

## 1. Teachers' motivation and conviction

*Teachers must believe in themselves and in their students in order to convincingly assume their roles as guides.*

## 2. Students' ownership of the project

*The more closely students are involved in making key decisions, the more motivated and committed they will be, and the more likely to have a positive experience.*

## 3. Equal participation by all the students involved

*If the project is run by only a few students in a class, the discrepancy in status among the students is exacerbated: the students following orders become discouraged by the project while the leaders gain self-confidence.*

## 4. Realistic challenges for all . . . for both students and teachers

*If experienced teachers were to give advice to their colleagues just starting out in entrepreneurship, it would be to **go step by step**, and to begin with a small project.*

*The pride that students feel is directly related to the effort they have invested in the project and the satisfaction of achieving their objectives and seeing the final result.*

## 5. Support from the school and community

*Teachers who were surveyed by questionnaire and interviewed agreed that **the support of the school and community is essential**, most importantly that of:*

- **their principal and other administrators** (100%)
- **their colleagues** (in order to work as a team and help each other out) (95%)
- **parents** (83%) and **resources outside the school** (75%)

## 6. Access to financial and material resources

*Access to suitable premises and a start-up budget were frequently mentioned as key factors in facilitating an entrepreneurial project in the school.*

- **91% of teachers surveyed agreed that "Having financial resources is a very important (76%) or an important (15%) success factor."**

## 7. Profile of the project outside the classroom

*The majority of students in focus groups said that what they liked best and were most proud of and what encouraged them most during their project was all related to the presentation of their project to others.*

*The feelings of personal success and pride were stronger among young people who had presented their projects outside the classroom and especially outside the school (to parents, the media, etc.).*

## 8. Feedback from students

*The ability of students to share the impact of their entrepreneurial experience is much greater among those who gave regular feedback about their experience at each step of the project, from conception to final evaluation. These students were more aware of the additional benefits of the project to themselves, their class and their community.*

## 9. Adequate planning

*The students surveyed mentioned the importance of planning the steps of the project well while remaining open and flexible in order to adapt as the project evolved.*

*They also stressed the benefits of receiving guidance in the first years of an entrepreneurial project and how this facilitated its organization.*

## 10. Frequency of entrepreneurial projects in their school experience

*The beneficial effects of projects were even more significant among students and teachers who had previous experience with other entrepreneurial projects.*

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<sup>1</sup> The success factors are based on observations made in 10 focus groups composed of elementary and secondary school students and collected in 10 individual interviews with teachers from the following regions: Estrie (Eastern Townships), Mauricie, the Capitale-nationale region, the Chaudière-Appalaches region and Montréal. They are also based on comments made on questionnaires distributed to 50 teachers before and after they undertook an entrepreneurial project in the classroom.

# Some pertinent facts

## involved in undertaking an entrepreneurial project in a disadvantaged area

### • Assimilation of disciplinary content

The benefits related to motivation to be in the classroom are greater when the entrepreneurial project has been carried out in class.

- All the teachers interviewed agreed that they were **easily able to integrate disciplinary content into their project**. The subjects most often mentioned were the language of instruction, mathematics, ethics and religious culture, the arts, science and technology and multimedia.
- In response to the question **“What did you like best about the project?”** a majority of the students surveyed answered “learning in a different way.”
- In response to the question **“What are you most proud of?”** the majority of the students’ answers were related to **their learning**.

### • Renewal of pedagogical practices

Among teachers surveyed, **95%** of them said that they were in agreement with the statement: **“Undertaking an entrepreneurial project enabled me to take on new challenges.”**

As in any process of change, the teachers who had the benefit of **guidance** (whether from their colleagues, their administration, external resources, education consultants, guidance counsellors or others) to help them organize their project stated that this support allowed them to adapt their teaching practices without adding to their workload.

These teachers were better able to integrate their course content into their entrepreneurial project. The more experienced teachers stated that for them the entrepreneurial project facilitated the implementation of the Québec Education Program in their classrooms, both at the elementary and at the secondary levels.

### • Life cycle of a project

- In response to the question “How did you feel when you were working on the project?” the students’ answers **varied from “motivated” to “discouraged.”**

While working on an entrepreneurial project, teachers and students surveyed reported that they went through **waves of motivation and discouragement, according to the evolution of the project**. This is attributable to the life cycle of any project, according to the challenges encountered, the solutions found and the progress being made toward the targeted objective.

All agree that **“it is necessary to persevere, because the satisfaction is so great when we arrive at our goal**, especially when we succeed with a project that we weren’t even sure it would be possible to accomplish.”

### • Where does the idea come from?

In answer to the question “Where did the idea for the project come from?” the teachers gave the following answers:

- from the teacher (54%)
- from the administration (38%)
- from the students (34%)
- from outside resources (13%)
- from a member of the school staff (12%)
- from parents (3%)
- other (2%)

The teachers interviewed **all stressed the importance of involving students in the choice of ideas for the project and at each step of the undertaking**. In this way, the students’ motivation and commitment to the project is reinforced and they are able to truly make it their own. **“It has to come from them”** was a comment frequently repeated by these teachers.

**For students, the benefits of the project are directly related to their ownership of the project and their degree of commitment**. When they feel they are taking part in the decision-making process, especially in the choice of project, the benefits to the students are even greater.

IN PARTNERSHIP WITH:

