

Entrepreneurship



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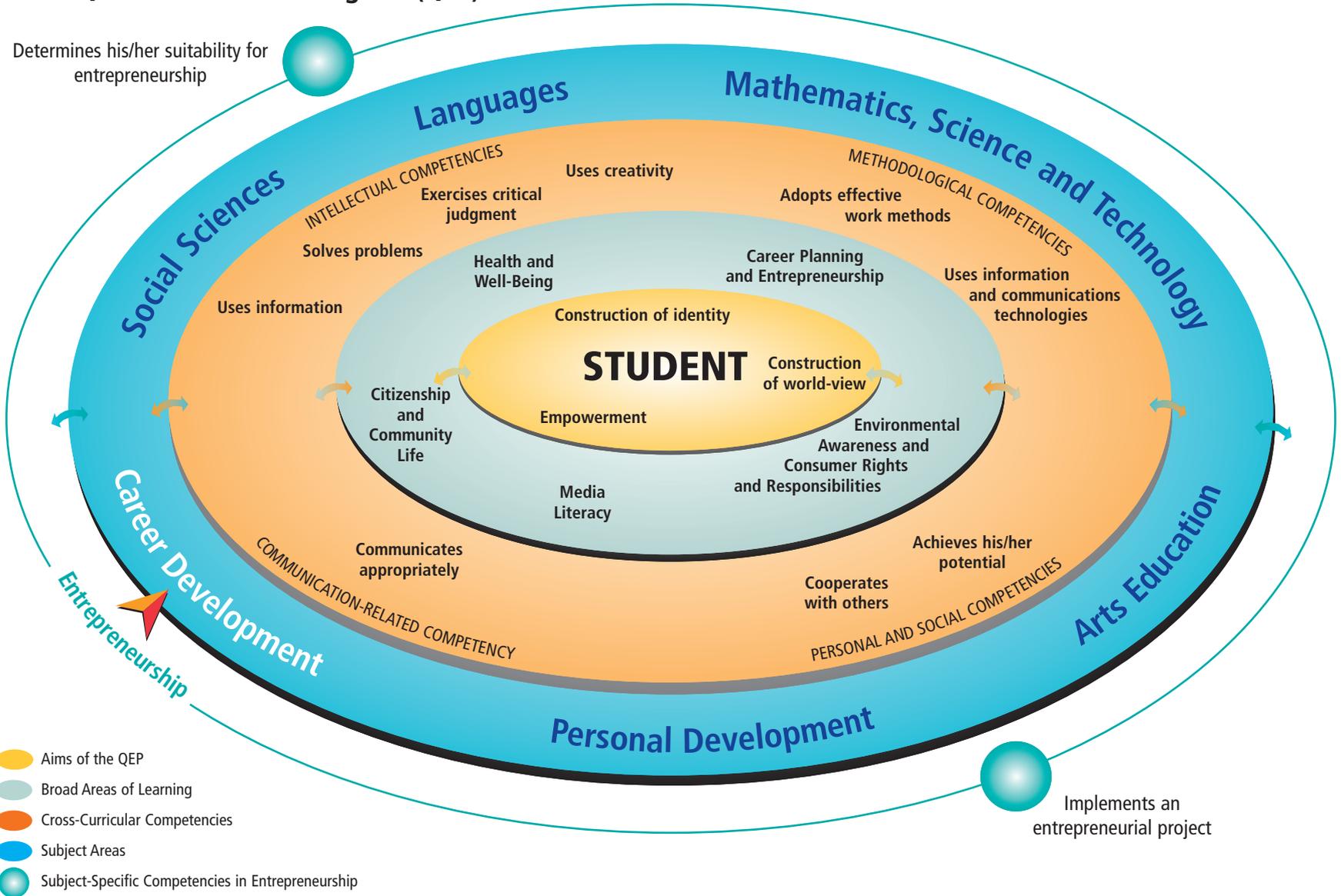
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Making Connections: Entrepreneurship and the Other Dimensions of the Québec Education Program (QEP)

Determines his/her suitability for entrepreneurship



- Aims of the QEP
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in Entrepreneurship



Introduction to the Program

The most important resource a society has is the entrepreneurial potential of its citizens.
Louis-Jacques Filion

The proliferation of trade of all kinds, the globalization of the economy and the virtual proximity of markets are just a few of the realities that have a profound effect on today's world. In this context of wide-ranging transformations, more than ever, individuals are called on to play an active role in their communities and organizations. To make it easier for them to adapt to a changing world, several countries, such as Australia, Belgium, the United States and France, have decided to familiarize students with entrepreneurship. It is important for students to develop an entrepreneurial spirit, that is, a mentality that is conducive to taking initiatives, meeting challenges and becoming the architect of one's own future. The Entrepreneurship program was designed to prepare students in this regard.

Contribution of the Program to Students' Education

The entrepreneurial spirit is related to action. It is different from the business spirit in that it does not necessarily involve starting up a business or trying to make a profit. Helping students to develop an entrepreneurial spirit involves encouraging them to innovate, to translate their ideas into action, to expand their range of action and to become involved in their community.¹ It also means helping them to become attuned to the needs of their community and encouraging them to meet these needs through innovative solutions that create value by improving the quality of life or the collective wealth (economic, human, ecological or cultural) of their community. All of these actions will help them to demystify entrepreneurship and dispel the stereotypes and preconceptions that often surround it.

Helping students to develop an entrepreneurial spirit involves encouraging them to develop an entrepreneurial culture, that is, a willingness to be fully engaged in what they want to do and to see their projects through to completion. Like the entrepreneurial spirit, this culture is built through entrepreneurial experiences that for the most part take the form of projects, but that may also involve visiting various organizations or meeting with people from the entrepreneurial community who show creativity in their way of thinking and doing things. Such experiences also foster the development of entrepreneurial qualities and the ability to use strategies and resources that are of value not only for entrepreneurs but for all citizens.

The program encourages students to consider how they would like to be engaged in the world of entrepreneurship: as self-employed workers, entrepreneurs or intrapreneurs. A self-employed person and an entrepreneur both run a business, make decisions and assume risks. Both may create employment. It should be noted that a self-employed person is generally a professional, whose commercial activities revolve around providing a service. An intrapreneur uses his or her entrepreneurial skills within an organization, for example a company or a community, volunteer or humanitarian organization. He or she works for the good of this organization without, however, taking any of the related risks. In all three cases, the individual takes initiatives, contributes to the enrichment of his or her community, and assumes social responsibility.

1. The term *community* refers to both the immediate community (school, neighbourhood, city, region) and the wider community (one's own country and beyond).

Nature of the Program

In the Entrepreneurship program, students take part in entrepreneurial experiences that allow them to be actively involved in their community and to begin playing an active role in it. They are thus given an opportunity to become aware of the impact of their own actions on their community, which will help them to deepen their self-knowledge. The Entrepreneurship program follows the guidance-oriented approach to learning and the extracurricular activities and initiatives of an entrepreneurial nature that are already being carried out in various schools.

This program is optional for Secondary IV or V students and entitles them to two credits (50 hours) or four credits (100 hours). The main differences between the two-credit and the four-credit courses relate to the guidance students are given when they participate in entrepreneurial experiences, the knowledge covered and the number, scope and complexity of the projects involved. A major project is one in which students go beyond the initial plan in order to increase its application.

How the Competencies Work Together

The Entrepreneurship program targets the development of the following two competencies:

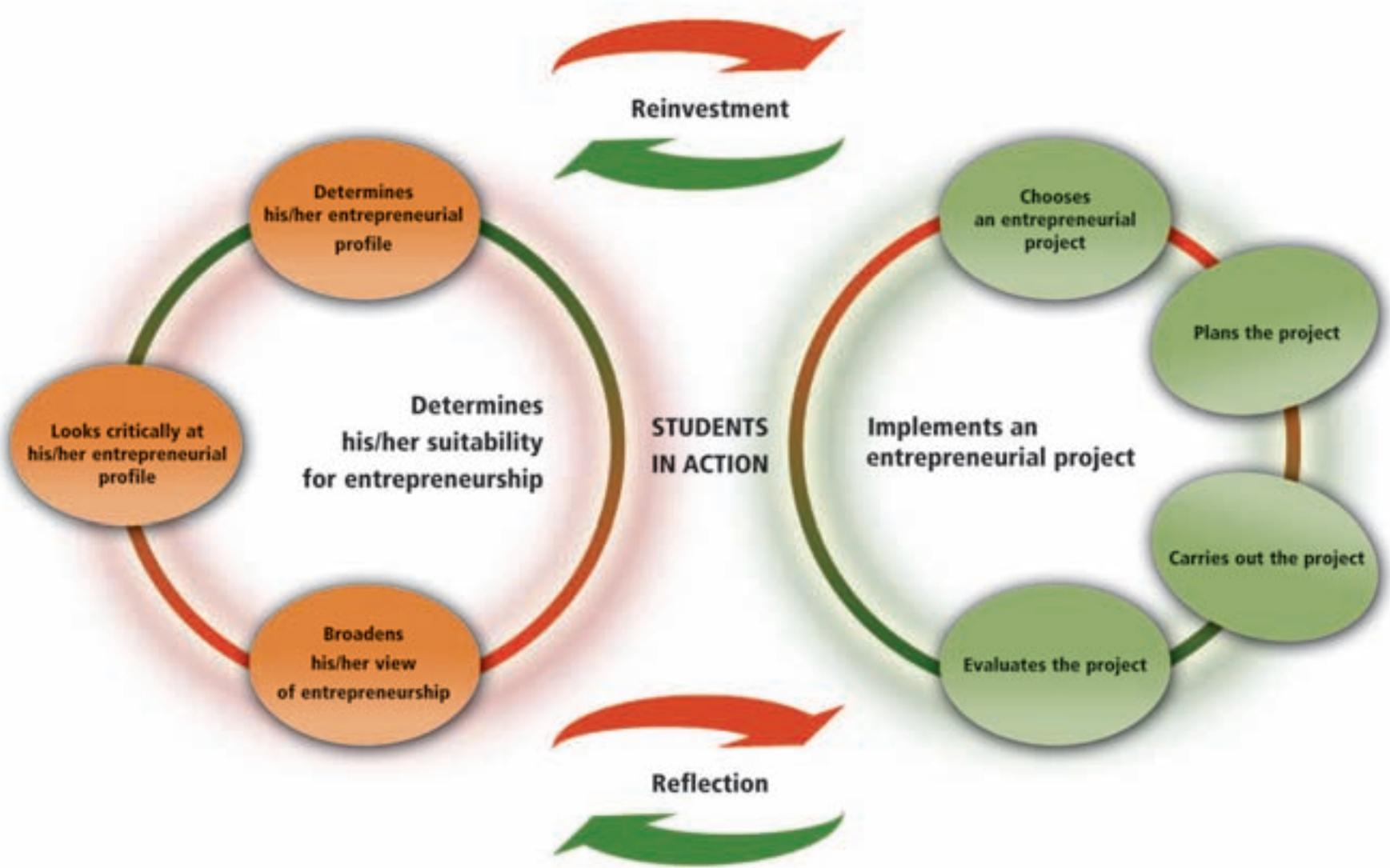
- Determines his/her suitability for entrepreneurship
- Implements an entrepreneurial project

These two competencies are closely linked. In fact, students are able to determine their suitability for entrepreneurship from what they learn through entrepreneurial experiences such as project implementation. During these experiences, they are encouraged to examine their actions and to articulate how they view entrepreneurship. This constant alternation between the competencies enriches their knowledge of their entrepreneurial profile² and the different types of involvement.

The program is aimed mainly at developing entrepreneurial spirit and self-knowledge. The competency *Determines his/her suitability for entrepreneurship* therefore plays a very important role in the students' education. They will be required to devote a lot of time to carrying out entrepreneurial projects, which will help them to determine their suitability for entrepreneurship.

2. This profile consists of entrepreneurial qualities acquired or strengthened as well as the ability to use strategies that are appropriate to the situation and to use the necessary resources during entrepreneurial experiences.

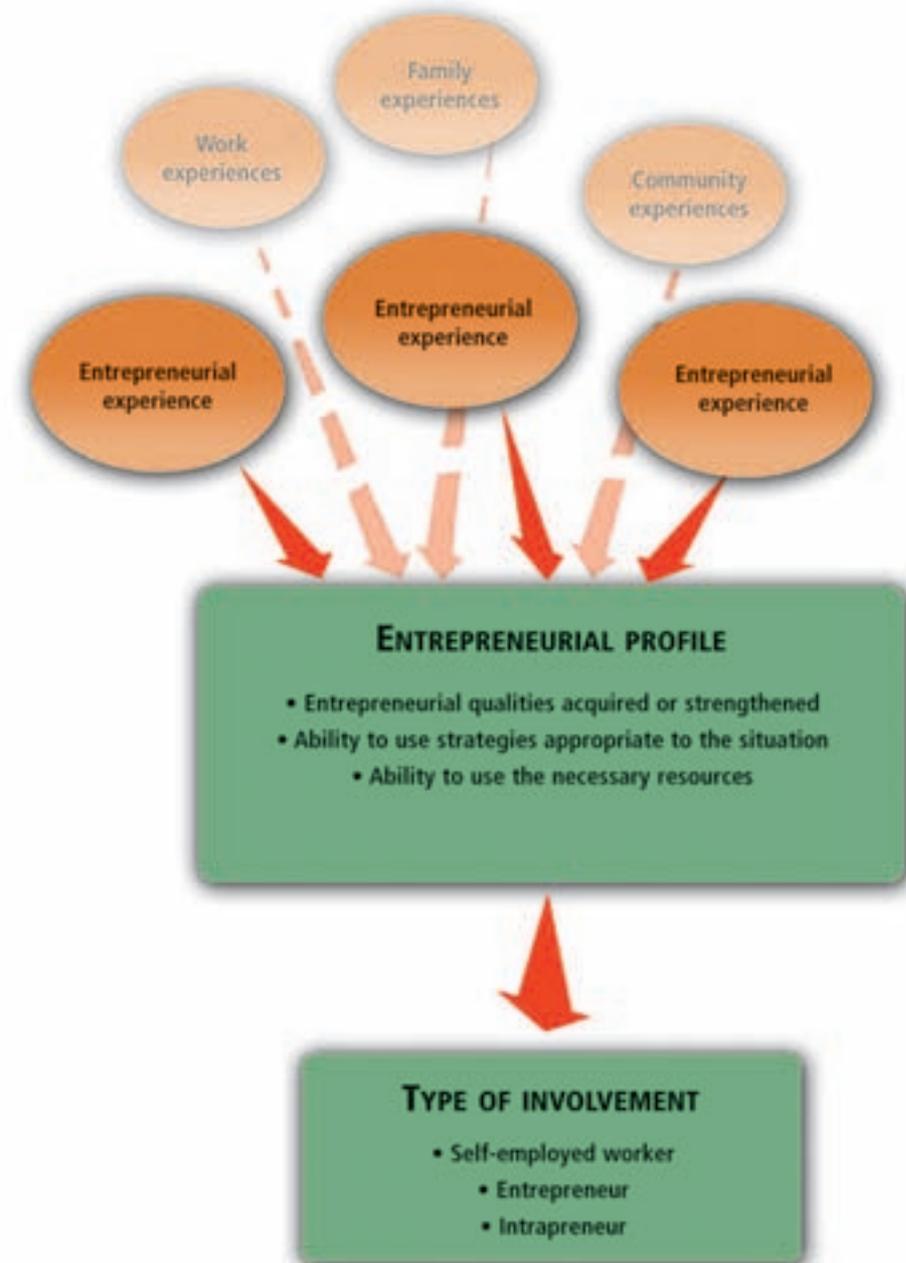
HOW THE COMPETENCIES WORK TOGETHER



Relationship Between the Entrepreneurial Profile and the Type of Involvement

The entrepreneurial experiences they have during the school year should enable students to acquire or strengthen certain entrepreneurial qualities and to use appropriate strategies and resources, thus enriching their entrepreneurial profile. It is this profile that will allow them to gradually determine the type of involvement that best suits them.

The diagram on the right shows the relationship between entrepreneurial profile and type of involvement.



Making Connections: Entrepreneurship and the Other Dimensions of the Québec Education Program

Connections With the Broad Areas of Learning

The broad areas of learning deal with a number of issues facing people, both individually and collectively. Their focuses of development present challenges that foster the students' talents and creativity. The Entrepreneurship program is closely related to each of the five broad areas of learning. It offers students an opportunity to discover that they have the ability to take action in order to find answers to certain questions associated with these areas.

Health and Well-Being

Whether it be promoting physical activity or healthy eating habits, or putting on a play on the consequences of smoking, there are numerous possibilities in the school or the community for students to carry out projects to meet needs related to healthy lifestyle habits and health and safety. Carrying out this type of project should allow students to become familiar with the educational aims and focuses of development of the broad area of learning *Health and Well-Being* and to determine their interest in this area.

Career Planning and Entrepreneurship

The Entrepreneurship program is closely linked to the broad area of learning *Career Planning and Entrepreneurship*. By participating in entrepreneurial experiences—visits to companies, meetings with entrepreneurs, project implementation—students become familiar with the community and discover various facets of different occupations. While meeting stimulating challenges, they learn to know themselves better, develop strategies and acquire resources for achieving their potential. They work on the perception they have of themselves and develop both entrepreneurial qualities and the ability to use strategies and resources, which will serve them throughout their lives. This may help them with career planning and make it easier for them to enter the labour market and become active members of their community.

Environmental Awareness and Consumer Rights and Responsibilities

By seeking to meet needs through entrepreneurial projects, students build close links with the community. In choosing and planning projects aimed, for instance, at promoting fair-trade products or environmentally friendly behaviours, they become aware of the social responsibility associated with entrepreneurship. As well, throughout the project implementation process, they must make judicious use of the available resources, whether renewable or not, and examine the possible consequences of their choices for the environment. This broad area of learning thus allows them to refine their perception of the roles and responsibilities of self-employed workers, entrepreneurs and intrapreneurs with respect to sustainable development and socially responsible consumption.

Media Literacy

Designed to prepare students to deal with the working world, the Entrepreneurship program lends itself well to the exploration of the broad area of learning *Media Literacy*. In order to develop the competencies targeted by this program, students are encouraged to use technological and technical tools for research, communication and media production, while respecting intellectual property. They will often be called upon to use their critical judgment, whether to assess the validity of information gathered or the appropriateness of using technological tools to carry out and promote a project. It is also important that they become aware of the role the media play in how they perceive the world of entrepreneurship.

Citizenship and Community Life

Entrepreneurship is a creative and innovative way to meet needs of the community. The projects students undertake could, for example, take the form of mentoring students with difficulties or carrying out a school violence awareness campaign. Participation in projects designed to meet the needs of the community contributes to the development and reinforcement of attitudes and behaviours that are vital to exercising citizenship. Furthermore, the Entrepreneurship program provides students with numerous opportunities for cooperation. Implementation of an entrepreneurial project requires the participation of partners, who provide outside support, and collaborators, other students involved in the project. It is therefore to students' advantage to develop strategies that involve collaboration and solidarity. Lastly, the discussion involved in entrepreneurial experiences teaches students to be open to others. They are part of the focus of development pertaining to participation, cooperation and solidarity.

Connections With the Cross-Curricular Competencies

The cross-curricular competencies draw on the students' cognitive, social and affective resources. Development of these competencies requires and fosters such entrepreneurial qualities as cooperation, creativity and solidarity. The use and development of these competencies enables students to adapt to various situations and prepares them to continue learning throughout their lives. It is therefore important to call on them and to ensure their development.

Intellectual Competencies

Entrepreneurial projects require students to carve out an original market niche in order to meet a need of the community. They must then research and use information, ensuring that the sources of this information are valid. It is also important that they develop strategies for identifying the elements of this information that will be useful in designing and carrying out their project.

Entrepreneurial experiences also draw on the competency *Uses creativity*. Students rely on this competency whenever they use their imagination to find innovative solutions to community needs or to deal with unforeseen events. They must also use this competency to solve problems in the course

of their project, since they must take risks and show open-mindedness and flexibility when looking for solutions to the various difficulties that may arise. Lastly, in sharing their experiences and reflecting on their achievements, students exercise critical judgment.

Methodological Competencies

In order to implement an entrepreneurial project, students must adopt effective work methods. They must identify, evaluate and mobilize the resources necessary to carry it out, plan the different tasks involved and how much time is to be allotted to each one, anticipate difficulties and find solutions.

While carrying out a project, they must handle problems efficiently and adapt their actions to situations and changes as they arise. Technological tools and communication instruments can make their task easier, and they have become essential. They facilitate research and information processing as well as long-distance communication. Students must make judicious use of these tools, drawing on the competency *Uses information and communications technologies*.

Personal and Social Competencies

Each time they get involved in an entrepreneurial experience, students have the opportunity to better understand their strengths and limitations, to express their opinions, to state their preferences and to define their entrepreneurial profile and their interest for one type of involvement rather than another. They thus explore ways of realizing their potential.

Entrepreneurial projects are conducive to teamwork, and solidarity is one of the main entrepreneurial qualities.

Entrepreneurial projects are conducive to teamwork, and solidarity is one of the main entrepreneurial qualities. Students involved in such projects should share goals with partners, pay attention to the contribution of each team member and take responsibility for group decisions. They thus have many opportunities for appreciating the importance of collaboration and for consolidating the cross-curricular competency *Cooperates with others*.

Communication-Related Competency

In order to develop the competencies prescribed in the Entrepreneurship program, students must communicate appropriately with different people, groups and organizations. They must express their viewpoint, present arguments, convince others, learn from the reactions of others and adjust their messages to their audience. They develop their ability to listen by exchanging ideas with others, and learn to accept others as they are and to value the plurality of viewpoints, situations and experiences. They must also use different modes of communication when sharing their approach and experiences with others.

Connections With the Other Subject Areas

The competencies and knowledge related to the different subject areas are tools and resources to which students have access. It is therefore important to encourage them to use them at the appropriate time during their entrepreneurial experiences. This will allow them to see the usefulness and complementary nature of what they learn in the different subjects.

Languages

Development of the two competencies of the Entrepreneurship program offers meaningful contexts for using the competencies of the various language programs. Conversely, oral and written communication skills contribute to the two competencies in the Entrepreneurship program. Students must constantly use one form of communication or another when they engage in reflection and review, present a project, look for partners, write an action plan, analyze and share practices or participate in various types of exchanges (e.g. press conferences, speeches, press releases, discussions with other students). Reading-related strategies are extremely useful when they research information. Lastly, knowledge of a second or third language is a significant asset, particularly in entrepreneurial projects carried out in multicultural communities.

Mathematics, Science and Technology

Entrepreneurial projects are particularly conducive to the use of mathematical reasoning and problem-solving strategies. Mathematics, science and technology are involved every time we interpret a survey, calculate the cost of a project or improve existing technology. Depending on the project, students need to use competencies and knowledge acquired in the programs in this subject area. Lastly, the reflection on ethics associated with these programs enables them to look critically at their actions, anticipating and analyzing the impact of these actions, particularly on the environment.

Social Sciences

The study of territories and social issues in the social sciences programs fosters openness to the world. Students learn to use reasoning and processes that can be applied to their entrepreneurial projects. By interpreting and discussing societal issues, they become aware of their ability to act in their community; this empowerment involves seeking solutions for specific needs and implementing entrepreneurial projects to meet these needs.

Students also learn about the economic situation in the context of globalization. They become aware of the impact of globalization on businesses and employment in Québec. They recognize the qualifications that are essential for workers in this economic context. In turn, this helps them to construct their occupational identity.

Arts Education

Competencies developed in the various arts subjects contribute to the innovative nature of entrepreneurial projects. In fact, the implementation of such projects requires a good deal of creativity, and, like the creation of a work of art, rests on a creative dynamic between reflection and action.

Each artistic discipline involves an aesthetic quest that inspires students at the different stages of their entrepreneurial projects, especially in the areas of advertising and graphic design. Furthermore, by being exposed to works of art and learning to appreciate them, students are encouraged to articulate and reinforce their personal, social and cultural values, which can help them make decisions while carrying out their project.

Personal Development

The Physical Education and Health program is aimed at developing competencies that go well beyond motor efficiency. The different contexts in which physical activities are carried out promote learning related to situational analysis and problem solving. Knowing how to cooperate with one's peers, manage stress and assume responsibilities during the development, execution and evaluation of group activities is very useful in implementing an entrepreneurial project.

The Ethics and Religious Culture program helps students to know themselves better, to clarify their values and to make informed life choices. It also emphasizes dialogue, which requires reflection, listening and the ability to relate to others, qualities that are vital to the success of any entrepreneurial project. Lastly, the program fosters certain attitudes students need to assume the social responsibility that comes with entrepreneurship, such as sensitivity to others, altruism and respect for individual differences.

In this program, students also develop their aptitudes for action and reflection. These aptitudes, which are targeted by both programs in this subject area, are crucial to the development of an entrepreneurial culture.

Career Development

Three Career Development programs are designed for students in the General Education and Applied General Education paths: Exploration of Vocational Training, the Personal Orientation Project, and Entrepreneurship. These programs are part of a career planning process. The Entrepreneurship program is distinctive in that it is geared to helping students define their entrepreneurial profile through concrete action. The program centres on the entrepreneurial spirit and rests on the recognition of community needs and the implementation of innovative projects designed to meet those needs.

By familiarizing themselves with the world of entrepreneurship and exercising their aptitudes in this area through action, students learn to know themselves better and become familiar with the duties associated with different trades and occupations. In turn, this may help them to define their entrepreneurial profile, expand their interests and clarify their academic and career goals.

Connections With the Integrative Project

The Integrative Project and Entrepreneurship programs enable students to design and carry out projects for which they take primary responsibility. Although the broad areas of learning and the subject-specific and cross-curricular competencies form the foundations for both programs, the programs differ with respect to the objective pursued as well as the number and nature of the projects involved.

The Entrepreneurship program fosters the development of an entrepreneurial culture through the implementation of projects that meet community needs in an innovative manner and that create value. Students clarify their entrepreneurial profile and expand their scope of action.

The specific purpose of the Integrative Project is to explicitly integrate all that students have learned in the course of their education. The chosen project must allow students to make connections between elements of their learning in developing subject-specific and cross-curricular competencies and in pursuing educational aims associated with broad areas of learning. A project may be entrepreneurial in nature, provided that it involves significant integration of learning.

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The Guidance-Oriented Approach to Learning and Entrepreneurship

Implemented in order to support students in making academic and career choices, the guidance-oriented approach to learning helps them to identify their aptitudes, strengths and limitations and to gradually determine their career interests. Entrepreneurial experiences promote collaboration between the school and the community, and they are naturally part of the guidance-oriented approach to learning, because they provide students with many opportunities for developing their occupational and personal identity. Like the other Career Development programs, the Entrepreneurship program provides students with an opportunity to continue the process they began in elementary school and Secondary Cycle One in the context of the guidance-oriented approach to learning. Secondary Cycle Two is a pivotal time in this regard, since it is at this time that students are required to consider academic and career possibilities.

Each activity carried out by students in the context of their entrepreneurial projects, combined with a process of reflection, helps them construct their identity and discover new academic and career possibilities.

Each activity carried out by students in the context of their entrepreneurial projects, combined with a process of reflection, helps them construct their identity and discover new academic and career possibilities. Involvement in the implementation of a project gives them the opportunity to experiment with various tasks associated with different trades and occupations, to gradually become more autonomous and to develop confidence in their ability to see their projects through to completion.

Entrepreneurial experiences bring students into contact with resource persons in the community and expand their frame of reference with respect to trades and occupations and work environments. This will allow them to embark on a new phase of the career choice process they began in elementary school.

Pedagogical Context

It is not necessary to hope in order to undertake an endeavour, nor to succeed in order to persevere.

William of Orange

Curious, Methodical, Thoughtful Students

In an Entrepreneurship class, students must learn to recognize the entrepreneurial qualities they already have, work to strengthen these qualities and develop new ones. They are expected to play an active role in their learning, mainly through projects for which they take primary responsibility. In choosing these projects, they take into account their areas of interest as well as the needs of the community for which these projects are intended. This is why it is essential that they commit freely to this undertaking.

It is also important that students cast a critical eye on their own activities, that they identify their strengths and weaknesses and draw lessons from them that could be useful in other circumstances. This process of reflection should also allow students to recognize how their past experiences can help them construct their entrepreneurial profile and develop their self-knowledge and potential. In so doing, they are learning to make a commitment.

This process should also help them see the impact of their actions on their community, thus increasing their self-confidence and ability to meet challenges. They should also come to recognize their ability to apply what they have learned to new projects. All in all, they should develop an entrepreneurial spirit and define their understanding of entrepreneurship.

The Teacher as Guide, Coach and Facilitator

In addition to being an educator, the teacher of the Entrepreneurship program must have a keen interest in entrepreneurship, possess entrepreneurial qualities and have a good knowledge of his or her community. The teacher's role is to guide and coach students throughout their discovery of entrepreneurship. He or she gives them the opportunity for entrepreneurial experiences while making sure they acquire a knowledge of entrepreneurship and use the necessary strategies and resources properly. To

this end, the teacher should foster cooperative, experiential and project-based learning as well as problem solving and encourage students to use the knowledge and competencies they have acquired in other subjects, notably in the language of instruction, given the importance of communication.

The teacher must make sure that students are involved in each stage of their entrepreneurial projects and create an atmosphere that is conducive to entrepreneurial experience and discussion. Through visits to companies or meetings with entrepreneurs, the teacher gives students examples of success to motivate them to be fully invested in their projects and to persevere, excel

and believe in the possibility of success. During project implementation, he or she must encourage students to be creative in their search for solutions to community needs and must support them throughout their projects, while helping them to develop their autonomy. The teacher ensures that the proposed solutions are innovative with respect to the approach, the target

clientele and the type of end result (good, service, event). It is also important for the teacher to provide students with guidance in choosing their partners, to insist on the contribution of each team member, to facilitate interaction and to make sure that the deadlines are realistic and that students adhere to them.

The support provided to students enrolled in the two-credit and the four-credit courses is not the same, since they do not have the same number of hours in which to develop their competencies. Students enrolled in the two-credit course are directed towards short entrepreneurial projects and are supervised more closely. In both cases, the teacher takes into account the students' background when determining the number of projects and the type of work expected of them during the year.

[Students] are expected to play an active role in their learning, mainly through projects for which they take primary responsibility.

Another aspect of the teacher's role is to help students discover entrepreneurial qualities that could help them choose a career. The teacher encourages them to learn from their experiences and those of others during class discussions, so that they are better able to define their entrepreneurial profile and clarify the type of involvement they are suited for. The teacher reassures them when they see the difference between expected and actual results, and helps them to view their mistakes as learning opportunities. Lastly, the teacher encourages students to assess their contribution to an entrepreneurial project, to become aware of what they have learned, to recognize their strengths and limitations, and to transform their mistakes into opportunities for action.

A Vast Array of Resources

Resource Persons

Throughout their entrepreneurial experiences, students are in touch with resource persons in their family, school or community.

Parents and Family

The perception students have of entrepreneurship often reflects that of their parents or other family members. Depending on the trades and occupations of family members, their entrepreneurial culture already exists to varying degrees. The influence of the family is felt in young people's perceptions of the aptitudes and qualities that a worker needs in order to find a place in the job market and to be fulfilled in his or her work. Family influence also has an impact on the type of involvement towards which students are inclined: self-employed worker, entrepreneur or intrapreneur. It is therefore desirable to inform parents about the meaning and scope of their child's entrepreneurial projects. They can encourage their child to show initiative, become autonomous and take action. Furthermore, parents can prove to be valuable resource persons, whose expertise and experience can help a student plan or carry out entrepreneurial projects.

Complementary Educational Services Personnel

The new complementary educational services programs are designed to help all students make progress in their studies. Through support, assistance, student life, and promotion and prevention programs, nonteaching professionals play an important role in students' lives at school as well as in helping them develop cross-curricular competencies. While ensuring conditions that are conducive to learning, these educators help make the school a place where students learn to live in society and where they can exercise their citizenship.

Certain professionals are more involved than others in the Entrepreneurship program. Academic and career information counsellors, guidance counsellors, and spiritual life and community involvement animators all play a role, each in his or her own way, in helping students develop the two competencies. They may act as resource persons, initiators of entrepreneurial projects or intermediaries facilitating contact with the community.

Administrative Personnel

Members of the administrative team play an undeniable role in implementing this program. Both students and teachers can ask for their participation as partners in designing and carrying out entrepreneurial projects. Administrative personnel can make it easier to reach out to the community and to access human, material, technical or financial resources within the school. They can also help students clarify the image they have of entrepreneurship by sharing their expertise in the area of management.

The Community

The community provides the impetus for entrepreneurial experiences. It is helpful for the school to enlist the collaboration of various organizations and to establish good relations with resource persons. These resource persons could come to class to speak about their day-to-day work, their career path or their involvement in the community, and so provide concrete examples of the entrepreneurial spirit. It would also be beneficial for students to meet resource persons in the workplace in order to understand the implications of their involvement in their organizations.

The community provides the impetus for entrepreneurial experiences.

As well, students should be aware of the various organizations to which they can turn for new ideas for projects and to make contacts, build networks and expand their vision of the entrepreneurial experience, all of which will help them construct their entrepreneurial profile and determine the type of involvement they are suited for. Promotional officers with the Carrefours jeunesse-emploi (CJE) and the Coopératives de développement régional (CDR), entrepreneurship clubs and representatives of the Centres locaux de développement (CLD) and chambers of commerce are all potential partners who can facilitate the implementation of projects and help students to better define their entrepreneurial profile.

Material and Documentary Resources

In order to carry out entrepreneurial projects and get to know the community and its needs, students must have access to a vast array of material and documentary resources. The classroom must be a rich and stimulating place where they can consult books, prospectuses, Web sites and other media, and where they can easily access the information and resources they need.

In addition, exchanges between students are an integral part of entrepreneurial experiences, and the classroom layout should take this into account. Various other workspaces should also be available.

Meaningful, Open-Ended, Complex Learning and Evaluation Situations

Diversified entrepreneurial experiences are the very essence of the learning and evaluation situations through which the competencies targeted in the program are developed. Although they are closely linked, the two competencies can be treated separately.

The learning and evaluation situations associated with the competency *Determines his/her suitability for entrepreneurship* must allow students to share their experiences and understand how these experiences have helped them to construct their entrepreneurial profile and to determine the type of involvement corresponding to that profile.

There are differences between the two-credit and four-credit courses, especially with respect to the degree of guidance and supervision students receive. For instance, in the two-credit course, a meeting with an entrepreneur could be organized by the teacher and take place in the classroom. In the four-credit course, students could take it upon themselves to meet with an entrepreneur in the workplace and then give a class presentation on the meeting.

Carrying out entrepreneurial projects is the best way to introduce students to entrepreneurship. Being involved in several projects allows students to experiment with different roles, to assume various responsibilities and to develop competencies. The number, scope and complexity of the projects will vary depending on the amount of time available.

Any entrepreneurial project centres on a broad area of learning and stems from a real need in the community that students seek to meet in an innovative way by providing a good or a service or putting on an event. In the two-credit course, students carry out projects leading to one type of end result, whereas in the four-credit course, there are at least two.

When choosing a project, students must have enough self-knowledge to determine which project is of real interest to them and poses a challenge they wish to meet, taking into account their interests and aptitudes. They must also make sure the project will have positive spinoffs for the community for which it is intended. This could foster or strengthen students' feeling of belonging to the community. In the two-credit course, projects should focus on the students' immediate community: their school, neighbourhood or town. Students enrolled in the four-credit course can venture further afield by carrying out projects that target the wider community within or outside Québec.

An entrepreneurial project results from the work of an entire team, whose cohesion will facilitate project management and the related decision making. It is therefore important that students recognize that any person who is involved in an entrepreneurial project, regardless of his or her role, contributes to its success. This awareness could also motivate students to give of themselves, which is essential to the entrepreneurial spirit.

For students, involvement in implementing an entrepreneurial project implies choosing the project themselves, determining how it will be carried out and assuming responsibilities that are in keeping with their interests and entrepreneurial profile. Each student taking part in the project should contribute to its progress throughout and show autonomy, solidarity and responsibility.

The table below shows the main characteristics of an entrepreneurial project.

Characteristics of an entrepreneurial project
<ul style="list-style-type: none">– It meets a real need in the community.– It gives rise to innovative action through the creation of a good, a service or an event.– It elicits enthusiasm and commitment from students, since it reflects their interests.– It creates value in the community for which it is intended.

The topics dealing with competency development provide guidelines for determining the complexity of the situations for students, depending on whether they are enrolled in the two-credit or four-credit course. It should be noted, however, that these guidelines may vary with the students' background in entrepreneurship.

Evaluation Adapted to Students

In the spirit of the Québec Education Program and in accordance with the *Policy on the Evaluation of Learning*, evaluation should be seen in terms of two primary purposes: support for learning and recognition of competencies.

Whether they are working alone or in teams, students play a central role in their own entrepreneurial experiences. Consequently, they must be actively involved in their own evaluation. Self-evaluation, coevaluation and evaluation by classmates are all ways to fuel reflection. This participation helps to give them responsibility for their learning and to make them more autonomous.

The teacher guides and supports students in their learning process. He or she must see that evaluation takes place regularly and that relevant and sufficient records are kept in order to back up his or her assessment of their strengths, limitations and degree of competency development. Specifications, portfolios, evaluation grids and logbooks are all useful in this regard.

The teacher must pay special attention to the evaluation of the competency *Determines his/her suitability for entrepreneurship*, since development of this competency enables students to clarify their conception of entrepreneurship and the role they can play in this regard. From one project to the next, the teacher encourages them to change roles so that he or she can observe them in different situations. The teacher should make the students realize that evaluation is not solely based on the extent to which the project is successful, but on the entrepreneurial qualities they have developed or consolidated and on their ability to use strategies and resources and knowledge they have acquired. Even an unsuccessful project must be regarded as a success if in reviewing their work, students develop greater self-knowledge and become more aware of what entrepreneurship involves.

At the end of the year, the teacher relies on information gathered throughout the year during learning activities and on the scales of competency levels in order to make a judgment on competency development.

Competency 1 Determines his/her suitability for entrepreneurship

Action helps students know themselves because they can experiment with the result.
Denis Pelletier

Focus of the Competency

In order to increase their awareness of entrepreneurship, the students must become familiar with its characteristics. Studying profiles of entrepreneurs or meeting with them, and visiting companies and organizations are all ways of doing this. It is important that students take the time before, during and after each activity to reflect on and share what they have learned so that they can gradually construct their entrepreneurial profile and better determine their suitability for entrepreneurship.

In constructing their profile, students pay particular attention to the entrepreneurial qualities they acquired or strengthened while carrying out their projects and to their ability to use the appropriate strategies and resources.

Sharing entrepreneurial experiences helps students to determine their suitability for entrepreneurship. By exchanging ideas with their classmates, students have a chance to compare their views of entrepreneurship with those of others, to consider the most meaningful aspects of their respective experiences and to identify the particular requirements of entrepreneurship. Each entrepreneurial experience allows students to examine their ability to take actions and to identify their strengths and limitations. They broaden their areas of interest and recognize what they have learned from the experience and identify opportunities for applying this learning to new experiences.

Little by little, students define the type of involvement that corresponds to their entrepreneurial profile. On the basis of what they discover about themselves, they set personal challenges, taking into account their limitations. They examine their willingness to put their learning into practice in their daily life and, eventually, in starting up a business or as an intrapreneur working for an organization.

Key Features of Competency 1

Determines his/her entrepreneurial profile

Recognizes his/her entrepreneurial qualities • Determines his/her ability to use appropriate strategies • Determines his/her ability to use necessary resources

Broadens his/her view of entrepreneurship

Compares his/her entrepreneurial profile with those of classmates • Identifies the requirements of entrepreneurship • Identifies the meaningful aspects of entrepreneurial experiences • Identifies the type of involvement that corresponds to his/her profile

Determines his/her suitability for entrepreneurship

Looks critically at his/her entrepreneurial profile

Assesses his/her ability to take action • Defines his/her areas of interest • Recognizes his/her strengths and limitations • Observes the effect of his/her experience on his/her type of entrepreneurial involvement • Determines areas for improvement

End-of-Year Outcomes

In terms of the definition of his/her entrepreneurial profile, the student:

- makes connections between his/her entrepreneurial qualities and action taken
- explains the contribution others have made to his/her entrepreneurial profile
- sets personal challenges

In terms of the justification of his/her type of involvement, the student:

- makes connections between his/her entrepreneurial profile and the type of involvement he/she is suited for
- makes connections between his/her entrepreneurial experiences and the requirements of entrepreneurship

Evaluation Criteria

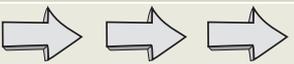
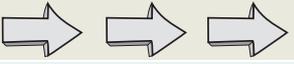
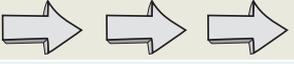
- Definition of his/her entrepreneurial profile
- Justification of his/her type of involvement

Development of the Competency *Determines his/her suitability for entrepreneurship*

Two-credit course

Teachers may use the following table to vary the degree of difficulty of the learning and evaluation situations they offer students. They will find guidelines for beginning the process with the students and increasing the complexity of the situations. At the outset, it is assumed that students are embarking on an

entrepreneurial project for the first time. However, some students may already have been involved in such projects, which may help them to develop this competency more quickly.

Parameters	Variation of the Parameters		
	Beginning of the Program		End of the Program
Mobilization in context	The teacher helps students recognize the entrepreneurial qualities they have acquired and those they have consolidated.		
	The teacher has the students share their conception of entrepreneurship.		The teacher has the students discuss the relationship between their entrepreneurial experiences and their conception of entrepreneurship.
	The teacher helps students to determine what they believe to be their entrepreneurial profile and their type of involvement.		The teacher helps students to determine what influenced their entrepreneurial profile and type of involvement.
	Beginning of the Program		End of the Program
Resources	The teacher puts students in touch with community resources (resource persons, organizations, documentation centres, etc.).		Students make contact with community resources chosen from among those suggested by the teacher.
	Beginning of the Program		End of the Program
Reflection	The teacher encourages students to set aside time for reflection.		Students plan periods of reflection.
	The teacher has students determine what they will reflect on.		Students determine what they will reflect on.
	The teacher sets challenges for students to help them improve their entrepreneurial profile.		Students set personal challenges related to their entrepreneurial profile.

Development of the Competency *Determines his/her suitability for entrepreneurship*

Four-credit course

Teachers may use the following table to vary the degree of difficulty of the learning and evaluation situations they offer students. They will find guidelines for beginning the process with the students and increasing the complexity of the situations. At the outset, it is assumed that students are embarking on an

entrepreneurial project for the first time. However, some students may already have been involved in such projects, which may help them to develop this competency more quickly.

Parameters	Variation of the Parameters		
	Beginning of the Program	  	End of the Program
Mobilization in context	The teacher helps students recognize the entrepreneurial qualities they have acquired and those they have consolidated.		
	The teacher has the students share their conception of entrepreneurship.		Students discuss the requirements of entrepreneurship.
	The teacher helps students to determine what they believe to be their entrepreneurial profile and their type of involvement.		Students explain their entrepreneurial profile and the type of involvement they are suited for.
	Beginning of the Program	  	End of the Program
Resources	The teacher puts students in touch with community resources (resource persons, organizations, documentation centres, etc.).		Students approach community resources they have identified.
	Beginning of the Program	  	End of the Program
Reflection	The teacher encourages students to set aside time for reflection.		Students plan periods of reflection.
	The teacher has students determine what they will reflect on.		Students determine what they will reflect on.
	The teacher sets challenges for students to help them improve their entrepreneurial profile.		Students set personal challenges related to their entrepreneurial profile.

COMPETENCY 2 Implements an entrepreneurial project

If students themselves design a project that is of interest to them, they will make the effort to acquire the knowledge and take the action needed to carry it out.

Gabriel Gosselin

Focus of the Competency

How better to sensitize students to entrepreneurship than to have them carry out an entrepreneurial project for which they take primary responsibility? Carrying out an entrepreneurial project requires forming a team of students who will be working together and who are all agreed on the project. The class provides a pool of diverse competencies from which students can draw to form their teams.

Students who work together on an entrepreneurial project increase their understanding of the community for which it is intended. They must make sure the project meets a community need in an innovative and realistic way, define the target group and consider market trends. It is also important that they be committed to the project, because they will find it meaningful and rewarding only if they have chosen it, are committed to it and feel that they are capable of meeting the challenges involved.

Only then will the team have the elements required to define the project and assign tasks to the team members according to their interests, their aptitudes and the challenges they have set for themselves. The team's effectiveness will be enhanced by the variety of aptitudes brought to the table by the members.

To define their entrepreneurial profile, students must take on a variety of responsibilities throughout the year. They should be encouraged to play different roles in the projects in which they take part. Furthermore, initiative, autonomy and involvement in decision making should be emphasized.

3. Entrepreneurial indicators are defined in terms of effectiveness, efficiency and relevance. They are formulated as questions, such as: Did the activities make it possible to achieve the objectives? Would activities that are less expensive in terms of resources have achieved the same result? Did the activities make it possible to meet the need identified?

In the planning stage, the team describes the project, indicating the desired results. Depending on the responsibilities associated with his or her duties, each team member identifies the necessary resources and chooses partners from the class or the community who will provide outside support for the project. The team draws up a schedule that indicates the different steps of the project and their deadlines.

Throughout project implementation, students carry out regulation on an ongoing basis. To do so, team members formulate entrepreneurial indicators³ that will allow them to assess the realism and feasibility of their undertaking. In carrying out an entrepreneurial project, it is important to provide for a certain amount of flexibility, in order to allow effective resolution of any problem that may arise. Students must therefore anticipate difficulties as they go along, and devise strategies to deal with them.

By taking on responsibilities associated with their tasks, students contribute to the success of the project. They show a sense of organization in managing resources and meeting deadlines.

Interaction plays an important part in any entrepreneurial project. Team members must maintain good relations with their network of partners and learn to adjust their language to that of the people they deal with (e.g. other team members, resource persons in the community, clients).

They should also develop different communication and problem-solving strategies in order to create an atmosphere conducive to meeting challenges and to make the most of the expertise of their partners.

Students who undertake a project use entrepreneurial indicators they have agreed to beforehand in order to evaluate action taken. They learn to deal with the differences between actual and expected results. They analyze their successes and mistakes in order to learn lessons that can be useful to them in future projects. Such reflection will also help them construct their entrepreneurial profile and clarify their type of involvement.

Key Features of Competency 2

Chooses an entrepreneurial project

Determines a community need on which a consensus has been reached

- Considers a range of possible projects to meet this need
- Considers each team member's interests, aptitudes and personal challenges
- Agrees on an innovative and realistic response

Plans the project

Plans the tasks to be carried out

- Determines the responsibilities of each team member
- Specifies the necessary resources
- Finds partners
- Draws up a schedule for carrying out the project
- Formulates entrepreneurial indicators
- Anticipates difficulties
- Plans strategies to deal with difficulties
- Plans an ongoing regulation process

Implements an entrepreneurial project

Evaluates the project

Examines activities carried out in light of the indicators retained

- Explains the results obtained
- Recognizes what can be reapplied from past experiences

Carries out the project

Uses the appropriate resources

- Adheres to the project schedule
- Resolves difficulties as they arise
- Reworks the project if necessary
- Adapts his/her interactions

End-of-Year Outcomes

In terms of the quality of his/her contribution to an entrepreneurial project, the student:

- collaborates in decision making throughout the project
- acts in accordance with his/her responsibilities
- makes adjustments as opportunities or difficulties arise

In terms of the appropriateness of actions taken in implementing an entrepreneurial project, the student:

- verifies the entrepreneurial characteristics of the project
- uses effective strategies
- uses entrepreneurial indicators
- uses the appropriate resources

Evaluation Criteria

- Quality of his/her contribution to an entrepreneurial project
- Appropriateness of actions taken in implementing an entrepreneurial project

Development of the Competency *Implements an entrepreneurial project*

Two-credit course

Teachers may use the following table to vary the degree of difficulty of the learning and evaluation situations they offer students. They will find guidelines for beginning the process with the students and increasing the complexity of the situations. At the outset, it is assumed that students are embarking on an

entrepreneurial project for the first time. However, some students may already have been involved in such projects, which may help them to develop this competency more quickly.

Parameters	Variation of the Parameters		
	Beginning of the Program	  	End of the Program
Mobilization in context	The teacher verifies the entrepreneurial characteristics of the project.		Students verify the entrepreneurial characteristics of the project.
	The teacher helps students assume the responsibilities associated with their tasks.		Students assume the responsibilities associated with their tasks.
	The teacher helps students choose the form the end result of the project will take (good, service, event), depending on the need identified.		Students choose the form the end result of their project will take (good, service, event) and justify it.
	Beginning of the Program	  	End of the Program
Resources	The teacher helps students choose the resources they will use.		Students choose the resources they wish to use.
	The teacher helps students determine the strategies they will use.		Students determine the strategies they will use.
	Beginning of the Program	  	End of the Program
Reflection	The teacher helps students formulate entrepreneurial indicators.		Students formulate entrepreneurial indicators.
	The teacher helps students determine times for regulation.		Students determine times for regulation.
	The teacher helps students identify situations in which they can apply what they have learned.		Students identify situations in which they can apply what they have learned.

Development of the Competency *Implements an entrepreneurial project*

Four-credit course

Teachers may use the following table to vary the degree of difficulty of the learning and evaluation situations they offer students. They will find guidelines for beginning the process with the students and increasing the complexity of the situations. At the outset, it is assumed that students are embarking on an

entrepreneurial project for the first time. However, some students may already have been involved in such projects, which may help them to develop this competency more quickly.

Parameters	Variation of the Parameters		
	Beginning of the Program	  	End of the Program
Mobilization in context	The teacher verifies the entrepreneurial characteristics of the project.		Students verify the entrepreneurial characteristics of the project.
	The teacher helps students assume the responsibilities associated with their tasks.		Students assume the responsibilities associated with their tasks.
	The teacher helps students choose the form the end result of the project will take (good, service, event), depending on the need identified.		Students choose the form the end result of their project will take (good, service, event) and justify it.
	Beginning of the Program	  	End of the Program
Resources	The teacher helps students choose the resources they will use.		Students choose the resources they wish to use, and justify their choice.
	The teacher helps students determine the strategies they will use.		Students determine the strategies they will use.
	Beginning of the Program	  	End of the Program
Reflection	The teacher helps students formulate entrepreneurial indicators.		Students formulate entrepreneurial indicators.
	The teacher helps students determine times for regulation.		Students determine times for regulation.
	The teacher helps students identify situations in which they can apply what they have learned.		Students identify situations in which they can apply what they have learned.

Small projects carried out quickly and regularly are a source of pride and help develop a feeling of belonging and confidence.
Paul-Arthur Fortin

In order to determine their suitability for entrepreneurship and to implement an entrepreneurial project, students develop or consolidate entrepreneurial qualities, using different types of strategies and resources. They also acquire knowledge related to entrepreneurship. They become familiar with the realities of their immediate socioeconomic and cultural environment and that of the community.

Whether they are enrolled in the two-credit or the four-credit course, students develop the same competencies and the same entrepreneurial qualities. They use the same strategies and the same resources. However, the knowledge to be acquired varies according to the number of credits.

Table of Program Content

Entrepreneurial Qualities			
– Autonomy	– Determination	– Perseverance	– Flexibility
– Ability to adapt	– Commitment	– Rigour	– Tolerance for stress
– Cooperation	– Team spirit	– Effort	
– Creativity	– Initiative	– Sense of responsibility	
– Resourcefulness	– Leadership	– Solidarity	
Strategies			
Communication strategies <ul style="list-style-type: none"> – Indicating the information to be contained in the message – Taking the audience into account – Choosing one or more means of communication – Listening to the viewpoints of others – Taking advantage of the exchange of ideas – Taking a position – Defending his/her choices using pertinent arguments – Being open-minded 	Exploration strategies <ul style="list-style-type: none"> – Using reference tools – Making the most of the experiences of his/her classmates – Verifying the pertinence and accuracy of information gathered – Using brainstorming – Refining his/her information research – Taking account of the expertise of resource persons – Making visits in his/her community 	Conflict-management strategies <ul style="list-style-type: none"> – Evaluating the situation – Determining the positions of the different stakeholders – Establishing the facts – Looking for solutions – Arriving at a consensus for a solution – Planning terms and conditions 	
Problem-solving strategies <ul style="list-style-type: none"> – Identifying the problem – Looking for solutions – Listing the consequences of each solution – Organizing solutions according to their spinoffs – Choosing the best solution – Verifying the pertinence of the solution with respect to the goal 	Metacognitive strategies <ul style="list-style-type: none"> – Setting personal objectives – Comparing his/her entrepreneurial qualities with those expected of an entrepreneur – Taking time for personal reflection – Gauging his/her degree of involvement in the project – Taking account of his/her errors and successes – Modifying his/her way of doing things, if necessary – Reviewing the strategies used 	Decision-making strategies <ul style="list-style-type: none"> – Determining the context – Analyzing proposals – Taking account of the viewpoints of others – Building a consensus – Anticipating opportunity costs – Planning alternative solutions 	
Reflection and review strategies <ul style="list-style-type: none"> – Basing his/her reflection on facts rather than impressions – Discussing his/her experience with classmates – Asking classmates for suggestions for improvement 			
Resources			
– Financial	– Material	– Human	– Technical

Knowledge Related to Entrepreneurship	
Two credits	Four credits
<ul style="list-style-type: none"> - Need - Target client base - Cost - Opportunity cost - Market study - Supplier - Supply and demand - Action plan - Intellectual property - Network - Business services <ul style="list-style-type: none"> • administration • marketing • finance • human resource management • production • research and development - Market trends 	<ul style="list-style-type: none"> - Need - Target client base - Competition - Working conditions - Cost - Opportunity cost - Market study - Remuneration factors - Types of companies <ul style="list-style-type: none"> • cooperative • limited company • etc. - Supplier - Legislation pertaining to work - Organization - Supply and demand - Action plan - Profit - Intellectual property - Regulation - Network - Risk - Business services <ul style="list-style-type: none"> • administration • marketing • finance • human resource management • production • research and development - Market trends
Types of end results <ul style="list-style-type: none"> - Goods - Services - Events 	
Types of involvement <ul style="list-style-type: none"> - Self-employed worker - Entrepreneur - Intrapreneur 	

Socioeconomic and Cultural Elements

Elements of the Student's Immediate Context	Elements of the Immediate Community
<ul style="list-style-type: none">- Family history in the area of entrepreneurship- Perception of the role of self-employed workers, entrepreneurs and intrapreneurs- Perception of the role of employee- Values associated with entrepreneurship- Values associated with work	<ul style="list-style-type: none">- Local entrepreneurs- Community organizations (public and private)- Community profile- Sectors of activity- Size of companies

Cultural References

While it is a good idea to introduce students to major national and international entrepreneurs in order to increase their awareness of entrepreneurship and encourage them to develop an entrepreneurial spirit, the main thrust of the program is to familiarize students with entrepreneurial people in their region. The reason for this is that students are more likely to identify with these people and be influenced by them.

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Webography

Annotated List of Web Sites

1. Défi de l'entrepreneuriat jeunesse

www.defi.gouv.qc.ca

This portal features documents produced by the Ministère de l'Éducation, du Loisir et du Sport for teachers (tools, companion documents and reference works available on-line).

2. Portail d'affaires des jeunes entrepreneurs

www.paje.ca

This portal for young entrepreneurs, which was developed by the Service d'aide aux jeunes entrepreneurs (SAJE) Montréal Métro with the support of Défi de l'entrepreneuriat jeunesse, is a research and consultation resource that offers documentation, models and Internet links pertaining to starting up and operating a business.

3. Réseau des carrefours jeunesse-emploi du Québec

www.cjereseau.org/en/index.php

This portal provides contact information for youth employment centres (Carrefours jeunesse-emploi or CJE) in all regions of Québec. It also helps students gain access to the services of entrepreneurship promotion officers and to the activities developed by them.

4. RÉCIT du domaine du développement professionnel

www.recitdevprof.qc.ca

This site provides teachers with information regarding the programs in the Career Development subject area and allows them to participate in a forum.

5. Portail Entrepreneuriat

<http://inforoutefpt.org/entrepreneuriat/>

This portal features a range of tools, measures and companion guides aimed at guiding and supporting students in their entrepreneurial journey.

6. Info entrepreneurs

www.infoentrepreneurs.org

This portal provides teachers with a variety of useful information. The "Idea" and "Start-Up" sections contain a lot of useful information and are particularly interesting.

7. Jeune chambre de la Mauricie

www.jccm.qc.ca/guide

This portal provides access to the guide *Prends ta place, viens brasser des affaires*. The guide contains information and activities that allow students to become familiar with the steps involved in starting a business. The "Idée" and "Entrepreneur" sections are particularly interesting in the context of the Entrepreneurship program.

8. Jeune Coop

www.coopquebec.coop

This site contains pedagogical resources that help prepare young people to become responsible citizens able to play a full and active role in society and its development. Several tools such as electronic tools and activity suggestions are also available on this site.

9. Atlantic Canada Opportunities Agency (ACOA)

<http://www.acoa-apeca.gc.ca/English/Pages/home.aspx>

This site features a range of information about the development of a business plan, under the heading "Business Tools."

10. Rogers-J.-A.-Bombardier Chair of Entrepreneurship

neumann.hec.ca/chaire.entrepreneuriat/Liste_sites_Internet_Entrepreneuriat_PME_2007.pdf

This site lists a variety of Web sites dealing with entrepreneurship. It includes sites on entrepreneurial ethics and social responsibility, intellectual and industrial property, and model business plans.

WEBOGRAPHY UPDATE

The Webography on page 27 of the program has been updated so that sites that are no longer available have been removed and new ones have been added. In addition, the URLs have been given for the English version of the sites listed, where they exist.

Webography

Annotated List of Web Sites¹

1. Défi de l'entrepreneuriat jeunesse

<<http://www.defi.gouv.qc.ca>>

This French-language site features documents produced by the Ministère de l'Éducation, du Loisir et du Sport for teachers (tools, companion documents and reference works available on-line). It also contains some documentation in English.

2. Youth Employment Services

<<http://www.yesmontreal.ca/yes.php>>

This site provides English-language support services to young Quebecers to help them start businesses. The "Entrepreneurship" section contains a lot of useful tools, links to resources and a video clip geared toward young people. Workshops are available to young people at little or no cost.

3. Réseau des carrefours jeunesse-emploi du Québec

<<http://www.cjereseau.org/en/index.php>>

This site provides contact information for youth employment centres (Carrefours jeunesse-emploi or CJE) in all regions of Québec. It also helps teachers and students gain access to the services of entrepreneurship promotion officers and to the activities developed by them.

4. RÉCIT and LEARN

<<http://www.recitdevprof.qc.ca>>

This site provides teachers with information regarding the programs in the Career Development subject area and allows them to participate in a forum. This site is available in French only.

<http://learnquebec.ca/en/content/curriculum/career_dev/>

This site provides teachers with information regarding the programs in the Career Development subject area.

5. Portail Entrepreneuriat

<<http://inforoutefpt.org/entrepreneuriat/>>

This French-language site features a range of tools, measures and companion guides aimed at guiding and supporting students in their entrepreneurial journey. It also contains some documentation in English.

6. Be Your Own Boss: Is Self-Employment for Me?

<<http://www.careerprep.ab.ca/pickupkits.htm>>

This pedagogical resource contains a simple lesson plan focusing on the skills and characteristics associated with being an entrepreneur. In addition, it encourages students to identify and assess needs in their community in order to develop potential business plans.

7. Centre for Entrepreneurship Education and Development

<<http://ceed.info/>>

This site contains resources for teachers and students, including video logs, a forum, quizzes, testimonials, etc. Under the heading "Entrepreneur's Toolbox," you can find downloadable documentation, including a list of Web sites dealing with entrepreneurship.

8. Canada Business – Services for Entrepreneurs

<<http://www.canadabusiness.ca/eng/>>

This government of Canada site features a range of information for entrepreneurs. Under the heading "Starting a Business," users can learn how to develop a business plan and find out the things they need to consider before starting a business.

1. This list is not exhaustive.