobre 2014
Bouffard, Thérèse	Université du Québec à Montréal	Projet de recherche	Déterminants de l'adaptation et la persévérance de l'étudiant de première génération	octobre 2012
Bouffard, Thérèse	Université du Québec à Montréal	Projet de recherche	Les stratégies de motivation des enseignants et leurs relations avec le profil motivationnel d'élèves du primaire.	août 2005
Bourdon, Sylvain	U. de Sherbrooke	Projet de recherche	Rapports au travail, orientation et persévérance aux études, du secondaire à l'université	novembre 2019
Bourdon, Sylvain	Université de Sherbrooke	Projet de recherche	Famille, réseaux et persévérance au collégial technique Phase 2	mai 2011
Bourdon, Sylvain	Université de Sherbrooke	Projet de recherche	Famille, réseaux et persévérance des élèves à risque au collégial	avril 2007
Brault-Labbé, Anne	Université de Sherbrooke	Projet de recherche	Étude de la réalité professionnelle des enseignants du primaire et impact perçu sur la persévérance et la réussite des élèves : perspectives comparées d'enseignants novices, en mi-carrière et seniors	octobre 2013
Brisebois, Hélène	Collège Montmorency	Projet de recherche-action	Transition secondaire-collège et réussite des élèves ayant un TDAH : Implantation du Programme TRANSATT en milieu scolaire	à venir

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Camden, Chantal	U. de Sherbrooke	Projet de recherche-action	Projet OR : Optimiser les Rôles des acteurs du milieu éducatif pour mieux soutenir les élèves handicapés ou en difficultés d'adaptation ou d'apprentissage	novembre 2019
Carpentier, Geneviève	Université de Montréal	Projet de recherche-action	Favoriser la persévérance et la réussite scolaires par un environnement socioéducatif sain : une recherche-action mobilisant des actrices de changement en matière d'enseignement durable	avril 2024
Chamberland, Line	Université du Québec à Montréal	Projet de recherche	L'impact de l'homophobie et de la violence homophobe sur la persévérance et la réussite scolaires	août 2010
Charron, Annie	Université du Québec à Montréal	Projet de recherche-action	Dispositif de développement professionnel permettant d'accompagner les enseignants.es à l'égard de la qualité des interactions en classe de maternelle 4 ans et 5 ans	avril 2024
Chartrand, Suzanne-G	Université Laval	Projet de recherche	Analyse critique des activités de lecture et d'écriture pour apprendre et réussir au secondaire	avril 2007
Chouinard, Roch	Université de Montréal	Projet de recherche	La transition au secondaire et l'incidence de mesures de soutien sur la motivation, l'adaptation psychosociale et les apprentissages des élèves	novembre 2014
Chouinard, Roch	Université de Montréal	Projet de recherche	L'incidence du programme d'intervention 80, Ruelle de l'avenir sur le rendement, la motivation, l'adaptation psychosociale et la persévérance scolaire	septembre 2012
Chouinard, Roch	Université de Montréal	Projet de recherche	Les attitudes des enseignants et leurs pratiques pédagogiques selon le statut socio-économique des élèves et leur impact sur la motivation, l'adaptation sociale et le rendement scolaire.	septembre 2007
Chouinard, Roch	Université de Montréal	Projet de recherche	L'effet de différentes approches évaluatives sur l'engagement et la persévérance scolaires dans le contexte du passage du primaire au secondaire	avril 2005
Coallier, Mélissa	Université de Sherbrooke	Bourse de doctorat	Une intervention collaborative ergothérapeute-enseignant pour soutenir l'apprentissage de l'écriture au premier cycle du primaire	-
Corriveau, Claudia	U. Laval	Projet de recherche-action	Projet ARIM [Actions et rapprochements interordres en mathématiques] : processus de rapprochement des pratiques d'enseignement de mathématiques pour favoriser un passage plus harmonieux pour les élèves lors de transitions scolaires	novembre 2019

Family name, given name	Institution	Component	Title	Submission date for research report or thesis¹
Dagenais, Christian	Université de Montréal	Projet de recherche	Examen des mécanismes en jeu dans la décision des intervenants scolaires d'utiliser les connaissances issues de la recherche pour changer leurs pratiques	septembre 2010
Deaudelin, Colette	Université de Sherbrooke	Projet de recherche	Pratiques évaluatives novatrices et aide à l'apprentissage des élèves : l'importance des processus de régulation	avril 2007
Delisle, Marie-Noëlle	Université Laval	Bourse de doctorat	Étude longitudinale de la représentation numérique des femmes dans les programmes de sciences et génie à l'université et ses effets sur la menace du stéréotype et sur la motivation	décembre 2008
Deniger, Marc-André	Université de Montréal	Projet de recherche	La dynamique entre la gestion et l'appropriation du changement dans les écoles de milieux défavorisés : Comprendre pour mieux soutenir la persévérance et la réussite scolaires	janvier 2011
Déry, Michèle	Université de Sherbrooke	Projet de recherche	Difficultés de comportement, adaptation scolaire et parcours dans les services	février 2008
Desbiens, Nadia	Université de Montréal	Projet de recherche	Réussite scolaire et sociale des élèves présentant des difficultés de comportement : efficacité d'un programme de soutien à l'école et à la famille	janvier 2007
Desmarais, Danielle	Université du Québec à Montréal	Projet de recherche-action	L'accompagnement pluriel et concerté du raccrochage scolaire des 16-20 ans à l'éducation des adultes. Regards croisés Québec-Europe	mars 2015
Dezutter, Olivier	Université de Sherbrooke	Projet de recherche	Comment optimiser les impacts des projets culturels de longue durée sur la motivation et l'engagement scolaire des élèves du troisième cycle du primaire et du secondaire?	avril 2024
Doray, Pierre	Université du Québec à Montréal	Projet de recherche	Expériences scolaires, persévérance et pratiques éducatives des étudiants en science et en technologie dans l'enseignement collégial	juin 2009
Downie, Michelle	Université McGill	Bourse de doctorat	La persévérance et la réussite scolaires auprès des élèves provenant des communautés ethniques	mai 2007
Downie, Michelle	Université d'Ottawa	Bourse postdoctorale	L'influence de l'identification culturelle sur les choix académiques et la satisfaction chez les minorités ethniques	juin 2009

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Dufour, France	Université du Québec à Montréal	Projet de recherche	Les mesures d'accommodement et d'accompagnement favorisant la persévérance et la réussite des stagiaires en situation de handicap en formation à l'enseignement : portrait panquébécois	avril 2024
Dumont, Michelle	Université du Québec à Trois-Rivières	Projet de recherche	Étude des profils et des besoins psychologiques, psychopédagogiques et pédagogiques de jeunes élèves (EHDA) fréquentant un centre de formation aux adultes : points de vue des élèves et des enseignants	août 2013
Dupéré, Véronique	Université de Montréal	Projet de recherche	Services et mesures de soutien facilitant les transitions post-secondaires réussies chez des jeunes hautement vulnérables : Un regard interdisciplinaire et longitudinal	à venir
Dupéré, Véronique	Université de Montréal	Projet de recherche	Un examen détaillé des circonstances entourant la persévérance et le décrochage scolaires chez des jeunes de différents milieux.	mars 2017
Durand, Micheline-Joanne	Université de Montréal	Projet de recherche	Documenter le jugement professionnel d'enseignants de 6e année du primaire en regard de l'évaluation des compétences en cours et en fin de cycle et des résultats obtenus par leurs élèves aux examens ministériels	janvier 2014
Falardeau, Érick	Université Laval	Projet de recherche	L'évaluation de la compétence à lire et apprécier des textes variés en français au secondaire	septembre 2012
Falardeau, Érick	Université Laval	Projet de recherche-action	L'apprentissage de l'autoévaluation en écriture par des élèves de 14 à 17 ans : expérimentation d'une démarche d'enseignement explicite des stratégies d'écriture à l'aide du traitement de texte	avril 2018
Fichten, Catherine	Collège Dawson	Projet de recherche	Les perspectives des étudiants et des professeurs sur l'excellence dans l'utilisation des TIC et du cyberapprentissage au collégial	mars 2017
Fichten, Catherine	Collège Dawson	Projet de recherche	Les étudiants avec troubles d'apprentissage face aux technologies de l'information	septembre 2012
Fichten, Catherine	Collège Dawson	Projet de recherche	Étudiants ayant des incapacités aux cégeps : réussite et avenir	mai 2006
Fitzpatrick, Caroline	New York University	Bourse postdoctorale	Comment la relation maître-élève est-elle reliée à l'engagement scolaire et à la réussite scolaire au primaire ?	septembre 2015

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Gagné, Marie-Ève	Université du Québec à Montréal	Bourse de doctorat	Étude longitudinale de l'influence des symptômes dépressifs et de l'expérience scolaire sur le décrochage chez les adolescents	juin 2012
Gagnon, Claudia	Université de Sherbrooke	Projet de recherche-action	Apprentissages accrus en milieu de travail et alternance travail-études en formation professionnelle : portrait étendu des pratiques et élaboration de ressources pour soutenir leur déploiement	avril 2024
Gagnon, Claudia	Université de Sherbrooke	Bourse de doctorat	Arrimage des pratiques éducatives d'enseignants et de formateurs en entreprises en contexte d'alternance. Études de cas en formation professionnelle agricole	juin 2009
Gagnon, Francis	U. du Québec à Montréal	Bourse de doctorat	L'innovation en éducation pour la réussite scolaire des enfants dans les milieux défavorisés : Étude de trois communautés montréalaises	-
Garakani, Tatiana	École nationale d'administration publique	Projet de recherche-action	Persévérance scolaire des élèves inuits — influence de la perception, de l'attitude et de l'approche pédagogique des enseignants inuits et quallunaats (non inuits)	mars 2015
Garon-Carrier, Gabrielle	Université de Sherbrooke	Projet de recherche	Inclusion des élèves en situation de HDAA : mieux répondre aux besoins d'autodétermination pour favoriser la réussite et la persévérance scolaires	avril 2024
Gauthier, Clermont	Université Laval	Projet de recherche	Les interventions éducatives dites efficaces en vue de favoriser la réussite scolaire des élèves provenant de milieux défavorisés : une revue de littérature	mai 2004
Gauthier, Clermont	Université Laval	Synthèse des connaissances	Les écoles efficaces favorisant la réussite scolaire des élèves à risque : une revue de littérature	avril 2005
Ghosh, Ratna	Université McGill	Projet de recherche	Comprendre l'efficacité des services d'éducation des adultes actuels pour les jeunes réfugiés syriens et leur dimension du genre au Québec	à venir
Gingras, Isabelle	Université McGill	Bourse postdoctorale	S'impliquer dans l'éducation des enfants, mais pas trop non plus : la balance clé pour le bien-être des enfants	février 2007
Giroux, Jacinthe	U. du Québec à Montréal	Projet de recherche-action	Évaluation orthopédagogique en mathématiques selon une approche didactique : une recherche-action	novembre 2019
Gonsalves, Allison	Université de Montréal	Bourse postdoctorale	Une exploration de l'influence des programmes scientifiques parascolaires sur les succès	-

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
			académiques et la persévérance en science des filles canadiennes	
Green-Demers, Isabelle	Université du Québec en Outaouais	Projet de recherche	L'impact du style de leadership des enseignants et des valeurs des élèves sur la croissance personnelle, la motivation, la réussite et la persévérance scolaires	octobre 2013
Grégoire, Simon	Université du Québec à Montréal	Projet de recherche	Élaboration et évaluation d'un programme de soutien par les pairs inspiré de l'approche d'acceptation et d'engagement destiné à promouvoir la santé mentale et la réussite scolaire des étudiants universitaires.	à venir
Guay, Frédéric	Université Laval	Projet de recherche	Mes amis, mes parents et mes professeurs : Une analyse comparée de leurs effets respectifs sur la motivation, la réussite, l'orientation et la persévérance scolaires.	mai 2011
Heath, Nancy Lee	Université McGill	Projet de recherche	Évaluation d'un modèle novateur de services scolaires pour les enfants souffrant de difficultés émotionnelles/comportementales ainsi que de difficultés d'apprentissage et émotionnelles/comportementales comorbides.	février 2006
Hébert, Manon	Université de Montréal	Projet de recherche	L'enseignement-évaluation intégré de l'oral réflexif dans les situations d'apprentissage par les pairs en lecture : quelles caractéristiques, indices de progression-différenciation et difficultés d'enseignement (primaire/secondaire)	février 2014
Janosz, Michel	Université de Montréal	Projet de recherche	Déterminants et conséquences de l'épuisement professionnel dans les écoles publiques primaires et secondaires	août 2017
Japel, Christa	Université du Québec à Montréal	Projet de recherche	Les maternelles 4 ans : la qualité de l'environnement éducatif et son apport à la préparation à l'école chez les enfants en milieux défavorisés	février 2017
Jutras, Benoît	Université de Montréal	Projet de recherche	Réalisation des habitudes de vie d'enfants de 5 à 13 ans présentant des troubles de la communication et qualité de l'environnement dans lequel vivent ces enfants.	octobre 2008
Jutras, Sylvie	Université du Québec à Montréal	Projet de recherche	Perceptions d'acteurs importants sur la persévérance et la réussite scolaires des jeunes traités pour cancer	août 2008

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Kanouté, Fasal	Université de Montréal	Projet de recherche	Les étudiants récemment immigrés : mieux comprendre le processus d'acculturation et d'adaptation institutionnelle pour soutenir efficacement la persévérance aux études universitaires	janvier 2015
Karsenti, Thierry P.	Université de Montréal	Projet de recherche	Conditions d'efficacité de l'intégration des TIC en pédagogie universitaire pour favoriser la persévérance et la réussite aux études postsecondaires	novembre 2007
Karsenti, Thierry P.	Université de Montréal	Projet de recherche	Analyse des facteurs explicatifs et des pistes de solution au phénomène du décrochage chez les nouveaux enseignants, et de son impact sur la réussite scolaire des élèves	juin 2015
Karsenti, Thierry P.	Université de Montréal	Projet de recherche	Analyse des facteurs explicatifs et des pistes de solution au phénomène du décrochage chez les nouveaux enseignants, et de son impact sur la réussite scolaire des élèves	août 2015
Karsenti, Thierry P.	Université de Montréal	Projet de recherche	Conditions d'efficacité de l'intégration des TIC en pédagogie universitaire pour favoriser la persévérance et la réussite aux études postsecondaires	juin 2008
Karsenti, Thierry P.	Université de Montréal	Projet de recherche	L'impact des technologies de l'information et de la communication (TIC) sur la réussite éducative des garçons à risque de milieux défavorisés	février 2006
Karsenti, Thierry P.	Université de Montréal	Projet de recherche-action	Identification des mesures les plus efficaces pour contrer la pénurie et favoriser la rétention du personnel enseignant dans les écoles de milieux défavorisés	août 2018
Koestner, Richard F.	Université McGill	Projet de recherche	Développer les buts intégrés de la vie qui soutiennent le succès à l'école : facteurs personnels et familiaux qui promeuvent la transition du CÉGEP avec succès	décembre 2008
Laferrière, Thérèse	Université Laval	Projet de recherche-action	Développement et évaluation d'un programme de formation en alternance en sciences et technologies (FAST) pour élèves en difficulté de milieux défavorisés	octobre 2014
Lafortune, Gina	Université du Québec à Montréal	Bourse postdoctorale	L'intégration scolaire d'élèves d'origine haïtienne du secondaire, arrivés au Québec après le séisme survenu en Haïti en janvier 2010	mars 2015

Family name, given name	Institution	Component	Title	Submission date for research report or thesis¹
Lajoie, Jacques	Université du Québec à Montréal	Projet de recherche	Intégration d'un programme de cybermentorat vocationnel aux activités d'orientation au deuxième cycle du secondaire	juillet 2006
Lanaris, Ekaterini (Catherine)	Université du Québec en Outaouais	Projet de recherche	L'appropriation par l'équipe-école de la pédagogie par projets en tant que facteur contributaire à la réussite scolaire	mars 2008
Langevin, Louise	Université du Québec à Montréal	Constitution ou soutien d'une équipe de recherche	Conceptions, besoins et pratiques pédagogiques : perspectives pour la formation des professeurs d'université	avril 2007
Lapointe, Pierre	Université de Montréal	Projet de recherche	La gestion des activités éducatives des directeurs et des directrices d'école au primaire et la réussite scolaire des élèves dans le contexte de la réforme en éducation au Québec	janvier 2010
Larose, François	Université de Sherbrooke	Projet de recherche	L'impact de la coopération pédagogique en contexte de projet sur la réussite éducative d'élèves de milieux socio-économiques faibles lors de la transition primaire secondaire	août 2006
Larose, François	Université de Sherbrooke	Projet de recherche-action	Une pédagogie favorisant la résilience sociale et scolaire des parents et la réussite éducative des jeunes. Impact d'interventions communautaires auprès des parents de populations vulnérables	avril 2019
Larose, Simon	Université Laval	Projet de recherche	Accommodements scolaires, pratiques pédagogiques inclusives et trajectoires d'adaptation des étudiants en situation de handicap au moment de la transition secondaire-collégial	à venir
Larose, Simon	Université Laval	Projet de recherche	Impacts à long terme du programme MIREs sur les trajectoires motivationnelles, scolaires et professionnelles d'adolescents intéressés par des études et carrières dans les domaines de la mathématique, des sciences et des technologies	juin 2010
Larose, Simon	Université Laval	Projet de recherche	Formation des enseignants-ressources au mentorat et prévention des difficultés d'adaptation scolaire des adolescents pendant la transition primaire-secondaire	septembre 2015
Larose, Simon	Université Laval	Projet de recherche	Formation des enseignants-ressources au mentorat et prévention des difficultés d'adaptation scolaire des adolescents pendant la transition primaire-secondaire	octobre 2015

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Larose, Simon	Université Laval	Projet de recherche	Impacts à long terme du programme MIREs sur les trajectoires motivationnelles, scolaires et professionnelles d'adolescents intéressés par des études et carrières dans les domaines de la mathématique, des sciences et des technologies	août 2010
Larose, Simon	Université Laval	Projet de recherche	Développement et évaluation d'un programme de mentorat par les pairs pour la promotion des études et carrières scientifiques	mai 2008
Larose, Simon	Université Laval	Projet de recherche	Déterminants familiaux, motivationnels et scolaires de l'intégration et de la persévérance des étudiants dans les programmes de sciences et génie à l'université	décembre 2005
Lashley, Myrna	Cégep John Abbott	Projet de recherche	Réussite scolaire : L'identification des stratégies utilisées par les jeunes caribéens pour atteindre le succès académique	janvier 2006
Lauzon, Nancy	Université de Sherbrooke	Projet de recherche	Étude des facteurs explicatifs de pénurie et de problèmes de rétention du personnel de direction d'établissement scolaire, en lien avec l'amélioration de la persévérance et de la réussite scolaires	novembre 2014
Leclerc, Martine	Université du Québec en Outaouais	Projet de recherche	La communauté d'apprentissage professionnelle comme dispositif favorisant la réussite scolaire d'élèves provenant de milieux défavorisés	août 2015
Leduc, Diane	Université du Québec à Montréal	Bourse postdoctorale	Intégration des pratiques d'évaluation aux pratiques pédagogiques dans le domaine des arts à l'enseignement supérieur	août 2011
Lefrançois, Pascale	Université de Montréal	Projet de recherche	Évaluation de l'efficacité des mesures visant l'amélioration du français écrit du primaire à l'université	mai 2005
Lessard, Anne	Université de Sherbrooke	Projet de recherche-action	L'analyse des effets des pratiques déployées par les partenaires de la communauté dans le cadre du programme Accès 5 afin de soutenir la persévérance et la réussite des élèves à risque de décrochage scolaire provenant de territoires défavorisés	mai 2017
Lévesque, Carole	Institut national de la recherche scientifique [INRS]	Projet de recherche-action	Les pratiques des enseignantes et enseignants comme vecteurs de la persévérance et de la réussite scolaires des élèves autochtones.	avril 2024

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Marcotte, Julie	Université de Sherbrooke	Bourse postdoctorale	Les différentes trajectoires éducationnelles empruntées à l'émergence de la vie adulte : identifier les facteurs personnels, sociaux et scolaires dans une perspective développementale pour mieux comprendre et intervenir.	-
Marcotte, Julie	Université du Québec à Trois-Rivières	Projet de recherche	Portrait personnel, familial et scolaire des jeunes adultes émergents (16-24 ans) accédant aux secteurs adultes du secondaire : identification des facteurs associés à la persévérance et à l'abandon au sein de ces milieux scolaires	août 2010
Marcotte, Geneviève	Université du Québec à Montréal	Bourse de doctorat	Modèle prédictif du biais d'évaluation de sa compétence chez des enfants du primaire	juin 2007
Marcoux-Moisan, Maxime	U. du Québec à Montréal	Bourse de doctorat	Variation des aspirations scolaires	-
Massé, Line	U. du Québec à Trois-Rivières	Projet de recherche-action	Attitudes et pratiques des enseignants quant à l'inclusion scolaire des élèves doués, conditions de réussite et validation d'une démarche d'accompagnement des enseignants pour favoriser leur inclusion scolaire	novembre 2019
Massé, Line	Université du Québec à Trois-Rivières	Projet de recherche	Portrait des pratiques éducatives utilisées pour les élèves présentant des troubles du comportement et conditions de mise en place	À venir
Massé, Line	Université du Québec à Trois-Rivières	Projet de recherche	Formation continue pour le personnel enseignant : comparaison de différentes modalités de soutien et d'accompagnement pour favoriser l'intégration scolaire des élèves présentant des troubles du comportement	octobre 2012
Mazalon, Élisabeth	Université de Sherbrooke	Soutien d'infrastructure d'une équipe/Universitaire/Émergence	Les acteurs impliqués dans la réussite scolaire des élèves en formation professionnelle	juin 2010
Ménard, Louise	Université du Québec à Montréal	Projet de recherche	Impact des activités formelles de formation et d'encadrement pédagogiques sur les nouveaux enseignants des cégeps et leurs étudiants	septembre 2012

Family name, given name	Institution	Component	Title	Submission date for research report or thesis¹
Ménard, Louise	Université du Québec à Montréal	Projet de recherche	La persévérance et la réussite scolaires dans un contexte de continuum de formation : des programmes techniques au baccalauréat	novembre 2007
Ménard, Louise	Université du Québec à Montréal	Projet de recherche	Analyse de deux modalités d'expérimentation de l'harmonisation des programmes de formation professionnelle et technique et de leurs effets sur la persévérance et la réussite scolaires des élèves	juillet 2005
Moldoveanu, Mirela	Université du Québec à Montréal	Projet de recherche	Pratiques pédagogiques différenciées et réussite scolaire de deux catégories d'élèves du primaire à risque : élèves autochtones et élèves provenant de milieux défavorisés	septembre 2015
Morin, Marie-France	Université de Sherbrooke	Projet de recherche	Les méthodes d'enseignement pour favoriser l'entrée dans l'écrit : la place de la différenciation pédagogique et le rôle accordé à l'interaction lecture/écriture	janvier 2011
Morin, Marie-France	Université de Sherbrooke	Projet de recherche	Une approche intégrée de l'orthographe pour soutenir l'apprentissage et surmonter les difficultés du français écrit à l'école primaire	avril 2006
Morris, Lori	Université du Québec à Montréal	Projet de recherche	Une juste mesure : développement d'instruments et de critères d'évaluation linguistique pour des élèves allophones du niveau primaire du système scolaire francophone.	mai 2008
Morris, Lori	Université du Québec à Montréal	Projet de recherche	Les mots pour le dire : richesse lexicale et réussite scolaire au primaire	avril 2005
Moss, Ellen	Université du Québec à Montréal	Projet de recherche	Les rôles de l'attachement et des processus individuels et familiaux dans la prédiction de la performance scolaire au secondaire	novembre 2007
Moss, Ellen	Université du Québec à Montréal	Projet de recherche	Les rôles de l'attachement et des processus individuels et familiaux dans la prédiction de la performance scolaire.	janvier 2006
Muis, Krista	Université McGill	Projet de recherche	Environnements d'apprentissage technologiques : augmenter la motivation, l'autorégulation et la réussite scolaire des étudiants à l'aide de l'apprentissage par l'enseignement	juillet 2017
Myre-Bisaillon, Julie	Université de Sherbrooke	Synthèse des connaissances	Le soutien à l'enseignement dans une perspective didactique	novembre 2006

Family name, given name	Institution	Component	Title	Submission date for research report or thesis¹
Pettigrew, François	TÉLUQ - Université du Québec	Projet de recherche	Analyse critique des pratiques d'encadrement à distance des adultes à tous les ordres d'enseignement	février 2008
Plante, Isabelle	Université du Québec à Montréal	Projet de recherche	Promouvoir l'égalité des genres à l'école au moyen d'une intervention destinée à des enfants de l'éducation préscolaire	avril 2024
Plante, Isabelle	Université du Québec à Montréal	Projet de recherche	Persévérance et réussite scolaires en mathématiques et en sciences : rôle et besoins des parents pour offrir un soutien optimal	à venir
Plante, Isabelle	Université du Québec à Montréal	Projet de recherche	Comprendre l'effet « Gros poisson-petit bassin » lors de la transition du primaire vers des écoles secondaires avec ou sans sélection sur le concept de soi, la motivation, l'engagement, la réussite et les aspirations scolaires des élèves	mai 2019
Poellhuber, Bruno	U. de Montréal	Projet de recherche-action	La classe inversée : une recherche-action-formation pour développer une approche ayant un impact sur l'engagement, la motivation et la réussite	novembre 2019
Poissant, Hélène	Université du Québec à Montréal	Projet de recherche	Le Programme Multidimensionnel de Remédiation Cognitive (PMRC) et réduction des difficultés scolaires chez les enfants avec TDAH	juin 2007
Potvin, Maryse	Université du Québec à Montréal	Projet de recherche	Les jeunes de 16-24 ans issus de l'immigration à l'éducation des adultes : cheminement, processus de classements et orientation scolaire	février 2014
Poulin, François	Université du Québec à Montréal	Projet de recherche	Prévenir le décrochage scolaire et la violence à l'adolescence en intervenant dès l'entrée en maternelle : effet à long terme du Programme Fluppy	juillet 2017
Poulin, François	Université du Québec à Montréal	Projet de recherche	Activités parascolaires et réussite scolaire	novembre 2011
Presseau, Annie	Université du Québec à Trois-Rivières	Projet de recherche	Persévérance et réussite scolaires chez les jeunes autochtones à risque ou en difficulté : soutien aux enseignants dans le développement d'interventions pédagogiques efficaces	août 2006

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Rahm, Jrene	U. de Montréal	Projet de recherche-action	Un projet collaboratif avec les jeunes inuits, leurs familles et communautés : la persévérance scolaire sous l'angle des pratiques éducatives informelles, de la recherche scientifique communautaire et des cheminements éducatifs	novembre 2019
Rahm, Jrene	Université de Montréal	Projet de recherche-action	Clubs de science-technologie issus de partenariats école-communauté comme agent de support pour des jeunes en transition du primaire au secondaire : une recherche-action sur le soutien à la persévérance et à la réussite scolaire	septembre 2015
Raïche, Gilles	Université du Québec à Montréal	Projet de recherche	Structure et évolution de l'intégration des pratiques d'évaluation des apprentissages aux pratiques pédagogiques dans le contexte des approches par compétences	août 2011
Ratelle, Catherine	Université Laval	Projet de recherche	Rôle des processus motivationnels sous-tendant la participation scolaire des parents et leurs impacts sur le fonctionnement des instances scolaires et la réussite des élèves	avril 2024
Ratelle, Catherine	Université Laval	Projet de recherche	Identification des besoins des parents dans l'accompagnement de leur enfant durant leur parcours scolaire	à venir
Rosenfield, Steven	Cégep Vanier	Projet de recherche	Étude des facteurs aptes à influencer la réussite et la persévérance dans les programmes de sciences aux cégeps anglophones.	décembre 2005
Rousseau, Cécile	Université McGill	Projet de recherche-action	Les programmes d'expression créatrice et d'éveil aux langues pour soutenir la réussite scolaire des enfants réfugiés	à venir
Rousseau, Nadia	Université du Québec à Trois-Rivières	Projet de recherche	Services complémentaires actuels ou à mettre en place en réponse aux besoins des jeunes de 16 à 19 ans des centres de formation professionnelle du Québec	à venir
Rousseau, Nadia	Université du Québec à Trois-Rivières	Projet de recherche	Étude longitudinale portant sur les pratiques efficaces en matière de mise en œuvre du Parcours de formation axée sur l'emploi	août 2012
Rousseau, Nadia	Université du Québec à Trois-Rivières	Projet de recherche	Étude multidimensionnelle de la transférabilité des effets produits par quatre stratégies typiques du modèle CFER à d'autres contextes scolaires auprès d'élèves ayant des difficultés d'apprentissage	juin 2007

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Rousseau, Nadia	Université du Québec à Trois-Rivières	Soutien d'infrastructure d'une équipe/Universitaire/Émergence	Qualification et insertion socioprofessionnelle des jeunes adultes ayant été identifiés élèves handicapés ou en difficulté d'apprentissage ou d'adaptation (EHDA) au secteur jeune	septembre 2009
Roy, Amélie	Université Laval	Bourse de doctorat	Estime de soi, motivation et réussite scolaire des élèves en difficulté d'adaptation ou d'apprentissage : Pour une intégration efficace en classe ordinaire	-
Roy, Mathieu	U. du Québec à Montréal	Bourse de doctorat	Les perceptions de compétence, le sentiment d'être imposteur, l'orientation envers l'action et l'orientation temporelle comme facteurs d'adaptation à la transition postsecondaire	-
Royer, Nicole	Université du Québec à Trois-Rivières	Projet de recherche	La participation et la persévérance académiques dans des contextes pédagogiques en changement : étude du rôle de la vie sociale des élèves au début de la fréquentation scolaire	juillet 2007
Sauvé, Louise	TÉLUQ - Université du Québec	Projet de recherche	Regard des apprenantes universitaires sur les modes d'organisation et d'encadrement pédagogique en formation à distance et en ligne	novembre 2019
Sauvé, Louise	TÉLUQ - Université du Québec	Projet de recherche	Les troubles d'apprentissage liés aux stratégies d'études, à l'oral, à l'écrit et aux calculs et l'apport des outils d'aide chez les étudiants en première année d'études au collège et à l'université	octobre 2012
Sauvé, Louise	TÉLUQ - Université du Québec	Projet de recherche	Conditions de réussite et de persévérance à l'université : une analyse des modes d'encadrement et de support en fonction des caractéristiques d'apprentissage.	septembre 2007
Savard, Denis	Université Laval	Soutien d'infrastructure d'une Équipe/Universitaire/Émergence	Les Conventions de partenariat dans le système d'éducation québécois : une évaluation pansystémique de l'implantation et des effets	octobre 2013
Savoie, Lorraine	Université du Québec en Outaouais	Projet de recherche	L'accompagnement dans la démarche de projets développés par le milieu scolaire pour soutenir la persévérance et la réussite scolaires : étude des besoins et de la dynamique	novembre 2010

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Savoie, Lorraine	Université du Québec en Outaouais	Projet de recherche	La réussite scolaire d'étudiants adultes inscrits dans des programmes de formation professionnelle : enjeux, défis	juillet 2007
Schmidt, Sylvine	Université de Sherbrooke	Projet de recherche	Analyse des conditions favorables au cheminement et à la réussite scolaires des élèves en difficulté d'apprentissage intégrés à la classe ordinaire	septembre 2008
Serbin, Lisa A.	Université Concordia	Projet de recherche	La transition du primaire au secondaire : trajectoires de succès chez les populations vulnérables	février 2009
Sheriff, Teresa	Centre Jeunesse de Québec	Projet de recherche	J'instruis, tu prends virage milieu, nous qualifions...	janvier 2006
St-Pierre, Marie-Catherine	Université Laval	Projet de recherche-action	ÉCRIT : communauté de pratique, technologie et réponse à l'intervention en compréhension de lecture pour le développement de pratiques enseignantes soutenant les habiletés langagières réceptives chez les enfants de milieux défavorisés	août 2017r
Tremblay, Gilles	Cégep Limoilou	Projet de recherche	Recherche-action pour développer un modèle d'intervention favorisant l'intégration, la persévérance et la réussite des garçons aux études collégiales.	mars 2006
Tremblay, Philippe	Université Laval	Projet de recherche-action	Le coenseignement au secondaire comme dispositif pour soutenir la réussite scolaire des élèves : une recherche-action	à venir
Trépanier, Nathalie	Université de Montréal	Projet de recherche-action	Mise en œuvre d'un modèle d'équipe de soutien à l'enseignant pour répondre aux besoins des étudiants du collégial en situation de handicap	décembre 2015
Vatz, Michèle	Université de Sherbrooke	Projet de recherche	Les différents modèles de collaboration familles-écoles : trajectoires de réussite pour des groupes immigrants et des groupes autochtones du Québec	août 2005
Vázquez-Abad, Jesús	Université de Montréal	Projet de recherche	L'incidence d'une approche de l'apprentissage des sciences basée sur la collaboration médiatisée sur la motivation des filles et des garçons de milieux défavorisés	-
Vázquez-Abad, Jesús	Université de Montréal	Projet de recherche	ScienTIC Phase 2 : l'incidence d'une approche d'apprentissage basée sur la coopération médiatisée en sciences 1 ^{er} cycle du secondaire sur la motivation des élèves de milieux défavorisés	octobre 2008

Family name, given name	Institution	Component	Title	Submission date for research report or thesis ¹
Vázquez-Abad, Jesús	Université de Montréal	Projet de recherche	L'incidence d'une approche de l'apprentissage des sciences basée sur la collaboration médiatisée sur la motivation des filles et des garçons de milieux défavorisés	juin 2007
Verlaan, Pierrette	Université de Sherbrooke	Synthèse des connaissances	Recension des écrits sur l'efficacité des programmes d'intervention auprès des filles en troubles de comportements : comprendre pour mieux agir.	mars 2006
Véronneau-McArdle, Marie-Hélène	Université du Québec à Montréal	Projet de recherche	Qui sont-ils et comment les aider ? Portrait de la santé mentale des élèves en formation professionnelle (FP) et pistes d'action pour leur réussite	avril 2024
Vidal, Marjorie	U. de Montréal	Bourse postdoctorale	La collaboration école-communauté au secteur de l'éducation des adultes : le cas de deux écoles de type communautaire	novembre 2018
Vierstraete, Valérie	Université de Sherbrooke	Projet de recherche	Impact des difficultés financières et de l'aide financière aux études, des bourses institutionnelles et des stages coopératifs sur la persévérance et la réussite scolaires à l'université	août 2013
Villemagne, Carine	Université de Sherbrooke	Projet de recherche	Besoins particuliers d'adultes en formation générale de base et modalités de prise en considération de ces besoins par des formateurs d'adultes	juin 2014

1. Research reports submitted since 2007 are available on the Fonds Société et culture [Web site](#) du Fonds Société et culture.

To access reports published prior to 2007, please send an email to the following address: actions-concertees.sc@frq.gouv.qc.ca.