Éducation,
Loisir et Sport
Québec 🔲🔲

INTEGRATING ENTREPRENEURSHIP INTO THE GUIDANCE-ORIENTED APPROACH TO LEARNING

DOCUMENT DE TRAVAIL

Foreword

This document was produced to encourage and facilitate the development of an entrepreneurial culture in schools by integrating entrepreneurship into the guidance-oriented approach to learning. Its purpose is to reflect on and raise awareness of the passion and enthusiasm that entrepreneurship, when combined with the guidance-oriented approach, can generate among students, and on what the entrepreneurial culture can contribute to academic and career guidance activities for students.

The vision of the Youth Entrepreneurship Challenge, launched by the Québec Government in 2004, was to intensify the development of an entrepreneurial culture among Québec's youth. The Challenge is an integral component of the Québec Government's Youth Action Strategy 2009-2014 that sets out all the Government's actions for youth.

This document is intended mainly for teachers, education consultants and guidance counsellors–in other words, members of the school team. Its purpose is to provide them with the tools they need to support students as they embark on the adventure of self-discovery and learn to bring their plans to fruition. It was produced by a multidisciplinary team that included teachers, guidance counsellors, education consultants and experts in the field of education.

Readers may read the entire guide or select those chapters that best address their needs and interests.

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Introduction

Why entrepreneurship?

There is an increasing amount of evidence that there is a close connection between entrepreneurial activity and subsequent economic growth within a territory. New ventures not only help to support job creation, but also to renew national and regional industrial structures (the term "industrial structure" refers to the type of industry in a region or province, and the relationship between it and different sectors, for example, the relationship between agriculture, industry and service).

There is no doubt that entrepreneurship generates wealth and economic growth. It is also certain that the anticipated shortage of new entrepreneurs will hinder Québec's efforts to:

➢ maintain the employability (i.e. the ability of an employee to obtain or keep a job) of Québec's population
➢ maintain the variety of available jobs
➢ renew and diversify the industrial structure through innovation
➢ support local and regional development
➢ counter poverty and offer social outlets

Support is therefore essential, not only to help young people recognize the career opportunities available to them in a context of change, but also to provide Québec with a dynamic, competent new generation of workers. Schools provide an excellent forum for this type of awareness initiative, and the educational community is a valuable ally in fostering the emergence of an entrepreneurial culture.

Québec's current situation

Québec needs people able to treat social problems as challenges, unmet needs and opportunities for development. Although Québec's entrepreneurial future seems brighter in 2011 than in 2010, many challenges nevertheless remain, such as the fact that Québec has 1.7 times fewer entrepreneurs than the rest of Canada (Québec Entrepreneurship Index 2011).

The popular perception in Québec is that entrepreneurship is well structured and flourishing. The real situation, however, is somewhat different:

➢ a declining rate of entrepreneurship throughout Canada in the last 20 years
➢ fewer entrepreneurs in Québec
➢ a very low rate of venture creation
➢ a slightly lower survival rate among Québec firms than among firms in OECD (Organisation for Economic Co-operation and Development) countries

Why entrepreneurship in schools?

Entrepreneurship is increasingly perceived as a desirable career choice (62.6% of people in Québec, compared to 46.6% in the rest of Canada).[1] The actions taken in schools since 2004 have clearly influenced this perception. It is important to remember that the desire to become an

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[1] Fondation de l'Entrepreneurship (FDE), *Québec Entrepreneurship Index* [http://www.entrepreneurship.qc.ca/recherches-et-analyses/indice-entrepreneurial-quebecois].

entrepreneur can be developed at a young age, hence the importance of awakening the entrepreneurial potential of as many Quebeckers as possible.

There are many stakeholders who play a role in stimulating an entrepreneurial culture, including families, friends, relatives, schools, elected representatives, government, the media, support agencies, private business service providers, mentors and entrepreneurs themselves.

Research has revealed a number of benefits for students and teachers alike. The first chapter of this document provides more information on this topic.

Why entrepreneurship and the guidance-oriented approach to learning?

For self-knowledge and knowledge of the world of work

It is important to ask ourselves how entrepreneurship, combined with the guidance-oriented approach to learning in schools, can help foster personal development and a sense of identity among today's youth. For students, learning to know themselves as people and finding their place in the vast and constantly changing world of work is no simple task. Most do not know themselves well enough, and know very little about the world of work other than what they are able to observe in their everyday lives, from jobs held by friends and family, or from the social media. By combining entrepreneurship with the guidance-oriented approach to learning, schools will help them forge their own identities by putting them to work, giving

them the chance to experiment and make appropriate choices, and challenging them in tasks that will allow them to differentiate between what they are able to do easily and what is more difficult for them. These are just some of the ways in which schools can help their students achieve personal and professional fulfillment.

Experiencing entrepreneurship at school

Schools should therefore give their students opportunities to familiarize themselves with the world of entrepreneurship, learn to know themselves better, consider their own suitability for entrepreneurship and forge contacts with their community. Opportunities such as these help students develop their ability to take action and achieve fulfillment through their projects. They also enhance the general career-guidance process begun in previous years with the guidance-oriented approach to learning. Support from guidance counsellors is therefore vital, and can play a significant role in ensuring that the students' entrepreneurial experiences are consistent with their grade level and identity-related needs.

Many of the examples given in this Guide illustrate the importance of collaboration between teachers and other professionals in helping to optimize learning and allowing students to achieve their goals.

In short, every possible step must be taken to help students learn about and recognize themselves as people, develop their capacities to the fullest, and discover different occupations and trades, so that they are able to

seize opportunities available to them on the job market and make suitable, informed career choices.

Chapter 1 – What is entrepreneurship?

At École secondaire Saint-Exupéry

The Secondary I students at École secondaire Saint-Exupéry have launched a second-hand clothing store where people can buy trendy and inexpensive second-hand clothes in good condition. The garments to be sold are collected throughout the region by the students themselves and by community organizations, and the inventory is renewed regularly. Many students are involved, in the store and behind the scenes, in advertising, sales, administration and every other aspect of the store's operations.

The decision to open this store came as no surprise, either to the students or to their parents. The students had already been exposed extensively to an entrepreneurial culture at École primaire Petit-Prince and had come to understand, through activities and events, that values and aptitudes such as creativity and commitment were highly valued at their school. These values and aptitudes were integral parts of the projects that the students had carried out and sometimes even devised for themselves, including a community garden behind the school, healthy snacks prepared by students and financed by local businesses, and a calendar designed to make students aware that certain animal species were in danger of extinction.

However, not all the entrepreneurial initiatives taken by the elementary school students involved launching a business. More often than not, the students chose projects they felt were important, such as a very successful Halloween party that took several weeks to prepare. It was their project! They started it, and saw it through to completion. Their teachers recognized their entrepreneurial spirit and suggested that they might eventually develop this spirit even further. Thomas, like many students in the Elementary 4 class, already knew what the entrepreneurial spirit was: "It's when your good idea doesn't just stay in your head, it becomes real. It's like when someone said the town library could have a book of stories written and illustrated by students from our school. In September, it was just a thought. In June, it was real."

To understand what École primaire Petit-Prince and École secondaire Saint-Exupéry do in terms of entrepreneurship, it is important to explain the various terms that are used in the first chapter.

Entrepreneurship

> "Entrepreneurship refers to the appropriation and management of human and material resources with a view to finding, offering and implementing solutions that meet the needs of groups or individuals. Entrepreneurship involves an attitude that pushes individuals or groups to undertake a new activity and take steps to realize a dream or desire, with due consideration for the inherent risks".[2]
> [*translation*]

Beyond the economic standpoint and the popular perception that associates entrepreneurship with the idea of "launching a business," entrepreneurship is an elaborate concept that requires an individual to:

- adopt a position with regard to a given situation (e.g. it is unacceptable for students to come to class in the morning on an empty stomach)
- use strategies to recognize and examine a problem (e.g. why students come to school without eating)
- identify methods and potential solutions that will allow a project to succeed (distribute a leaflet entitled *A good, quick breakfast: You can do it*)

> Entrepreneurship in its broader sense should allow students to recognize challenges in everyday life, and develop and consolidate their self-awareness and knowledge of what to do and how to do it, so that they are able to take action and achieve fulfillment through their projects.

Entrepreneurship in schools is therefore aimed at all students, regardless of the roles they intend to play in their lives. Not only will students learn to identify unmet needs or dreams and goals to be achieved, but they will also see that by developing the desire to carry out a project, they are also learning to commit to and complete something. In other words, entrepreneurship can be a way to encourage students to become more motivated

academically and persevere both at school and in life in general. For this to be possible, schools must develop an "entrepreneurial culture," by providing students with different opportunities to learn more about entrepreneurship and about themselves (their "entrepreneurial profile"), and develop their "entrepreneurial spirit." It is therefore important to foster an entrepreneurial culture in schools and encourage students to develop their entrepreneurial profile and their entrepreneurial spirit.

Entrepreneurial culture

An entrepreneurial culture is

a set of values, convictions, know-how, self-awareness and the ability to respond, which shapes the behaviour of school staff and students towards entrepreneurship.

- **Values and convictions**: certainties, opinions, firm beliefs (for example, regarding school as an essential element of success, being sure they will eventually achieve goals, and being convinced they are able to influence or change the course of a life)
- **Know-how:** the practical skills that allow them to perform certain tasks (e.g. use a cash register, tag clothing, arrange clothing in a store window to attract customers)
- **Self-awareness:** personal qualities, "behavioural" knowledge (e.g. effort, creativity, independence, perseverance, resourcefulness, determination, leadership, solidarity)
- **Ability to respond:** action-related knowledge (e.g. applying strategies, working towards results, taking the initiative, assuming responsibility, using financial, human, material or technical resources)

Entrepreneurial culture resembles other cultures with which we are all familiar, such as musical, economic, scientific and artistic cultures. Having a musical culture means being familiar with the world of music (knowledge), as well as being interested in and ascribing importance to it (values and convictions). A musical culture emerges when students are placed in a musical environment. In addition, a musician's musical culture is composed of what he or she knows, likes and is able to do with his or her instrument. Similarly, entrepreneurial culture is composed of knowledge about entrepreneurship in its broader sense, and a positive attitude towards it. Entrepreneurial culture is what allows people to transform ideas into action (know-how, self-awareness and ability to respond), for example

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[2] Québec. Ministère de l'Éducation, du Loisir et du Sport (MELS). *Portfolio sur support numérique* http://www.mels.gouv.qc.ca/drd/tic/portfolio.html.

by setting up a clothing store at school or helping reduce the number of students who come to class on an empty stomach.

Bringing a culture to life through projects

The examples given at the beginning of this chapter show that an entrepreneurial culture is developed through the creative force of individuals and their community, through initiative and commitment to an entrepreneurial project, be it academic (homework help), sporting (school Olympics), cultural (school radio) or professional (second-hand clothing store, small appliance repairs) in nature. The more the school encourages the development of this culture within its walls, the better able students will be to commit to projects, not only at school but also in their personal lives and in the community. An entrepreneurial culture at school helps to create a dynamic between school and community, forging a relationship that may extend well beyond the classroom. Adults who have an entrepreneurial culture can help individual students to discover themselves as people, and to learn about what is available to them, through entrepreneurship in particular. It is the set of entrepreneurial actions organized by a school that will foster the creation of a true entrepreneurial culture and ultimately make a difference.

Bringing a culture to life through people

A school's entrepreneurial culture is visible through the large number of staff members involved in it, providing opportunities for students to obtain entrepreneurial experience and to think about and act on problems or needs connected to their own concerns. Not only does the emergence of an entrepreneurial culture at school allow students to consider the world around them, but it also fosters the development of an "entrepreneurial profile" and an "entrepreneurial spirit," and provides students with opportunities to learn more about entrepreneurship and view it as a means of entering the labour market.

Entrepreneurial profile

> **An entrepreneurial profile is**
> - a set of qualities, attitudes, values and abilities that allow students to bring a dream or idea to fruition, in order to achieve something

An entrepreneurial profile is a set of characteristics conducive to action, which generates the will and commitment to do something, and helps trigger a series of actions through which students complete what they have started. It includes qualities, attitudes and values such as the ability to take action, an open attitude to change, a willingness to work hard, creativity, independence, perseverance, a sense of responsibility, leadership and solidarity. Entrepreneurial qualities and attitudes differ from aptitudes, which are also part of the entrepreneurial profile, but which refer more to the idea of "doing something": applying strategies, working towards results, tolerating uncertainty and using appropriate resources, whether they be personal, financial, human, material, documentary or technical in nature.

> *Mélanie is in Secondary I. She knows she still has a lot to learn about entrepreneurship. She is not sure that she wants to be an entrepreneur when she finishes her studies, but she can already identify some aspects of her entrepreneurial profile: "I'm capable of acknowledging that another idea is better than mine. When I start something, I never miss a meeting unless I have the 'flu or something similar. I'm a leader. If I say something's worth doing, there are people who'll do it, because I was the one who said it. My Elementary 6 teacher made me realize that."*

Entrepreneurial spirit

> **Entrepreneurial spirit is**
> - the gradual, ongoing development of a student's ability to commit to, undertake and complete projects

"Entrepreneurial spirit" is a core element of entrepreneurial culture. "Entrepreneurial spirit is related to action. It is different from business spirit in that it does not necessarily involve

starting up a business or trying to make a profit."[3] Entrepreneurial spirit therefore refers to the gradual, ongoing development of the student's ability to commit to, carry out and complete projects. In other words, students are encouraged to "want to do" things, to move forward, create, innovate and be enterprising. It is a way of developing a student's passion for projects that satisfy his or her wishes and interests.

In some ways, entrepreneurial spirit becomes both an attitude and a skill that leads individuals to take initiatives and direct their own futures, viewing fears and obstacles as challenges to be met. For students, this means becoming aware of the elements that help to build their self-confidence and that push them to take action and overcome challenges. It is a way of consolidating and taking advantage of their entrepreneurial characteristics.

From entrepreneurial spirit to business spirit

As Thomas (an Elementary 4 student) pointed out at the beginning of this chapter, entrepreneurial spirit is "when your good idea doesn't just stay in your head, it becomes real. It's like when someone said the town library could have a book of stories written and illustrated by students from our school. In September, it was just a thought. In June, it was real".

Business spirit is
- an individual's ability to take risks and invest in an enterprise in order to innovate and contribute creatively by using personal, human, financial and other resources as effectively as possible

When students develop their entrepreneurial spirit, recognize their own entrepreneurial characteristics and begin to understand the world of entrepreneurship, they are in a position to consider entrepreneurship as a means of entering the labour market, and they may either choose a career accordingly or seize opportunities to take entrepreneurial action during their careers.

Because business spirit is more closely associated with venture creation, students who develop entrepreneurial spirit may envisage this as a realistic career choice for themselves. Some students have strong entrepreneurial characteristics and may show an interest in

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[3] Québec, Ministère de l'Éducation, du Loisir et du Sport, *Entrepreneurship*. (Québec: Gouvernement du Québec, 2009), 1.

entrepreneurship as a career while they are at school. By developing their business spirit, they will be in a better position to put their entrepreneurial profile to use as entrepreneurs and to contribute to their community.

Positive spin-offs for students: self-knowledge, self-confidence and a sense of personal effectiveness

By placing students in an entrepreneurial culture and helping them to develop their entrepreneurial profile and examine their entrepreneurial characteristics (qualities, attitudes, values, aptitudes, etc.), schools also encourage them to develop their personal identity and get to know themselves as people, which is one of the aims of the guidance-oriented approach to learning.[4] A positive self-image is an important element of motivation and perseverance at school. The more confident students are in their ability to succeed, the more enthusiastic they will be about their projects, education and future careers. In other words, they develop a sense of personal effectiveness, and become more confident in their ability to take action and complete their projects.

Learning to overcome obstacles

Entrepreneurial culture is also a way to help students develop their ability to face up to and overcome obstacles. Although being enterprising inspires action, commitment and effective use of resources, it can also make students feel that they must give up a certain sense of security, learn to tolerate uncertainty and step outside their comfort zone.

It can sometimes be difficult for students to excel, carry out and complete projects, and question and redefine themselves. The more supported they feel and the better equipped they are, the more effective they can be, and the more likely they are to succeed in their projects, both at school and at work. It is therefore important for students to develop their "entrepreneurial spirit."

> If students are encouraged, they will become more confident in themselves and their ability to succeed and persevere with different tasks, including their school work.

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[4] The aims of the guidance oriented approach to learning are presented in Chapter 3.

Research

According to Lévesque and Boudreau (2005), entrepreneurship is a value-added educational approach focused on children and teachers interacting with the environment, which addresses important elements such as entrepreneurial competencies (being enterprising, creating, innovating, having a sense of responsibility, being independent), entrepreneurial strengths (drive, dynamism and determination), entrepreneurial roles (defined as instigators, producers or managers of projects) and entrepreneurial values (self-confidence, leadership, respect for others, team spirit, solidarity, tenacity, etc.).

Similarly, in a study of entrepreneurial projects in schools, Lapointe, Labrie and Laberge (2010), from the Centre de recherche et d'intervention sur la réussite scolaire (CRIRES), noted that this type of project appears to have a positive impact on academic success, especially on the ability to work as part of a team, and on self-confidence, self-esteem and the sense of responsibility. The researchers' questions were concerned with the impact of entrepreneurial projects on academic success (perseverance, improved academic results, motivation, and attitude towards knowledge and lifelong learning) and personal success (self-confidence, sense of personal effectiveness, independence, sense of responsibility, creativity, respect for others). With regard to academic success, the study also highlighted the enjoyment of learning triggered by the interactive, concrete, meaningful nature of learning, a reduction in stress relating to career choice and an increase in intrinsic and extrinsic motivation among students. In addition, based on other research, the authors noted that entrepreneurial projects are more likely to facilitate academic and personal success, especially "when the pedagogical approaches used by teachers allow for independence and responsible participation by all students, and student accountability for their projects, while still reassuring them that they are entitled to make mistakes" (p. 8, [*translation*]).

Positive spin-offs for schools

Students are not the only ones to benefit from the positive impacts of entrepreneurship as part of the guidance-oriented approach to learning. According to a Valoris[5] study,

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[5] Valoris is a Québec Entrepreneurship Contest initiative designed to encourage entrepreneurial projects by elementary and secondary school students in disadvantaged areas of Québec, with the goal of enhancing their self-worth through action.

entrepreneurship also has many potential spin-offs for school staff and the school itself, ranging from professional motivation to the development of entrepreneurial qualities.

Professional motivation
- Roughly 91% of the teachers interviewed for the study said the fact of being involved in an entrepreneurial project at school increased their enjoyment of teaching.
- All the teachers interviewed said that being involved in an entrepreneurial project had motivated them.

Adjustment of teaching practices
- Eighty-three percent of the teachers interviewed said that carrying out an entrepreneurial project had enabled them to achieve their teaching goals in a different way.
- All the teachers interviewed felt that the entrepreneurial project had made it easier for them to incorporate educational content in a way that gave meaning to the students' learning.

Better class management
- Some 56% of the teachers interviewed said that carrying out an entrepreneurial project had helped them improve their class management.
- More than 93% of the teachers interviewed said that carrying out an entrepreneurial project had brought the students together around a shared goal.

Development of entrepreneurial qualities
- The three qualities the teachers said they had developed were resourcefulness, leadership and perseverance.

Entrepreneurship as part of the guidance-oriented approach to learning in schools can be beneficial not only to students but also to teachers, in terms of personal development, class management and student behaviour.

Table 1. Key concepts of entrepreneurship

	What is it?	**How is it manifested?**	**Positive impacts?**
Entrepreneurial culture	• A set of values, convictions, know-how, self-awareness and the ability to respond • An environment conducive to the emergence of entrepreneurship	• Student commitment to projects • Staff desire to help students develop their entrepreneurial qualities	• Brings the entire school staff together around a shared vision • Ensures the consistency and compatibility of different guidance interventions • Develops complementarity of action • Forges contacts with the community
Entrepreneurship	• An attitude and skill allowing students to bring their dreams and desires to fruition	• Identification of a problem or need (trendy, inexpensive clothing) • Identification of a potential solution (second-hand clothing store) • Carrying out a project (set up and operate the store)	• Develops motivation and perseverance
Entrepreneurial profile	• A set of qualities, attitudes, values and abilities	• Transformation of an idea into a project	• Recognition of one's own entrepreneurial characteristics • Trust in oneself • A sense of personal effectiveness • A positive self-image
Entrepreneurial spirit	• The ability to commit	• Carrying out projects	• Development of proactive attitudes • Taking risks
Business spirit	• The ability to take risks, innovate and make effective use of available resources	• The ability to create a for-profit or social economy business • The ability to carry out projects	• Development of the desire to launch a business • More familiarity with the world of entrepreneurship

Chapter 2 – Why do entrepreneurship and the guidance-oriented approach to learning benefit from being developed together?

Example 1
A family tree of jobs

As one of the activities forming part of the guidance-oriented approach to learning, a school's guidance counsellor asked Elementary 6 students to prepare a family tree of jobs. The teachers took an active role in this task, incorporating it into their classes in language of instruction and geography, history and citizenship education. Thanks to the combined expertise of the teachers and the guidance counsellor, the students each drew up their own family trees, with the names of their parents, uncles, aunts, grandparents and any brothers and sisters who worked, along with their respective jobs. They were also asked to name or draw one or two qualities associated with each job.

The students then presented their "job trees" to the class.

Nathan, in Ms. Monique's class, found it hard to understand exactly what his uncle (an actuary) did, although he knew the uncle in question was good at mathematics. Gabrielle was surprised to learn that hospitals offered intensive care for babies. She did not know that children could be born with heart problems and other diseases. She was impressed that her Aunt Sylvie took care of sick children, and told the other students: "My dad says my aunt's calmness is Olympian." The teacher explained what the term meant, and why this particular quality is useful to people working in a hospital.

Thanks to the presentations, the students learned that certain qualities are essential to a given job. "If you don't like working with people, you shouldn't become a bus driver," said Charles-Olivier. "You'd be better off driving a truck on your own." The students were also fascinated by the number of different jobs available. "There are so many different jobs. In the same family, you can have an actuary, a hairdresser, a hospital equipment mechanic and an advertising copywriter," said Camille.

Example 2

A trip to a cheese factory

The pride and joy of this village was its cheese factory, opened seven years ago. It produced three different cheeses. The children did not particularly like the blue cheese, but they loved the other two. They also knew the company founder was a local man, and some even knew where he lived.

To raise the students' awareness of entrepreneurship within the community, the Elementary 6 teacher took them on a guided tour of the cheese factory, with its founder, a local entrepreneur. During the visit, the students not only learned how the idea to create a cheese factory was developed, but they also discovered the range of occupations and trades needed to create, manufacture, advertise and distribute cheese.

When they were taken into the refrigerated truck used to deliver the cheese, the students met the truck driver. In the factory, they were surprised to learn that the company had a product packaging specialist. In the office, they met the graphic designer responsible for designing the label for a fourth cheese to be marketed the following year. She explained that she was self-employed and that, in her job, it was not enough to be able to draw; she also had to listen to her customers, since it was their ideas that she would be illustrating. In addition, she told them that it often took several attempts to create something new. "I was the person who designed the blue cheese label. The design that was chosen was my seventeenth attempt!"

Two different activities, several common aspects

In both of the above activities–the job tree and the trip to the cheese factory–students became aware of the range of occupations and trades available, and the qualities needed for them. And yet, from the point of view of the teachers, these activities each had different goals. The first was concerned with academic and career guidance while the second was designed to raise awareness of the presence of entrepreneurship in the community. The two activities are, however, related. The first raised awareness of entrepreneurship in the students' own environment; the second, focussed on entrepreneurship, introduced the students to new occupations. These activities demonstrate that entrepreneurship and the guidance-oriented approach to learning can be integrated harmoniously. This chapter

explains why both schools and students benefit when the guidance-oriented approach to learning and entrepreneurship are developed together.

The guidance-oriented approach to learning: a reminder

"A guidance-oriented approach is a concerted approach by a school team and its partners, in which objectives are set and services (individual and collective), tools and pedagogical activities are implemented to guide students in their identity development and career planning. These activities and services are *integrated* into the school's success plan and its educational project; they are not simply a series of isolated actions in which the school team is not closely involved.
  (Source: MELS, *Making Dreams Come True: Achieving Success through the Guidance-Oriented Approach*, 2002, 18)

The guidance-oriented approach therefore encourages schools to provide students with means and opportunities to discover develop and exploit their talents and aptitudes. To do this, students must be able to design projects through which they can forge their own identity. Schools must therefore allow students to grasp the relationship that exists between their learning in school and the society they live in, particularly the world of work. (Based on: MELS, *Making Dreams Come True: Achieving Success through the Guidance-Oriented Approach*, 2002, 4)

Basically, the main objectives of the guidance-oriented approach in schools are:
- To guide students in developing their self-knowledge, potential and the means to take advantage of that potential (competencies, characteristics, etc.)
- To give students opportunities to explore the world of work (social roles, trades and occupations)
- To help students develop their ability to make enlightened choices at school, including the choice of a career

The guidance-oriented approach to learning is designed to offer collective and personalized support for students as they develop their identity, make decisions and explore the school system and the world of work. It forms the basis of a structured, ongoing support system for students—in other words, a system that is planned from elementary school to the end of secondary school. As a result, students are able to find meaning in their academic path and are better able to complete projects and develop both personally and professionally.

Entrepreneurship and the guidance-oriented approach to learning

In the earlier examples, students explored different occupations and trades, along with the qualities and aptitudes needed for each, and discovered the different facets of a company, including the jobs it offers, the employees' responsibilities and the different roles in entrepreneurship. They were also able to see whether some of the workers' aptitudes and personal traits matched their own, and to explore their own entrepreneurial profiles and learn more about themselves as people.

Entrepreneurship allows students to undertake and complete projects focused on self-achievement and integration into society, in accordance with the pedagogical aim of the broad area of learning, *Career Planning and Entrepreneurship*, and is therefore directly related to the objectives of the guidance-oriented approach to learning. Entrepreneurship provides students with many different opportunities to develop their personal and professional identity, by allowing them to examine their entrepreneurial profiles, design and complete projects, and understand more about the labour market, in particular by trying out different entrepreneurial roles. Entrepreneurship therefore becomes part of the guidance-oriented approach to learning, completing and enriching it by bringing the students into contact with the world of work, which helps them to develop their entrepreneurial profile, to turn their reflections into reality and to increase their ability to achieve their full potential.

Through their involvement in entrepreneurial projects,[6] the students learn more about themselves as people (in terms of their entrepreneurial profiles), become more independent, and gain more confidence in their own abilities. Entrepreneurship, like the guidance-oriented approach to learning, raises the idea that students, through their involvement, consider their own position in the entrepreneurial world around them, and forge contacts with the community and the world of work. Entrepreneurship therefore encompasses enough of the concerns of the guidance-oriented approach to allow both concepts to be addressed at the same time in the classroom.

> By integrating entrepreneurship into the guidance-oriented approach, schools are able to ensure consistency between the students' entrepreneurial experiences, identity development and discovery of the educational system and the world of work.

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[6] and also in entrepreneurial experiences, defined in Chapter 4

Entrepreneurship, like the guidance-oriented approach, involves undertaking and completing a project, and fosters success by giving meaning to the project. If students are able to develop an entrepreneurial spirit, they can develop attitudes conducive to personal success and success in their chosen career. For example, they will be better able to seize opportunities for promotion or development and be proactive, determined and persevering, since they will have greater confidence in their ability to be enterprising.

Entrepreneurial roles

As mentioned in the cheese factory example at the beginning of this chapter, people are called upon to play different roles throughout their lives, and these roles are similar in many respects to the different types of involvement mentioned in the *Entrepreneurship* program. Whether as intrapreneurs, contributing to the success of a business or project through our commitment without assuming any of the risk, or as entrepreneurs and self-employed workers, heading companies or projects and assuming full responsibility for them, we must all contribute in our own way to the development of our community. In all three cases, "the individual takes initiatives, contributes to the enrichment of his or her community, and assumes social responsibility."[7] More specifically, the types of entrepreneurial involvement are defined as follows.

The entrepreneur

Entrepreneurs are people who develop and launch an enterprise, and manage human, financial and material resources in order to develop it in accordance with the goals they have set. This requires management skills, as well as the ability to analyze and make decisions, tolerate financial insecurity and deal with difficulties in meeting certain deadlines. Entrepreneurs are involved in every aspect of the enterprise, including finding customers, gaining the trust of suppliers and creditors, and building a business network. An entrepreneur develops a network or structure that allows the company to make money even if he or she is not there.

The self-employed worker

Self-employed workers provide specific services. Their role is similar to that of an entrepreneur, in that they must also manage financial and material resources to carry out their projects and meet their goals. Although they rarely have to manage human resources,

they do need management skills and must be able to analyze and make decisions, tolerate financial insecurity and deal with difficulties in meeting certain deadlines. Like entrepreneurs, they are involved in every aspect, including finding customers, gaining the trust of suppliers and creditors, and building a business network. Self-employed workers do not make money if they do not work. The number of projects or clients the self-employed worker has determines his or her income.

The intrapreneur

Intrapreneurs are responsible for implementing different types of innovations within organizations. They are employees who have the ideas, mindset and drive to take action, but who allow the organization to establish the basic framework. They must be creative in using the resources available to them. They take certain risks, but share them with the organization. They need to know how to earn the trust of their employer and report on what they have done. In the example presented above, the cheese packaging specialist may be an intrapreneur in the way he is productive (e.g. by proposing new methods or identifying better packaging products), in the way he works with the rest of the team, or in the creativity he shows (e.g. by being innovative and finding more productive packaging methods). The intrapreneur will receive resources from the company (both financial and material) if his or her ideas are deemed valuable.

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[7] Québec, Ministère de l'Éducation, du Loisir et du Sport, *Entrepreneurship* (Québec: Gouvernement du Québec, 2009), 5.

Table 2

Entrepreneurial Roles

The entrepreneur

Entrepreneurs develop and launch an enterprise. They:

- work for themselves
- adjust to and interact with their environment
- may be assertive, and impose their ideas
- risk their own financial assets
- decide how much they will pay themselves
- may order things to be done

The self-employed worker

Self-employed workers offer specific services. They:

- work for themselves
- adjust to and interact with their environment
- must earn the trust of their customers
- may decide how much they will pay themselves
- may order things to be done

The intrapreneur

Intrapreneurs are responsible for implementing different types of innovations within organizations. They:

- are employed by the organization
- must adjust to their environment
- must convince other people
- risk their own credibility
- are paid a salary decided by the organization
- must negotiate what is to be done

Inspired by:
- G. D'Amboise and G. Verna, Département de management, Université Laval, Québec, Canada, *Gestion 2000*, N93-2, April 1993.
- C. Carrier (1992), cited in A. Fayolle, *Entrepreneuriat: apprendre à entreprendre* (Paris, Dunod, 2004): 182.

Chapter 3 – What do students learn in entrepreneurship and in the guidance-oriented approach to learning? When?

Antoine must invite entrepreneurs into the classroom

In the Secondary II Science and Technology course, the teacher suggested inviting local entrepreneurs who managed businesses in which technology was important. As a result, a bicycle manufacturer, a designer of computer systems for indoor heating and an aircraft engine component manufacturer came to talk to the students.

Antoine was given the task of contacting the entrepreneurs and issuing the invitations. He telephoned the first company on his list, and although he was very polite, he was gently but firmly put in his place by a telephone receptionist who felt her company had better things to do with its time than "come to your school." After this first failure, Antoine told the class he did not want to make the other two calls. The teacher asked him to make them anyways and said, "But we'll help you prepare, so they'll listen to you." Antoine was unconvinced, but did not dare say no to his teacher.

Thirty minutes later, the group had identified:
- *what needed to be said about the school, to show that the visit would be interesting for the entrepreneur*
- *what needed to be said about the business, to show that the students were interested in it*
- *the name(s) that needed to be given, so that people would listen*
- *the easiest and most natural ways for Antoine to express himself*

The teacher wrote everything on the blackboard and then photographed it. Antoine had the photograph in front of him when he called the other two businesses. Although he was afraid the telephone receptionists would think he was reading from a script, he forged ahead, and to his surprise both receptionists listened to everything he had to say. He was disappointed that he did not receive an immediate answer, but was thrilled, four days later, when he was able to tell the class that the two businesses would send someone to visit the school, and that in one case it would be the business founder himself.

Because the whole group had played a role in Antoine's success, the teacher asked them what had made the difference between Antoine's first attempt and his subsequent attempts. The students found that:
- *The group had identified effective strategies to ensure that Antoine would be taken seriously.*

- *The group had worked systematically: everyone had made suggestions, no value judgments had been made, and the group had talked among themselves to select the most effective proposals.*
- *Antoine had used the proposed strategies.*

At the end of the discussion, the teacher summarized the situation as follows, "We were able to achieve our goal because both we and Antoine worked methodically. And Antoine is much happier today than he was when he told us his first call hadn't been successful." "It's true that I feel much better this time," said Antoine.

Once again, the students had acquired learning from the broad area of learning Career Planning and Entrepreneurship*. They had used and developed strategies associated with carrying out a plan, and Antoine's sense of personal effectiveness had improved.*

The broad area of learning *Career Planning and Entrepreneurship*

The Québec Education Program (QEP) presents five broad areas of learning, all connected to problems faced by students in important spheres of their lives (*Health and Well-Being, Career Planning and Entrepreneurship, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, Citizenship and Community Life).*[8] Each broad area of learning encompasses issues that are important to individuals and communities, and one is dedicated entirely to career planning and entrepreneurship. Not only do the focuses of development reflect the objectives of the guidance-oriented approach, but the broad area of learning *Career Planning and Entrepreneurship* also includes entrepreneurship in a general guidance approach for students (the guidance-oriented approach to learning).

Students must be equipped to make choices all along their educational path. Schools have an important role to play in this respect, since they help to develop the personal qualities needed for students to fulfill their potential. The broad area of learning *Career Planning and Entrepreneurship* is designed to help students complete projects designed to achieve self-fulfillment and integration into society, based on three main focuses of development:

1. **Self-knowledge and awareness of his/her potential and how to fulfill it**
   Teachers can address the identity-related aspects of the broad area of learning (self-knowledge and awareness of his/her potential and how to fulfill it) by providing students with opportunities to reflect on who they are, for example by asking them to examine their entrepreneurial profile.

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[8] Québec, Ministère de l'Éducation, du Loisir et du Sport. *Québec Education Program, Broad Areas of Learning*, Chapter 2.

2. **Adoption of strategies related to planning**
   This refers to the development of winning strategies and working methods that allow students to enhance their sense of personal effectiveness and gain more confidence in their ability to take action, implement their plans and be enterprising.

3. **Familiarity with the world of work, social roles and occupations and trades**
   As they become more familiar with the world of work, students learn about its dynamics, structures (employment sectors), operation and social roles, including entrepreneurial roles (entrepreneur, intrapreneur, self-employed worker).

The three focuses of development: examples

1. Students learn to develop their self-knowledge and awareness of their potential and how to fulfill it

In the example given at the beginning of the chapter, Antoine was discouraged by his first telephone call, realizing that it was difficult for him to forge contacts with people he did not know, and to ask for something that would benefit his school. It was even more difficult for him to repeat the exercise after the initial refusal. This led him to question what he knew about himself, his strengths and his weaknesses. The teacher and other students, instead of criticizing him, worked together to identify solutions that would help him with his task.

The importance for students to learn about themselves and make choices in their personal life and life at school is clear. However, identity development depends on a number of elements, and self-knowledge is a daily challenge. To meet that challenge, students must know not only who they are as people, but also how to find out more about themselves. In entrepreneurship, students must look at themselves in order to identify similarities and differences in their entrepreneurial profile. This helps to consolidate their identity, as they discover that they have certain aptitudes and qualities such as leadership, self-confidence, a sense of organization or a sense of responsibility.

> Self-reflection is an integral part of the guidance-oriented approach, in that it allows students to discover and acknowledge their personal characteristics (preferences, aptitudes, values) and forge their own identities.

A broad range of experience

It is important for students to have as many experiences as possible, from elementary school to the end of secondary school, so that they are able to develop a self-image that is more accurate and stable over time. Action is conducive to reflection and exploration, and

fosters self-discovery: "Everything can be used as a subject for reflection and self-discovery, and everything creates a need to improve, acquire competencies and test oneself—because "this is the real thing!"[9] Students are more motivated to become involved in projects, because the experience is meaningful to them and helps them to build a positive self-image through action. "Without a positive self-image, there is no commitment in action, no projection into the future, and no possibility of success."[10]

2. Students learn to adopt strategies related to planning and strengthen their sense of personal effectiveness

> *In the same example, Antoine, by allowing all the students in the class to suggest strategies and identify solutions, managed to make additional calls and received positive answers. As he pointed out: "It's true that I feel a lot better." He improved his working method, realized that he was capable of doing the job and getting positive results, and strengthened his sense of personal effectiveness.*

In addition to helping students become more confident in their ability to act and complete projects, it is also important to help them adopt strategies, develop good working methods, ensure that they remain effective as their project progresses, and think about which elements are conducive to success and which are not. This allows them to develop and consolidate their sense of personal effectiveness. If they are to be able to undertake and commit to projects, they must feel capable of effective action. The concept of personal effectiveness refers to "the individual's belief in his or her ability to successfully complete a task, learning activity, challenge or change, and this motivates him or her to commit to action and take every possible step to complete it successfully".[11] In other words, the more successful students are in their entrepreneurial experiences, the more likely they are to develop a sense of personal effectiveness.

Entrepreneurship and the guidance-oriented approach to learning both contribute to the students' sense of competency and confidence in their ability to succeed, by giving them opportunities to take action, achieve varying types of success that promote their self-esteem, and put their failures into perspective.

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[9] Québec, Ministère de l'Éducation, du Loisir et du Sport, *Introduction to Entrepreneurial Culture* (Québec: Gouvernement du Québec, 2005), 32.

[10] Michel Huber, *Conduire un projet-élèves* (Paris: Hachette Éducation, 2005), 35. [*Translation*]

[11] Albert Bandura, *Les adolescents: leur sentiment d'efficacité personnelle et leur choix de carrière* (Québec, Septembre éditeur, 2009), 5. [*Translation*]

A student's attitude towards action has an impact on whether his or her project, entrepreneurial or not, will succeed or fail. Attitudes are derived from the student's disposition, such as his or her desire or motivation to commit to a project through action, which includes the desire to be enterprising and succeed. It is therefore important for students to recognize the attitudes that are conducive or detrimental to the success of a project. This will help them to overcome obstacles and ensure that, even if the project fails, they will learn something about themselves, change their behaviour or attitudes and go on to be successful in new projects.

3. Students learn to develop familiarity with the world of work, social roles and occupations and trades

Antoine and the other students in the class learned about hierarchy within an organization (receptionist, manager), understood the various roles played by different individuals (the people who had to be "named" in order to gain the listener's attention), and, while searching for information about the organizations, discovered the products they offered.

With the guidance-oriented approach to learning, students are able to become familiar with academic and career-related paths, and this is a key element in building a career project. Clearly, it is difficult to choose something if they are unfamiliar with it, or if it has no meaning for them. Lack of knowledge is one of the reasons why some young people make limited or stereotypical choices, or find it difficult to put together a stimulating academic or career-related plan that can be updated in the short and longer term. It may also explain, at least in part, why there are so few active entrepreneurs in Québec.

In addition, through entrepreneurship, students are able to try out different occupations and consider entrepreneurship as a potential career choice. Not only does the "entrepreneurial project" (which will be defined in Chapter 4) demystify entrepreneurship, but it can also be an opportunity to discover a host of trades and occupations. For example, students may be able to try their hand at being designers, illustrators, writers and revisers. In one particular classroom, a video game programmer came to teach programming techniques to a group of students as part of an entrepreneurial project to develop a video game. Activities such as these help determine the students' career horizon; the more they are involved in action, the more aware they will be of their strengths and weaknesses, interests, comfort zones and other personal characteristics.

As they develop familiarity with the world of work, students become better able to understand the various entrepreneurial roles. This task will require them to be more independent and proactive in searching for and checking information and perceptions about training courses, trades, careers and occupations, through practice, information gathering or exploration. In the classroom, they will be asked to compare their perceptions and prejudices regarding entrepreneurs with those of other students—for example, salaries, prestige, and the entrepreneurial roles they consider as being more masculine or feminine. Familiarity with the world of work will help broaden their career horizons by allowing them to understand and become more comfortable with career paths about which they may not otherwise have known.

Table 3. The broad area of learning *Career Planning and Entrepreneurship*, the guidance-oriented approach to learning and entrepreneurship

Briefly

Broad area of learning	Guidance-oriented approach to learning	Entrepreneurship
Enables students "to make and carry out plans designed to develop their potential and help them integrate into adult society".	Enables students to prepare a career-related project through which they can achieve personal fulfillment and integrate into society. With the guidance-oriented approach to learning, students can develop strategies that will help them be successful at school, make informed choices, develop their ability to choose and prepare for different transitions.	Enables students to develop their desire to be enterprising and to think about the career opportunities offered by entrepreneurship. If exposed to an entrepreneurial culture at school, students can develop strategies that will allow them to commit to and successfully complete their projects.

The focuses of development of the broad area of learning, prescribed for elementary and secondary school

Self-knowledge and awareness of his/her potential and how to fulfill it		
Elementary	**Secondary Cycle One**	**Secondary Cycle Two**
• Recognition of their talents, strengths, interests and personal and career aspirations • Awareness of school work, taste for challenge and awareness of personal responsibility for their successes and failures • Familiarity with the resources of the school system, the options offered and their requirements, and factors related to success in school subjects	• Recognition of their talents, strengths, interests and personal and career aspirations • Motivation, taste for challenge and awareness of personal responsibility for their successes and failures • Familiarity with the resources of the school system, the options offered and their requirements • Awareness of factors related to success in school subjects • Satisfaction with a job well done	• Recognition of their talents, strengths, interests and personal and career aspirations • Awareness of personal responsibility for their successes and failures • Awareness of the connection between self-knowledge and plans for the future • Familiarity with the resources of the school system, the options offered and their requirements • Awareness of factors related to success in school subjects

Adoption of strategies related to planning		
Elementary	**Secondary Cycle One**	**Secondary Cycle Two**
• Awareness of the connection between self-knowledge and plans for the future • Self-visualization in different roles • Plans for the future based on their interests and aptitudes • Strategies associated with different facets of a plan (information, decision-making, planning and carrying out)	• Awareness of the connection between self-knowledge and plans for the future • Self-visualization in different roles • Plans for the future based on their interests and aptitudes • Strategies associated with different facets of a plan (information, decision-making, planning, regulation and finalizing) • Strategies for collaboration	• Awareness of the connection between self-knowledge and plans for the future • Self-visualization in different roles • Exploration of plans for the future based on their interests and aptitudes • Learning of strategies associated with different facets of launching a business • Learning of strategies for collaboration

Familiarity with the world of work, social roles and occupations and trades		
Elementary	**Secondary Cycle One**	**Secondary Cycle Two**
• Nature and demands of roles relating to family and community responsibilities • Occupations and trades related to different school subjects or to the immediate community • Products, goods and services associated with these occupations and trades • Workplaces (local factories, businesses and companies) • Main functions and entry requirements related to a job • How to balance work, family and social responsibilities • Requirements of the world of work compared with those of the student's trade	• Nature and demands of roles in society and family and community responsibilities • Occupations, trades and lifestyles related to different school subjects or to the immediate community • Products, goods and services associated with these occupations and trades • Workplaces (local factories, businesses and companies) • Main work functions and entry requirements related to a job • The legislative framework governing employment • How to balance work, family and social responsibilities • Demands of the working world	• Awareness of the nature and demands of roles in society and family and community responsibilities • Occupations and trades related to different school subjects or to the immediate community • Products, goods and services associated with these occupations and trades • Knowledge of work methods in certain contexts (factory, business, company, home) • Knowledge of the demands of the working world • Main work functions and entry requirements related to a job • Knowledge of the main elements of the legal framework regarding employment • Knowledge of how to balance work, family and social responsibilities

What students learn in the **Entrepreneurship** *program*

Meeting with the owner of a local coffee and pastry shop

In his Entrepreneurship course, Jean-Philippe made the other students smile when he said creativity was needed to successfully operate a combined coffee and pastry shop on the town's main street. The students made comments such as: "You need to be creative to invent the iPad, not to sell pastries" and "All you need is to make good bread or be nice to the customers". Andréanne, the teacher, asked the students if any of them were prepared to take up the challenge of proving that Jean-Philippe was right. His two best friends felt obliged to support him, even though they were not convinced.

The three students went to meet the coffee shop owner and were thrilled with the discussion they had with him. They soon had the evidence they needed to show that Jean-Philippe was right. The owner agreed to come into class and talk about his business. He told them that, three years earlier, he had almost been forced to close down his store. His customers loved his bread and pastries, but there were not enough of them to make the business profitable. He decided to give his shop its own, unique personality. He himself was from Brittany, in France, and with the help of a specialist, he decided to transform his coffee shop into a true Breton café. He completely redecorated the premises and devised an advertising campaign based on the new theme. He was able to show the students photographs of the café before and after the transformation, and explained the impact of the transformation on his turnover. In the end, he managed to avoid bankruptcy, and the business prospered.

After the entrepreneur's visit, Andréanne asked a series of questions to help the students make the most of their meeting:

- *What had they learned about the demands of entrepreneurship?*
- *What qualities did the entrepreneur have?*
- *What strategies had he used to avoid bankruptcy? Did the students think they had the same qualities as the entrepreneur, or other qualities?*
- *Did the students think they had the qualities to become entrepreneurs who could launch businesses and then deal with the fact that, although their products were of excellent quality, they were not attracting enough customers?*

- *Did they feel more connected to the coffee shop entrepreneur or to the intrapreneur who had visited the classroom a few weeks earlier?*
- *What did the specialists do to help the entrepreneur identify the community's needs?*

Implementing an entrepreneurial project

A few weeks later, when the students were exploring which good, service or event might meet a need at the school, Jonathan said, "What we need most is a way to help people who find school boring to enjoy it more, and to help those who are going to fail." Mélanie agreed with this, but pointed out, "The teachers are the only ones who can do something about that." The rest of the class agreed with Mélanie. However, the teacher, Andréanne, did not let the matter rest there. She asked the students, "So, the 32 of you, with all your brain power, can't do anything to help other students learn to enjoy school or pass their courses? When your friends are sad because of a breakup, do you send them off to see a psychologist? If they have questions about their homework, do you send them back to see the teacher? And if their computer freezes, do you send them to the computer superstore?" Her questions sparked an entrepreneurial project launched by seven of her students, who decided to set up a "peer help service," in the form of a group of students who would provide academic and moral support for other students, so that they would enjoy or be more successful at school.

The seven students who launched the project began by recognizing the needs of students who did not enjoy school or were not successful. They were even able to name those needs, but did not know how to address them. Then, with the help of the school's spiritual animator, they identified several ways of helping these students. They then listed their own fields of interest and qualities, and quickly saw that they had the tools they needed to provide the necessary help. It was at this point that they came up with the idea of the "peer helper" system. When the time came to implement their project, they divided up the work as follows:

- *Academic support*
- *Moral support*
- *Service promotion*
- *Receiving requests for help and statistics*

Given that there were seven students in the group, more than one student was assigned to each task.

By the end of the activity, three months later, the entrepreneurial project had helped 57 students.

When they reviewed their project with Andréanne, the students realized that their results indicators were not precise enough. They knew how many students they had helped, but did not know how many academic failures they had helped prevent. It was also hard to assess whether they had helped students to enjoy school more. People had commented on this aspect, but they had not collected information systematically. During the review, the students were surprised to find that the concept of supply and demand also applied to a service such as theirs. All seven students recognized the entrepreneurial qualities that the project had either confirmed or uncovered. Andréanne concluded the review with the following comment, "And to think you were convinced that only teachers could help prevent failures!"

Although the teacher suggested that the students could try out another project, four of them continued to work with the school's spiritual animator to help students in difficulty.

The Entrepreneurship Program

The *Entrepreneurship* program has been available to Secondary IV and Secondary V students since 2009 as an optional course in the applied general education path, and can also be taken by students in the general education path. The program is divided into two or four units, and aims to develop two competencies, namely *Determines his/her suitability for entrepreneurship* and *Implements an entrepreneurial project.* It is offered at a key moment in the guidance process, so that students are able to continue following their general education path while exploring their entrepreneurial profile and, from there, the world of entrepreneurship in more detail. It is an excellent way for students to learn how to make choices and discover whether or not they are suited to entrepreneurship.

The *Entrepreneurship* program encourages the development and consolidation of entrepreneurial qualities, through projects, meetings with entrepreneurial people and visits to organizations and companies. An entrepreneurial project is designed to raise student awareness of entrepreneurship, and differs from a school project in that it must meet certain criteria (explained later in this document).

In the *Entrepreneurship* course, students learn to know themselves, discover potential new academic paths and clarify their career direction. In addition, they become involved in an intensive process designed to test their suitability for entrepreneurship and enhance their personal and career-related achievements by forging dynamic contacts with the community

and playing an active role in society. They also become aware of the impact their actions may have in the community, and they develop their self-knowledge. By taking initiatives, they are able to overcome challenges and play an active role in their own future (entrepreneurial spirit). This awareness leads them to take a critical look at their actions, identify their strengths and weaknesses, and identify elements that may be useful in other circumstances. Students who take the program may decide they want to go further in developing their entrepreneurial profile, becoming more enterprising and discovering the world of work.

In addition, in the Entrepreneurship course the students call on family, school or community resource-people. The school, therefore, should try to involve different organizations in the process, and forge good relationships with the community as a whole.

Chapter 4 – The entrepreneurial experience and the entrepreneurial project

Two types of activities may be offered to students to develop their entrepreneurial profile and entrepreneurial spirit: entrepreneurial experiences and entrepreneurial projects. Experiences are smaller in scope and provide students with activities related to entrepreneurship. Projects are more extensive in scope, involve more steps, and require students to create a good or service or organize an event that meets a need in their community.

Entrepreneurship can be built into every school activity, transforming it into a source of motivation for students and a means of fostering the emergence of their own entrepreneurial spirit that will not only help them with their entrepreneurial project, but also with their studies in general. It will be easier for them to develop an entrepreneurial spirit if they have the opportunity to take part in several different entrepreneurial projects and experiences.

"Becoming involved in meaningful projects motivates students because they must use their entrepreneurial characteristics to achieve a specific goal. Meeting the proposed challenge fuels their need to succeed and their desire to re-experience an activity in which they felt valued. It is this chain of meeting challenges, using competencies and applying entrepreneurial characteristics that fosters the development of the students' sense of personal effectiveness and motivates them to be more enterprising and complete other projects, be they personal or academic in nature."[12]

An entrepreneurial experience

Alain, a Secondary III French teacher, was looking for an activity for his students that would help them to develop their verbal communication competency. More specifically, he was looking for a way to help the students:

- *understand the what, how and why of a given situation*

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[12] Québec, Ministère de l'Éducation, du Loisir et du Sport, *Développer et vivre une culture entrepreneuriale* (Québec, 2006), 17. [*Translation*]

- *explain facts and phenomena*
- *clarify a concept (see the Secondary III French program, p. 80)*

The death of Apple's founder, Steve Jobs, and the desire of the school's Cycle Two teachers to develop the school's entrepreneurial culture finally gave him the idea he needed. For his activity, he decided to take a humorous approach and talk to the students about the fact that companies are almost always created in the family garage. This was true for Apple, and also for Louis Garneau, the bicycle and sports clothing manufacturer with whom the students were familiar because his factory was located in their village.

Alain clarified his idea and asked the students to make a presentation on the early days of a new company:
- *Why does someone decide to launch a business?*
- *How does the business start (size, premises, number of employees)?*
- *Why and how does a business expand?*
- *What is the definition of "business plan," "market survey" and "marketing strategy"?*

As Alain had expected, the students made presentations on Cirque du Soleil *and* Bombardier*. He learned that* Cirque du Soleil *was not created in a garage, but on the stilts on which one of its founders walked from Baie-Saint-Paul to Québec City to attract the attention of potential investors. He also learned that J. Armand Bombardier had created his first snowmobile because his sick son had not been able to get to hospital in a snowstorm.*

Other students made presentations on less well-known companies, most of which were created in the family garage or basement, or in small local premises. After the presentations, the students were familiar with how businesses are launched, and were able to explain briefly, in their own words, what a business plan, market survey and marketing strategy were.

The entrepreneurial experience: to become familiar with certain aspects of entrepreneurship

An entrepreneurial experience is a real-life experiential activity through which students become familiar with elements of entrepreneurship. It:
- is of short duration
- may be chosen by a teacher
- has impacts on students
- may be part of a project or a learning and evaluation situation

Entrepreneurial experiences

As we saw earlier, the guidance-oriented approach to learning is a structured, ongoing academic and career-related support process for students throughout their educational path in elementary and secondary school. It takes the form of a series of activities inside and outside the classroom. Entrepreneurial experiences can become part of this support process, as shown by the example at the beginning of this chapter where the teacher raised questions about well-known entrepreneurs as part of an activity in his French class.

Entrepreneurial experiences are, therefore, familiarisation and awareness-raising activities (visits to companies, speakers invited into the classroom, a parents' meeting chaired by elementary school students, etc.) that may or may not be part of an entrepreneurial project. They are not as rich as entrepreneurial projects. Projects involve students in a series of actions, while experiences may be the catalysts that trigger the students' interest in the world of entrepreneurship. Students should be encouraged to take part in several different entrepreneurial experiences, so that they can gradually build their entrepreneurial profile. Through the guidance-oriented approach to learning, schools are able to offer services and activities, carry out projects or encourage experiments whose goals are appropriate for the students' grade level, level of maturity, situation, needs and interests.

Familiarisation and awareness-raising entrepreneurial experiences are available throughout the student's school career. They are discovered and explored gradually, beginning in elementary school, although they tend to be broader in scope in secondary school (see Diagram 1).

An entrepreneurial project

Helen teaches English in Secondary IV. In early October, as she was preparing her students to write an open letter, she asked them to bring in letters that had recently appeared in the newspapers and that had attracted their interest, so that the class could analyze them. The group decided to take a more detailed look at two of the letters, which were both on the subject of taxing in schools. The choice was far from banal. Some students knew that taxing existed in their school, and because they were so concerned about it, discussions on the structure of the open letter were set aside for a while, so that the students could talk about instances of taxing that they knew or had heard about. Some students said nothing could be done about it, while others felt it was the adults' responsibility. When Helen felt that all the various points of view had been aired, she asked the class, "Is there something we can do, in our English class, to prevent and counter taxing?" The students were surprised. They did not think there was anything they could do, and did not understand how the question had anything to do with learning English. Helen reminded them of the power of the spoken and written word to inform, convince, propose and encourage action, generate emotions, and so on.

Mélanie gained the group's attention by suggesting that they could explain what to do about taxing and circulate the information on Facebook and in school via spots on the school radio. This was the spark they needed. Seven or eight hands were raised and ideas were proposed. The students had understood that written and verbal communication could be used to counter taxing.

Vincent, the school's spiritual animator, came to the next English class to talk to the students about the impact of taxing on the climate at school, and to encourage them to do something about it. He explained what the school was already doing about taxing, and told them their contribution would be important. "If the messages and information about taxing come from you, they will have an impact on the other students. But taxing is hard to wipe out. A week-long awareness campaign simply isn't enough. You have to keep it going throughout the year. It's important for the other students to remember your advice. If they only hear it once or twice, they'll forget it. You have to repeat the same message in different ways. The students need to know what to do if they are victims of taxing or witness it."

In their next class, the students agreed on a schedule of verbal and written communications texts over a period of several months, including open letters to the local newspaper, a Facebook page with weekly updates, information leaflets and other means. As the students suggested subjects and communication methods, Helen noted the learning she could include in her Secondary IV program.

It took moral support from Helen and Vincent, as well as the enthusiasm of two students in particular, for the group to see their project through to the end. In February, Laurie asked, "Can we please talk about something else for a change?" and the rest of the class agreed that they, too, were "fed up." Then Vincent came to class to tell them that, in January, three students who had reported an instance of taxing said they did so because they had heard the group's messages. It was the first time the group had tangible evidence that their work was effective, and it gave them the encouragement they needed. Their messages were circulated for the rest of the school year.

In June, when the students reviewed their year, they had a lot to say about their experience. Helen and Vincent wrote notes on the board as the students talked about what they had done. Helen then used her notes to show the entrepreneurial aspects of the project: identifying a need (an urgent need), setting up a service, creating a structure, using entrepreneurial qualities, etc. As for Vincent, he helped the students examine the repercussions of their actions and their impact in helping to build a friendlier, more supportive world.

Entrepreneurial projects: hands-on learning

An entrepreneurial project is a process that motivates students to discover, explore and try out entrepreneurship. It:
- fosters student creation of a good, service or event that meets an identified need of a target client group
- generates innovative action in areas of interest to the students, thereby triggering their passion and commitment
- has impacts for students, especially with respect to their entrepreneurial profile, entrepreneurial spirit and understanding of the world of entrepreneurship
- has an impact on the community (school staff, target clientele, other students, community)
- can be incorporated into a learning and evaluation situation (LES)

An entrepreneurial project is a motivational process for students, designed to provide an innovative response to a need or problem of a target client group. It results in the creation of a good, service or event that has an impact on both the target client group and the community as a whole. Through their entrepreneurial projects, students develop their entrepreneurial spirit, i.e. a mentality conducive to taking initiatives, meeting challenges and becoming the architects of their own future. For example, in the project on taxing described at the beginning of this chapter, students were encouraged to ask questions, analyze, make decisions and then begin different stages of the project. This project, like all entrepreneurial projects, was particular in that it generated impacts for both the students and the community, met a need, required action and allowed the students to become involved and be enthusiastic. Their enthusiasm was all the more important and meaningful because they felt personally concerned by the problem or need identified.

Characteristics of an entrepreneurial project

Entrepreneurship, like the guidance-oriented approach to learning, is based on the idea of placing students in a situation where they must take action and allowing them to experiment in a real situation, so that they become stakeholders in the project and, as far as possible, its architects and actors. To be considered "entrepreneurial," a project must exhibit some clearly defined characteristics:

Elicit enthusiasm and commitment among students

An entrepreneurial project brings a group of students together around a shared action (e.g. raising student awareness of taxing). The students analyse the problem and its manifestations and then study the possible solutions. They make choices and decide on the form of organization. They divide up the various tasks according to their preferences and aptitudes, and assume the associated responsibilities. An entrepreneurial project therefore elicits commitment from the students, in both the underlying thinking process and the implementation stage. It also motivates them and encourages them to develop entrepreneurial qualities. "Many of the subjects who took part in entrepreneurial projects agreed that the activities had allowed them to develop entrepreneurial qualities, including a sense of effort, team spirit, self-confidence and motivation."[13]

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[13] Joannie Laberge, *Élaboration d'une typologie des projets entrepreneuriaux présents dans les écoles secondaires du Québec et impact sur la réussite scolaire et personnelle des élèves* (Québec: Université Laval, 2009). Master's thesis. [*Translation*]

It is therefore important for the project to be devised, as far as possible, by the students themselves, and for the students to be primarily responsible for it. This ensures that they select projects that fall within their fields of interest, so that they are sufficiently motivated and able to persevere and to complete the project. "Primarily responsible" means that students should be involved in decision-making, think about the various stages of the project, forge contacts with the community, and so on. By carrying out and coordinating the project, the students are able to envisage the impact of their actions within the community.

It is also important for students to be involved in the various stages of implementing the project, so that they experience and understand the tasks involved in offering a good, service, event, economic activity, and so on. The more motivated they are, the greater their commitment to the project will be, and vice-versa. As they implement their entrepreneurial project, they will acquire work methods and a more general understanding of entrepreneurship, including the steps required to market a good, and how the labour market works.

Encourage experimentation

When they become involved in an entrepreneurial project, students have the opportunity to try out different tasks and enrich their entrepreneurial profiles as a result. All the roles they play during their projects are designed to generate motivation and sustain the level of effort needed to complete the project. In addition, as they complete the various stages of entrepreneurial projects, they will understand similarities with the situation in real businesses, as well as the different professional and social roles. For example, in the project on taxing, the students were involved in the different stages of designing a verbal and written communication schedule, encountered the ensuing social roles and became aware of the need to work with other specialists (awareness officer, author, linguist, graphic designer, printer, etc.). As a result, they learned more about entrepreneurship and were introduced to different professional roles.

Impacts for students

Throughout the project on taxing, the students developed communication strategies through discussions with other team members and project partners. They developed or consolidated certain entrepreneurial characteristics, such as team spirit, cooperation and leadership. They were also able to compare their own perception of their entrepreneurial

profile with that of their classmates. Some also benefited from comments to the effect that their work had had a positive impact by encouraging students to report taxers.

When carrying out an entrepreneurial project, students also have opportunities to clarify aspects of their personality, including their entrepreneurial profile. For example, in a project to produce an electronic game, which involves drafting instruction cards for participants, the students responsible for writing the text may receive very positive feedback from the team, and will realize that they have the skills needed to perform the task. In this case, positive comments from fellow team members on their ability to write well will add or confirm information on their personal characteristics.

Similarly, in a project to market a product, the student responsible for leading a meeting to find an image that can be used to represent the product may be told that he or she has good moderation and speaking skills. The project therefore provides constructive comments and feedback that will add or corroborate information to help the student structure his or her self-concept.

**Forge contacts with the community**

In schools, the guidance-oriented approach to learning encourages collaboration with parents and local socio-economic groups. This type of close relationship with the community should be a priority in entrepreneurial projects, so that students are able to forge solid contacts that will help them obtain the resources they need for their project. Local businesses can be excellent resources, and can contribute much to both the development and impact of a project. In the case of elementary school students, the "community" may be the school, or their parents, neighbours and family. For secondary school students, it is a broader network encompassing local or even provincial and national businesses and organizations.

In their relationship with the community, students continue to construct their identity. The meeting opportunities provided by the project reveal or confirm to students aspects of their personalities that are assets in their personal and working lives. But the students are not the only ones benefitting from the projects; the community also benefits from innovations and the involvement of its young people.

When it comes to forging meaningful contacts with the community, teachers are not alone, and can obtain valuable help from youth entrepreneurship awareness and promotion officers. These people were hired by the Secrétariat à la jeunesse under the Youth Entrepreneurship Challenge action plan, which forms part of the Youth Action Strategy. As specialists in entrepreneurship, they help to build the future of entrepreneurship in Québec by supporting teachers and helping them to forge contacts with communities, local businesses, local development organizations and other stakeholders.

## Experiences and projects: some shared elements

Entrepreneurial experiences and entrepreneurial projects can take many different forms, but both can help students discover their own potential, learn about entrepreneurship, explore their knowledge, characteristics and the immediate community, and experiment through action. In other words, they allow students to think, analyze and become aware. Both are instrumental in developing students' entrepreneurial spirit and encouraging them to commit fully to what they want to do, so that they will be able to complete their projects successfully. Entrepreneurial experiences and entrepreneurial projects both foster the development of students' entrepreneurial profiles and are important elements of the school's entrepreneurial culture. Entrepreneurial experiences may take place within entrepreneurial projects, or they may be completely separate.
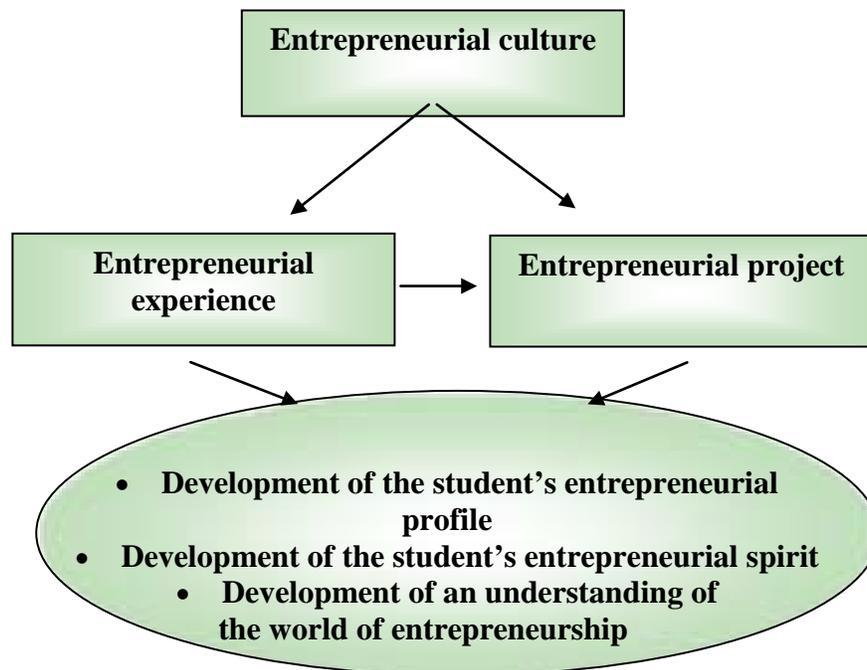
Entrepreneurial projects, entrepreneurial experiences and the guidance-oriented approach to learning

Both entrepreneurial projects and entrepreneurial experiences can form part of a guidance-oriented approach to learning, in three ways.

1. They provide students with opportunities to look at themselves, and hence to consider identity-related concerns, when they are asked to identify similarities and differences between their profile and the entrepreneurial profile.
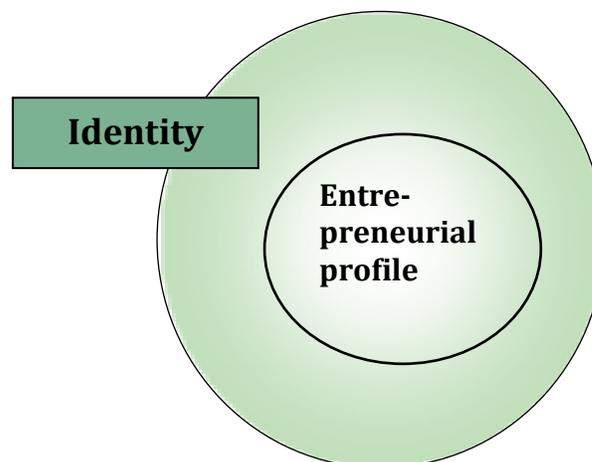
2. They allow students to visualize themselves in the world of work when they become aware that entrepreneurship may be a career path (business).
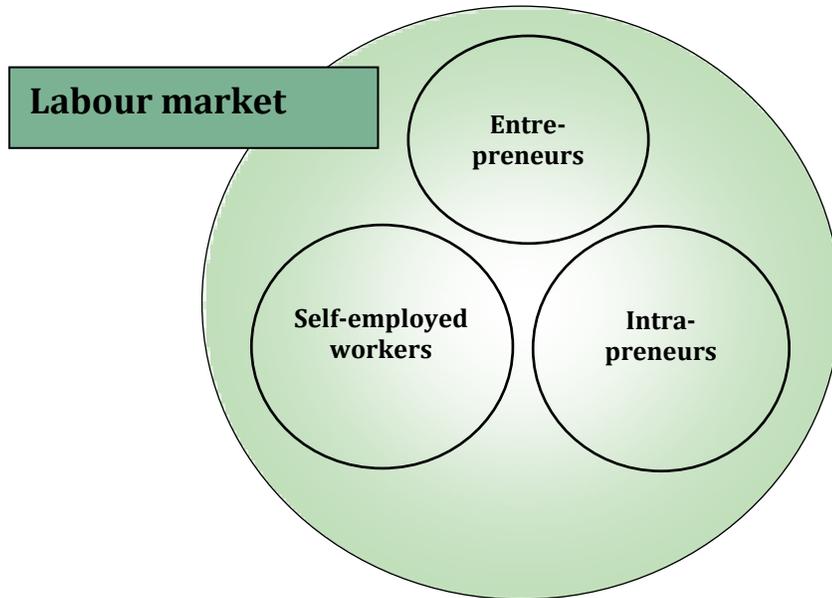
3. They allow students to become more confident in their ability to complete projects and take action (be enterprising).


| Guidance for choosing and planning | Entrepreneurship for carrying out a project |

Diagram 1

The academic path of students in entrepreneurship
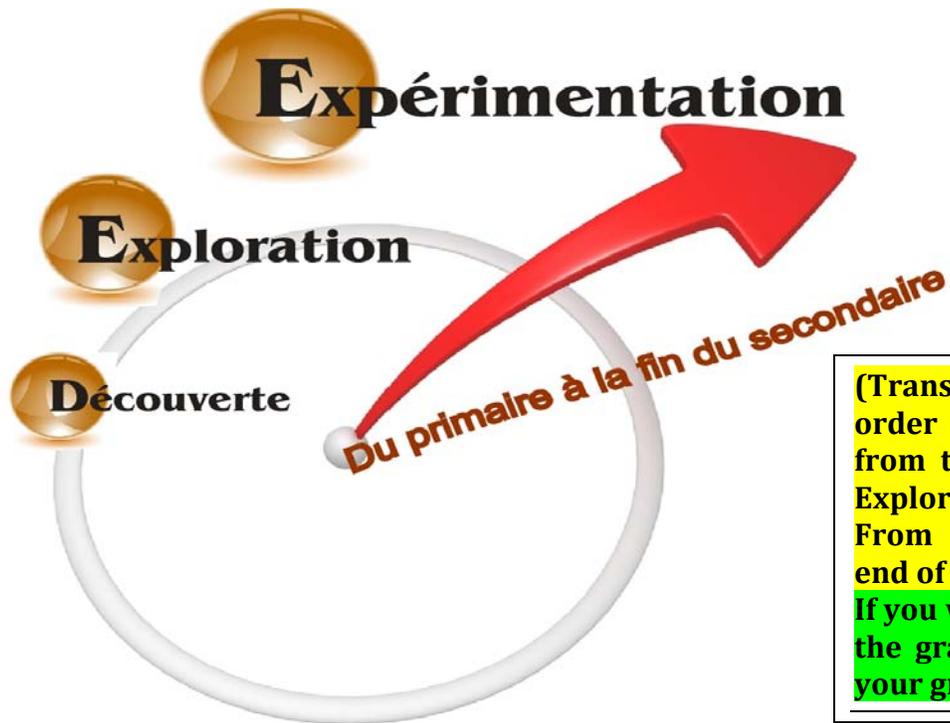
Discover (gradually, beginning in elementary school and continuing throughout secondary school)

- Discover the existence of entrepreneurship
- Discover their entrepreneurial qualities
- Become aware of their entrepreneurial spirit
- Discover the resources available in the immediate community
- Discover their potential to complete a project

Explore (increasingly, from the end of elementary school and continuing throughout secondary school)

- Explore their entrepreneurial profile
- Apply their entrepreneurial spirit in different contexts
- Explore their aptitudes and strategies
- Explore, in more depth, their own qualities, potential and ability to complete a project
- Explore entrepreneurship's different social roles
- Explore the community and begin to build their network of contacts

Experiment (gradually, and more intensively in secondary school)

- Test their entrepreneurial profile in action, through entrepreneurial experiences
- Experiment with decision-making and apply entrepreneurship learning in different situations
- Experiment with responsibility for all elements of an entrepreneurial project, including implementation and forging contacts with the wider community

- Apply their entrepreneurial spirit in different contexts
- Become aware of their business spirit and make connections with their career aspirations
- Think, analyze and become aware

In elementary school

In elementary school, students become more aware of their tastes, interests and strengths, and also become familiar with various aspects of the education system and the world of work. They imagine projects and make the choices required to carry them out. They learn about occupations, businesses and trades in their community. This activity helps them perceive the connections between their interests and aptitudes, school subjects and occupations.[14]

In secondary school

In secondary school, entrepreneurial projects allow students to further explore and experiment through action, apply their entrepreneurial learning and make decisions. The activities also foster the development of subject-specific competencies and consolidate the student's entrepreneurial profile. When secondary school students review their entrepreneurial projects and entrepreneurial experiences, they are able to reflect on their own identity and entrepreneurial profile.

Secondary school is a key period for academic and career guidance. Entrepreneurship alone cannot meet all the students' guidance needs. However, when used as part of a guidance-oriented approach to learning, it helps them plan their future career over time. This is a process in which students are guided to single out the characteristics they could use to best advantage in the labour market and envisage their plans and aspirations for the future in such as way as to discover the occupations and trades best suited to their individual personality. By taking a look at what they have been able to accomplish in their entrepreneurial projects, and what they have understood from their entrepreneurial experiences, they are better able to plan their lives, seize opportunities as they arise and overcome the obstacles that they will inevitably encounter along their career path.

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[14] Gouvernement du Québec, Ministère de l'Éducation. *Québec Education Program, Preschool Education, Elementary Education* (Québec, 2001), 45.

The contribution of complementary educational services personnel: instigators of projects and experiences, advisors and valuable collaborators

Complementary educational services personnel are encouraged to take part in developing entrepreneurial projects and experiences, since they possess valuable expertise. Guidance counsellors, academic and career counsellors, psychologists, spiritual animators and special educators, indeed everyone working in complementary educational services, all have a contribution to make in maximizing the positive impacts of entrepreneurial projects and experiences on students. Teachers and complementary educational services personnel can easily complement one another, the former by providing pedagogical expertise and the latter by supporting students. Teachers can consult guidance counsellors to ensure that a project is consistent with the student's guidance process or relevant to his or her age, situation or interests, or to ask them for help in forging contacts with the community. Complementary educational services personnel can support teachers in identifying the students' needs, preparing a profile of the situation at school or in the classroom, or identifying goals that will be meaningful for the students.

Some community involvement projects suggested to students by the spiritual animator may provide excellent opportunities to develop an entrepreneurial culture. In these cases, students learn to know themselves as people, and learn to complete projects while working for the benefit and well-being of others and developing their social awareness.

In short, complementary educational services personnel can be important resources in developing and carrying out entrepreneurial projects, on many different levels. Because of their knowledge of entrepreneurship, they may also be able to prepare and implement entrepreneurial projects themselves, with input and support from teachers. It is therefore important for teachers to adopt a collaborative approach, and focus on goals that are as complementary as possible, in order to reach students in different ways and appeal to various aspects of their personality.

Chapter 5 – Entrepreneurship and the guidance-oriented approach to learning in the classroom

Teachers help to build their students' self-image simply by believing in them, helping them to discover themselves and explore different career opportunities.

Guiding and supporting students in developing competencies means stimulating their ability to relate what they know to what they are going to learn,[15] hence the importance of taking into consideration what students have achieved and learned in previous years in terms of their academic and career path. In pedagogical practices, the guidance-oriented approach to learning can be combined with entrepreneurship through:

1. Inclusion in the teacher's planning
2. Observations

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┌─────────────────────────────────┐
│   Inclusion of the guidance-oriented │
│      approach to learning and        │
│    entrepreneurship in teaching      │
│             practice                 │
└─────────────────────────────────┘
        │                    │
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│   Observations   │         │
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    │        Planning         │
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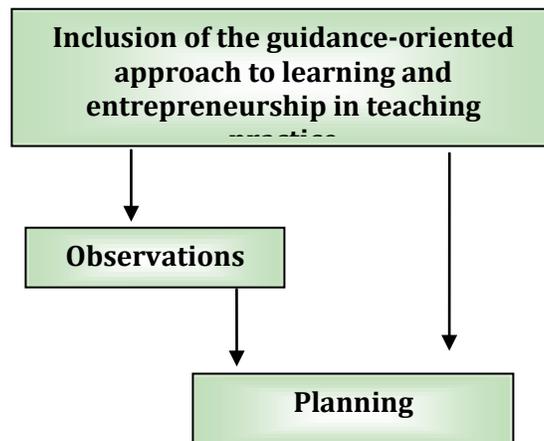
The tables on the following pages present examples of entrepreneurial experiences and entrepreneurial projects in a teacher's planning.

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[15] Québec, Ministère de l'Éducation, *Québec Education Program*, Secondary Cycle Two, Chapter 1, 18.

Table 4. Examples of projects and experiences included in plans

Observation *"By observing my students, I can identify the specific characteristics, needs or problems that could be the starting point for an entrepreneurial experience or project."*	Planning *"When I plan my year, I identify opportunities for subject-specific learning as part of a guidance-oriented approach to learning that includes entrepreneurship."*	Brief Description *of the entrepreneurial experience or project integrated into a subject* *"I kill two birds with one stone: subject-specific learning and learning in the broad area of learning Career Planning and Entrepreneurship."*
Entrepreneurial experience in Geography, History and Citizenship Education		
None	**Subject-specific learning** Geography, History and Citizenship Education, Elementary Cycle Three Development of the competency *To understand the organization of a society in its territory* **Broad area of learning, *Career Guidance and Entrepreneurship*** Familiarity with the world of work, social roles and occupations and trades: • Occupations and trades related to different school subjects or to the immediate community (the situation of a local entrepreneur) **What I suggest to students:** An entrepreneurial experience (a presentation by an entrepreneur involved in the development of local resources)	In Geography, History and Citizenship Education, students must explain how a territory's resources may constitute assets or limitations for an occupied area. To prepare for a visit from an entrepreneur involved in local resource operations, timber for example, the students learn about the company and prepare questions on the following aspects: - The length of time the resource has been harvested in the area - The reasons why the entrepreneur chose this particular region to set up the company - The entrepreneur's situation - The entrepreneur's experience and entrepreneurial path After the visit, the teacher and students will be able to explain in what respect the territory's resources are assets for society. They will see how a region's resources are conducive to carrying out many projects, including creating businesses.
Entrepreneurial project in Ethics and Religious Culture		
Observation: Students are victims of harassment at various moments in the day.	**Subject-specific learning** Ethics and Religious Culture, Elementary Cycle Three, Development of the competency *Engages in dialogue* Visual Arts, Elementary Cycle Three, Development of the competency *To produce media works in the visual arts* **Broad area of learning, *Career Guidance and Entrepreneurship*** Self-knowledge and awareness of his/her potential and how to fulfill it: • Recognition of his/her talents, strengths, interests and personal and career aspirations Adoption of strategies related to planning • Strategies associated with different facets of a project (marketing plan, production of drinking glasses, distribution, etc.) **What I suggest to students:** An entrepreneurial project (awareness campaign involving the distribution of drinking glasses bearing messages of peace, for example)	In Ethics and Religious Culture, the students take part in dialogue on the problem of harassment. At the end of the activity, they will have reached a consensus on the peaceful messages to be circulated. In Visual Arts, the teacher plans to use drinking glasses as a medium for a work of art. The messages will be painted onto the glasses, which will then be distributed. With the students, the teacher will decide on the different stages in the planning and production of the project (which is large in scope, requiring one glass for every one of the school's 600 students). They also formulate a marketing plan for the awareness campaign. The teacher will also plan an activity to enable the students to measure the impacts of the project on themselves and their surroundings.

Observation *"By observing my students, I can identify the specific characteristics, needs or problems that could be the starting point for an entrepreneurial experience or project."*	Planning *"When I plan my year, I identify opportunities for subject-specific learning as part of a guidance-oriented approach to learning that includes entrepreneurship."*	Brief Description *of the entrepreneurial experience or project integrated into a subject* *"I kill two birds with one stone: subject-specific learning and learning in the broad area of learning* Career Planning and Entrepreneurship.*"*
Entrepreneurial project in Applied Science and Technology		
The observation: This year's cohort of students is particularly interested in mechanics.	**Subject-specific learning** Applied Science and Technology, Secondary IV Development of the competency *Makes the most of his/her knowledge of science and technology* **Broad area of learning, *Career Planning and Entrepreneurship*** Self-knowledge and awareness of his/her potential and how to fulfill it: • Awareness of the connection between his/her self-knowledge and plans for the future (aptitude and taste for mechanics) Adoption of strategies related to planning • Learning of strategies for collaboration **What I suggest to students:** An entrepreneurial project (creation of a bicycle maintenance clinic for the school's annual cycling competition, for example)	In Applied Science and Technology, the students must control the operation of a technical object. For this year's annual school cycling competition, the teacher suggests that the students set up a bicycle maintenance clinic, working closely with professional technicians. This will allow them to learn about some of the technical characteristics of bicycles, take them apart, check that they are working properly, and make adjustments if necessary. In doing this, the students can develop strategies for collaboration and discover their mechanical aptitudes. They will also launch a business offering a bicycle maintenance service. They will develop a better understanding of how a trade works, and can also consider the possibility of launching their own business.

Building the guidance-oriented approach to learning and entrepreneurship into teaching practices

1. In the teacher's annual planning

In their annual planning, teachers have the chance to identify opportunities to put subject-specific content into context, via the broad area of learning *Career Planning and Entrepreneurship*. In doing this, they are able to introduce learning and evaluation situations that help students to think in more detail about themselves and their exploration of the world of work. The guidance-oriented approach to learning and entrepreneurship can be incorporated into a school subject either through a new learning and evaluation situation, or by altering an existing situation to focus more on guidance and entrepreneurship.

Generally speaking, the annual plan includes learning and evaluation situations, along with the projects and activities that will take place throughout the year so that students can acquire knowledge and develop competencies, as stipulated in the subject program. To incorporate the guidance-oriented approach to learning and entrepreneurship into the classroom, teachers must target projects, activities and learning and evaluation situations through which learning can be placed in a context.

In other words, teachers should ask themselves, along with guidance counsellors or academic and career counsellors, if certain activities, projects or situations could be altered to help students:

- understand more about the world of work, including the world of entrepreneurship
- reflect on who they are and decide which of their personal characteristics corresponds to an entrepreneurial profile (fields of interest, type of involvement, strengths and limitations, etc.)
- examine the resources and strategies used to carry out their project

Note: The table entitled *Examples of projects and experiences included in plans* on the previous pages shows how entrepreneurship and the guidance-oriented approach to learning can be incorporated into school life, based on the teacher's planning and observations.

2. Observations made by the school staff or students

School staff

School staff members—teachers, complementary educational services staff—are in an excellent position to witness students' experiences. As they observe and ask questions, staff members are able to identify students' concerns, preferences and problems. These observations can become the starting point for entrepreneurial experiences or projects incorporated into teachers' planning. The following questions may help teachers to identify the group's needs:

- Does the group of students have any specific features or characteristics that might serve as the premise for an entrepreneurial project?
- Has the teaching team noticed any particular problems that may serve as the basis for an entrepreneurial project?

Questions such as these can help teachers to set goals or identify needs that can be addressed by an entrepreneurial project.

Students

Students may also identify problems and propose solutions. If the group agrees on a particular solution, the learning will have more meaning for them, and the students will be more motivated and more involved in the project, especially if it is built on their suggestions or observations. In the example given in Chapter 4, the students chose a subject they felt was important: taxing. Some of them had been personally affected by taxing, and proposed ideas to help counter it through the entrepreneurial project. Although it was difficult at times, the students threw themselves wholeheartedly into the project because they were convinced that they could actually do something by raising student awareness of the problem, among other things

Teachers who include entrepreneurship and the guidance-oriented approach to learning in their pedagogical practices and in their classroom can help facilitate their students' learning in specific subjects and in the broad area of learning *Career Planning and Entrepreneurship.*

They also help students to build a better self-image by helping them discover themselves as people and explore the world of entrepreneurship.

Conclusion

Québec society has many concerns related to young people. One is contributing to their training by involving them in projects that foster their personal, social, educational and professional fulfillment. The answers to the question raised in the Introduction to this document show how entrepreneurship, when combined with a guidance-oriented approach to learning in schools, can foster the personal and identity-related development of students and help them achieve fulfillment. We have seen how entrepreneurship fits into the guidance-oriented approach to learning, and how it can help students to know themselves as people, identify their entrepreneurial strengths, improve their motivation and perseverance at school, stimulate their commitment to their projects, and hence fuel their desire to learn and be enterprising in their personal lives in general.

The role played by teachers in this process is fundamental. Teachers observe their students, encourage them and help them to discover their strengths and aptitudes as they complete their projects. Many other participants—all, in fact—can also become involved in entrepreneurship in schools, and can all contribute in their own way, based on their own skills, to the fulfillment and development of students and to their awareness of themselves as people. This cooperation between participants from schools, the world of work and the community reinforces the idea that entrepreneurship allows students to make connections, learn to cooperate, work with partners, co-workers and employers, and develop a network through which they can not only forge contacts, but also receive comments and feedback that will help them build their own identity.

Presented in this way, entrepreneurship, when combined with a guidance-oriented approach to learning in schools, can reach all students, not just those who perform well or are enterprising and anxious to succeed, but also those who face learning or adjustment problems and those who have lost their motivation but still need to believe in their dreams and have gratifying experiences that will allow them to pursue goals and achieve personal and professional fulfillment. In other words, entrepreneurship, when combined with a guidance-oriented approach to learning, aims to develop young people who take an active role in their lives and society, are self-aware and mindful of others, and who know their potential and are willing to use it in projects that reflect their interests.

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