

Highlights

of the benefits of entrepreneurial projects in disadvantaged areas¹

94% of teachers agreed that **“Undertaking an entrepreneurial project served as an effective teaching tool for working in a disadvantaged environment.”**

Benefits to students:

- **Self-confidence:**

- 95% of teachers were in agreement with the statement: **“Carrying out an entrepreneurial project helped a student with a learning difficulty to become more self-confident.”**
- 82% of students were in agreement with the statement: **“Participating in an entrepreneurial project made me feel proud of myself.”**
- 77% of students were in agreement with the statement: **“Participating in an entrepreneurial project helped me to develop confidence in myself. I feel more capable of doing new things and not so afraid of making mistakes.”**

“We are in a neighbourhood where young people need to gain self-esteem in concrete ways through different projects so that they can develop their entrepreneurial qualities, become active citizens and acquire the ambition to do something with their lives.”
– special education teacher, CS Marguerite-Bourgeois



“Now I know that I can go far in my life.” – 16-year-old student in special education, CS Marguerite-Bourgeois

“I’m proud of myself. I’ve a lot more confidence in myself.” – Elementary 5 student, CS de l’Énergie

- **Academic motivation:**

- 97% of teachers said that they were in agreement with the statement: **“Undertaking an entrepreneurial project in the classroom inspired students with motivation to be in class.”**
- 88% of secondary school teachers and 77% of elementary school teachers said that they were in agreement with the statement: **“Carrying out an entrepreneurial project helped change the image of school among some students who had a negative perception of it.”**
- 76% of elementary students and 57% of secondary students said that they were in agreement with the statement: **“Participating in an entrepreneurial project in class motivated me to come to school.”**
- In response to the question asked of students in focus groups, **“What did you like best about the project?”** a majority answered, **“The classes were more interesting. I felt more like going to school.”**

“This makes me want to go to school.” – Elementary 6 student, CS de l’Énergie



“I started to like school. I had never liked school before. Before the project I wanted to drop out, but with the project I don’t want to drop out anymore. . . . I want to keep on learning through the project and do other projects.”
– 15-year-old student in special education, CS Marguerite-Bourgeois

- **Entrepreneurial profile:**

- 98% of teachers agreed that the entrepreneurial project **facilitated the development of the students’ entrepreneurial qualities.**

“I realized that if you want to do something, you can. You shouldn’t get discouraged by the size of the project. Even if you have difficulties you can succeed.” – 16-year-old student in special education, CS de l’Énergie

Most frequently observed entrepreneurial qualities developed during the project	
observed by teachers	observed by students
1) sense of responsibility	1) sense of responsibility
2) self-confidence	2) perseverance
3) solidarity and creativity	3) team spirit

¹ These data were compiled from questionnaires completed before and after projects by 801 students and 50 teachers from elementary and secondary schools in disadvantaged areas. The regions of Estrie, Mauricie, Montréal, Chaudière-Appalaches and the Capitale-Nationale were represented. The data were also collected in 10 focus groups held in full classes of elementary and secondary students and in 10 individual interviews with teachers in these regions. For more information: www.concours-entrepreneur.org – VALORIS section or 418-644-4255, ext. 2432.

- Self-understanding:

- 75% of students (83% in elementary school and 66% in secondary school) were in agreement with the statement: **“Participating in an entrepreneurial project in class helped me to get to know myself better, and understand my strengths and weaknesses.”**

“In the project I was able to try different things and I know more about what I want to do in my life.” – 15-year-old student in special education, CS de l’Énergie

The students discover strengths and things they can relate to in doing the project. They get to know themselves. – Elementary 5 teacher, CS de la Région-de-Sherbrooke



Benefits to teachers:

- Professional motivation:

- 91% of teachers were in agreement with the statement: **“Undertaking the entrepreneurial project made me understand the pleasure of teaching.”**
- 99% of teachers were in agreement with the statement: **“Undertaking the entrepreneurial project was stimulating.”**
- All teachers agreed that they **appreciated their experience of carrying out an entrepreneurial project with their students.**

“In doing the project I really remembered why I went into teaching.” – Secondary I teacher, CS de l’Énergie



- Diversification of teaching practices for students:

- 85% of teachers (89% at the elementary level and 77% at the secondary level*) were completely or mostly in agreement with the statement: **“Undertaking an entrepreneurial project in the classroom helped me to achieve my teaching objectives in a different way.”**

* For the secondary level the teachers questionnaires from one region could not be considered.

“For me, entrepreneurship is what makes teaching dynamic and significant. It is what makes my students like school, and what makes them learn and make connections.” – special education teacher, CS de la Région-de-Sherbrooke
“It’s more fun than working with books—you develop the same competencies, but in a fun way.”
 – Secondary I student, CS de l’Énergie

- Class management:

- In response to the question **“What are the main advantages for you of undertaking an entrepreneurial project?”** the majority of teachers replied that **the entrepreneurial project facilitated their class management.**
- 94% of teachers were completely or mostly in agreement with the statement: **“Undertaking an entrepreneurial project in the classroom mobilized students around a common objective.”**

“The project allowed us to form bonds and work together better in class. We got to know each other and learned to respect each other.” – Elementary 5 student, CS de l’Énergie



- Development of entrepreneurial qualities:

- 92% of teachers stated that the entrepreneurial project **helped them to develop their own entrepreneurial qualities.**
- The **three most frequently observed entrepreneurial qualities developed by teachers during the project were:**
 - 1) resourcefulness
 - 2) leadership
 - 3) perseverance

“For a teacher, choosing to undertake an entrepreneurial project means stepping out of our comfort zone, working in problem-solving mode, developing our own entrepreneurial skills before transmitting them to the students.”
 – special education teacher, CS de l’Énergie

IN PARTNERSHIP WITH:

