

# ADMINISTRATIVE GUIDE

2010-2011

for School Boards, Colleges  
and Subsidized Private  
Educational Institutions



## The Introduction to Entrepreneurship Measure

for Students in Elementary and Secondary School,  
Adult General Education, Vocational and Technical Training,  
and Preuniversity Education

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The Administrative Guide for the Introduction to Entrepreneurship Measure (IEM) is available on the entrepreneurship portal of the Ministère de l'Éducation, du Loisir et du Sport (MELS) under "Mesure de sensibilisation à l'entrepreneuriat":

[www.mels.gouv.qc.ca/entrepreneuriat](http://www.mels.gouv.qc.ca/entrepreneuriat).

The document *Introduction to Entrepreneurial Culture: Project Development Guide for Teachers*, the *Instructions and Steps to Follow when Registering for Option 1* of the IEM and the guide for Option 2 *Entrepreneurial Values for Vocational and Technical Training* are available under the "Publications" tab on the MELS entrepreneurial portal on the following Web site: [www.mels.gouv.qc.ca/entrepreneuriat](http://www.mels.gouv.qc.ca/entrepreneuriat).

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# 1 The Introduction to Entrepreneurship Measure (IEM): Context and Aims

## 1.1 Background

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In the fall of 1993, as part of the Québec government's action plan for economic support and job creation, the Direction générale de la formation professionnelle et technique (DGFPT) was entrusted with designing and implementing an optional measure that would introduce graduating students of vocational and technical training programs to entrepreneurship. The measure, known today as Option 2: 15-hour Introduction to Entrepreneurship Course, was implemented in the fall of 1994. It was somewhat modified in the fall of 1996 and offered not only to graduating students, but also to all students in vocational and technical training. In the fall of 2000, the scope of the measure was once again broadened, this time to include all students in elementary and secondary school, preuniversity general education, and vocational and technical training (youth and adult sectors), with the addition of Option 1, Entrepreneurial Initiatives, known today as Student Entrepreneurship. That same year, Option 1 of the measure was associated with the Student Entrepreneurship division of the Québec Entrepreneurship Contest (QEC). These two initiatives now bear the same name. **Please note, however, that the Contest is run by a nonprofit organization not governed by the Ministère de l'Éducation, du Loisir et du Sport (MELS), and that only the IEM falls under the responsibility of the Ministère.**

In May 1997, an orientation committee on entrepreneurship that included representatives from school boards and colleges was set up to determine whether the IEM met the needs of the community and the institutions offering it. In May 1999, at the request of the DGFPT, a study was conducted on the use and relevance of the measure.

The recommendations drawn from the 1997 and 1999 assessments, the expectations indicated to the Ministère by educational institutions, as well as the needs expressed by various groups during events such as the Québec Youth Summit and the annual meeting of the Fondation de l'entrepreneuriat, have led the Secteur de la formation professionnelle et technique et de la formation continue (SFPTFC) to define the parameters of its efforts to promote entrepreneurship. These efforts include the following:

- Québec's education system must contribute to the development of an entrepreneurial culture among citizens from an early age.
- Encouraging entrepreneurship among women is a priority of the Ministère as part of its contribution to the government's Action Plan 2000-2003: Equality for All Women of Québec.
- Local and regional entrepreneurial development requires the concerted effort of various stakeholders in the private and public sectors. Educational institutions offering the measure are responsible for establishing the necessary partnerships.
- The SFPTFC is responsible for ensuring the consistency and cohesiveness of the various entrepreneurship initiatives undertaken by educational institutions so that the best possible use is made of the available resources and expertise.

In 2004, for the first time in the history of Québec, the government unveiled a strategy to foster a culture of entrepreneurship among young people by promoting the values associated with it. The Youth Entrepreneurship Challenge, coordinated by the Secrétariat à la jeunesse of the Ministère du Conseil Exécutif and extended to 2014 as part of the Youth Action Strategy, is aimed at encouraging the development of attitudes, competencies and skills useful not only to the entrepreneurs of tomorrow, but also to all citizens and future employees. The Youth Entrepreneurship Challenge makes the IEM even more relevant since it is part of the government's action plan to help all of Québec society, and particularly young people, to better meet the challenges of the 21st century and build the Québec of tomorrow.

The Student Entrepreneurship option of the Ministère's IEM continues to support the Student Entrepreneurship division of the Québec Entrepreneurship Contest. The latter is currently supported by a network of resource persons at the elementary, secondary, college and university levels throughout the province who are involved in managing the Contest and facilitating various activities. The existing administrative structure and the presence of these resource people, in addition to the entrepreneurship awareness and promotion counsellors hired through the Youth Entrepreneurship Challenge, can be used to continue supporting the IEM in the education community.

Consequently, the Student Entrepreneurship option of the IEM is now offered to all elementary, secondary and college students participating in the Student Entrepreneurship division of the Québec Entrepreneurship Contest, in accordance with the funding parameters and requirements set out in this guide. Although Option 2 of the IEM has been modified, it will continue to be offered in its present form to vocational and technical training students, and its objectives and level of funding will remain unchanged. However, the activities eligible under Option 2 will now be determined by the Ministère.

The Youth Entrepreneurship Challenge action plan 2004-2009 contained a measure aimed at reinforcing the IEM. To this end, a guide entitled *Introduction to Entrepreneurial Culture: Project Development Guide for Teachers* was published in 2006 to support the Student Entrepreneurship option and help teachers guide their students in their entrepreneurial projects. Together with this administrative guide, the project development guide serves as the basis for analyzing projects submitted for funding under Option 1.

As for Option 2: 15-hour Introduction to Entrepreneurship Course, a guide entitled *Entrepreneurial Values for Vocational and Technical Training* has also been made available to teachers. Other activities eligible under Option 2 are specified later in this guide.

In 2009, the SFPTFC and the Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire (SEPEPS) are sharing the responsibility for ensuring that the various measures taken by the school system with regard to entrepreneurship are consistent and cohesive.

**MELS calls on all school and institutional administrators to remain vigilant with regard to the application for and use of funds allocated to develop entrepreneurial values among students. Audits may be conducted in the future.**

## **1.2 Development of Entrepreneurial Values**

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Redefined within the scope of the current education reform, the mission of schools—to provide instruction, to socialize and to provide qualifications—creates a dynamic environment that gives each young person the opportunity to pursue an academic path adapted to personal aptitudes and interests.

By determining the cross-curricular competencies to be developed and the broad areas of learning to explore, schools promote the implementation of projects and the overall development of students and their individual potential. The educational aim of the broad area of learning Personal and Career Planning is to give students in elementary and secondary schools an opportunity to undertake and complete projects that target self-actualization and social integration.

By means of entrepreneurial activities or projects, students will learn, as of elementary school, to develop entrepreneurial qualities such as creativity, self-confidence, a sense of responsibility, autonomy, team spirit, leadership and solidarity. These will all be determining factors in the students' progress and development, as well as in the choices they make.

More specifically, in an effort to encourage and support youth entrepreneurship, the Ministère's IEM offers financial assistance to schools and colleges for projects carried out under Option 1: Student Entrepreneurship and entered in the Student Entrepreneurship division of the QEC, as well as to institutions that offer Option 2 to their vocational and technical training students.

For more information on what constitutes an entrepreneurial project or for assistance on how to set up such projects, please consult *Introduction to Entrepreneurial Culture: Project Development Guide for Teachers*, available under the "Publications" tab at [www.mels.gouv.qc.ca/entrepreneuriat](http://www.mels.gouv.qc.ca/entrepreneuriat).

## **2 The Introduction to Entrepreneurship Measure (IEM): Objectives and Options**

### **2.1 Objectives**

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This guide is intended for school boards, colleges and subsidized private educational institutions that wish to have their students participate in a project or activity that falls within the IEM. The objectives pursued under this measure are as follows:

- to support the involvement of educational institutions and their partners
- to improve current methods of supporting and supervising awareness-raising activities in educational institutions
- to promote the creation and implementation of concrete projects related to entrepreneurship
- to foster the emergence of a veritable entrepreneurial culture starting in elementary school
- to make the Measure accessible to diverse groups

### **2.2 Options under the Measure**

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The Measure includes two options:

#### **Option 1: Student Entrepreneurship**

- Entrepreneurial projects carried out by students entered in the Student Entrepreneurship division of the QEC and the Student Entrepreneurship option of the IEM

#### **Option 2: 15-hour Introduction to Entrepreneurship Course**

- A 15-hour course designed to introduce students in vocational and technical training to entrepreneurship

## 3 Operational Framework

### Option 1

#### Student Entrepreneurship

##### 3.1 Introduction

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For the last 10 years, the Ministère's IEM has been supporting the QEC through its Student Entrepreneurship division. Since its inception 12 years ago, the QEC has sought to stimulate the development of entrepreneurship in Québec. Option 1 of the IEM is therefore directly related to this initiative and is designed to develop entrepreneurial spirit among young people by funding educational institutions for projects entered in the Contest under the Student Entrepreneurship division. A maximum of 15 students are funded per project. Please note that only the IEM falls under the responsibility of the Québec government; the QEC is a separate organization with its own board of directors.

Option 1 of the IEM is therefore designed for students who carry out, during the year, projects or activities that allow them to develop their entrepreneurial potential. Projects must be submitted to and eligible for the Student Entrepreneurship division of the QEC, and conform to the rules of the IEM.

Activities such as providing training and support services, setting up a school snack bar or outdoor café, bringing to life an innovative idea like transforming garbage cans into rain barrels to conserve water in a given area, and managing a knitting workshop to help children in an orphanage in Romania all require entrepreneurial qualities and could be eligible for funding if they meet IEM criteria.

For more information regarding the steps to take to carry out an entrepreneurial project, or to learn about the difference between pedagogical and entrepreneurial projects, the Ministère encourages you to consult the *Introduction to Entrepreneurial Culture* guide, available on-line at the following Web site: [www.mels.gouv.qc.ca/entrepreneuriat](http://www.mels.gouv.qc.ca/entrepreneuriat). Also consult Appendix 2 at the end of this administrative guide, which defines and explains the **concept of real need**.

Information on the Québec Entrepreneurship Contest may also be obtained by visiting the Contest's Web site ([www.concours-entrepreneur.org](http://www.concours-entrepreneur.org)). The Web site contains information regarding eligibility, contest categories, prizes, contest regulations, available documentation (such as the Contest's organizational guide), as well as the description of all the previous shortlisted projects.

##### 3.2 Students Eligible for MELS Funding

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Students enrolled full-time in elementary or secondary education or in vocational and technical training in a public institution or a subsidized private institution are eligible for funding. Funding is also available for adult education students.

##### 3.3 Students Not Eligible for MELS Funding

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- Preschool and university students are not eligible under this measure.
- Aboriginal students attending schools managed by band councils or those bound by the James Bay and Northern Québec Agreement and the Northeastern Québec Agreement (the Cree and Kativik school boards and the Naskapi school) are not eligible for funding under this measure, as they are subject to their own budgetary rules.

### 3.4 Eligibility Requirements

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The Ministère de l'Éducation, du Loisir et du Sport will provide funding to educational institutions if the following requirements are met:

- 1 - **The project is developed and carried out by students.**
- 2 - The students are guided by a project coordinator, i.e. a teacher or any other person representing the educational institution and the **project is part of an educational process** supported by the school. The following is a non-exhaustive list of activities that are not eligible for funding.
  - any project involving the organization of a party where alcohol is served
  - any project involving the organization of activities highlighting the end of the school year for a group of students (prom, yearbook or school rings)
  - any project involving the organization of cultural and language immersion trips for the sole benefit of the participating students
  - any project involving the organization of poker, video games and go-carting tournaments or other activities involving games of chance

Furthermore, a resource person from the educational institution must actively provide support and follow-up if the project is supervised by someone outside the educational institution (e.g. an economic development officer, an entrepreneurship awareness and promotion counsellor, or a representative of Junior Achievement Québec). In order to be eligible for funding, projects carried out with organizations outside the educational institution must be part of a school activity and not a community project. In addition to being supervised and organized by a project coordinator, the project must be carried out at the school, but an external organization may participate in the project.

- 3 - The project presented is eligible for the Student Entrepreneurship division of the Québec Entrepreneurship Contest. The rules governing eligibility for the contest are set out in the latest organizational guide for the QEC, which is available at [http://www.concours-entrepreneur.org/index\\_en.asp](http://www.concours-entrepreneur.org/index_en.asp). **Please note that the QEC and the IEM are two distinct and independent measures, and that only the IEM falls under the responsibility of the Ministère.**

**The project must therefore be entered in both the IEM and the QEC so that it may be considered for funding by the Ministère.**

- 4 - The project presented involves an entrepreneurial process, as described in *Introduction to Entrepreneurial Culture: Project Development Guide for Teachers*. Projects involving **the sale of bread, coffee, bulbs, fair-trade products or other pre-made products** will not be accepted unless it is clearly shown that the students have innovated in some way and added value to this type of project. The project must also meet a real need.

The brief description of 15 to 20 lines in the QEC on-line registration form must highlight the entrepreneurial character<sup>1</sup> of the project, the steps involved in it, student involvement and deadlines. Most of the project activities must be under way before the application deadline of 4:00 p.m. on March 14, 2011 to allow time.

*According to the Introduction to Entrepreneurial Culture guide, an entrepreneurial project involves producing something new, innovating, taking action to produce goods, services or events that are valued in the community because they meet a **real need**.*<sup>2</sup>

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<sup>1</sup> See Appendix 2 for a list of the criteria used to evaluate an entrepreneurial project.

<sup>2</sup> See Appendix 2 of this document.

- 5 - A maximum of 15 students may receive funding. These students must be deeply involved in developing the project and organizing the activity. They must have participated in the decision-making process and in seeing the project through to completion. Regarded by the school as the project leaders, these students have followed an entrepreneurial process and acquired the target skills. Thus, students who have participated only in carrying out the project, that is, those who were not involved in the decision-making process and in the project's organization, or who were involved to a very limited extent, are not eligible for the funding allocated by MELS to the educational institution. Once again, we ask project coordinators to be vigilant and remember their responsibilities with respect to their applications for funding.
- 6 - Where a project is carried out by students from different classes within the same educational institution, with the students performing similar or complementary activities in pursuit of the same objective, only one application for funding may be made.

Example 1: A school launches a paper recycling project and more than one class participates, with one class making Christmas cards, for instance, a second one making bookmarks, and a third making fine paper. The school may apply for funding for only one group of 15 students under the IEM, since the activities are similar and complementary.

Example 2: Students plan a Health Challenge. One group of students hosts information booths, another organizes a health walk in the community, another sets up a Web site on healthy lifestyle habits that also launches a competition, etc. The school may apply for funding for only one group of 15 students under the IEM, since the activities are complementary.

Example 3: One group of students decides to write, record and market a song on taxing in order to raise awareness about the problem. Another group puts on a show based on the song and makes a videocassette, which is then sold. The school may apply for funding for only one group of 15 students under the IEM, since the activities are complementary.

Example 4: When one or several different classes stage shows or presentations with a similar organization or objectives, the school may apply for funding for only one group of 15 students under the IEM, since the activities are similar.

Example 5: Two different groups of students decide, independently of one another, to set up a sales stand, with one group selling small snacks, and the other, drinks. They are responsible for building the stands, finding sponsors, obtaining the necessary authorizations, advertising the products, managing schedules, etc. In both cases, the process is the same, only the product is different. The school may apply for funding for only one group of 15 students under the IEM, since the activities are similar and complementary.

- 7 - A student may be included in only one funding application per school year.
- 8 - An electronic Declaration of Enrollments form must be filled out and then approved by an administrator at the school, school board, college or CEGEP. **Only forms that have been approved by an administrator will be forwarded to MELS.**
- 9 - The **funding received** by the educational institution under the IEM **must be allocated specifically to projects accepted** under the Student Entrepreneurship division of the Québec Entrepreneurship Contest. Any surplus funds must be allocated specifically to the development of an entrepreneurial culture within the same institution.

## Additional information

- We are counting on the cooperation of those in charge of educational institutions and schools to ensure that each project submitted under the IEM meets the above eligibility requirements.
- Local Contest representatives are responsible for ensuring that projects submitted to MELS under the IEM comply with its administrative rules. MELS will then conduct a final analysis of the projects submitted.
- Allocation of funding is solely the responsibility of MELS, and any decision concerning the payment of funds is at its discretion.
- Funds paid to elementary- and secondary-level public and private educational institutions come from budget allocations, which become available the following fall. For more information, please contact the director of financial services of your school board.
- Funds allocated for colleges and CÉGEPs are paid through *certification des crédits* (funding certification procedure) and are available in June (*Compte 57-700 entrepreneurship du programme 5*). For more information, please contact the director of financial services of your educational institution.
- Schools that are considered annex buildings by MELS and are affiliated with a parent institution must contact their parent institution to receive MELS funding. Thus, an annex building will have to submit projects under the parent institution's name and indicate its building name in the space provided on the IEM application form.

**Example:** In the Bas-Saint-Laurent region, the Ste-Agnès building is affiliated with École du Grand-Pavois. To submit projects under the IEM, Ste-Agnès must enter the name of its parent institution, École du Grand-Pavois, on the electronic application form, as well as its own name in the space provided. When the Commission scolaire des Phares has transferred the funds received from MELS for the IEM to the École du Grand-Pavois, the latter shall in turn pay the Ste-Agnès building using the list of projects provided by MELS.

## Information on the institution

- Administrative region

Bas-Saint-Laurent

- Educational level

Collégial

- Institution

École du Grand-Pavois..... ( Rimouski )

- Annex building (if applicable)

Ste-Agnès

- School board

Commission scolaire des Phares

## Option 2

### 15-hour Introduction to Entrepreneurship Course

#### 3.5 Introduction

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The 15-hour Introduction to Entrepreneurship course is designed to broaden the future prospects of students by demonstrating that starting a business is an option for some people and can be done within a relatively short period of time. This course should be considered a complement to a career planning process rather than an entrepreneurship training activity. It is an opportunity for vocational and technical training students to have a better idea of what entrepreneurship entails and how it could relate to their chosen field.

Generally, the course should help students to understand that entrepreneurship can provide them with an opportunity to enter the job market, evaluate their entrepreneurial potential and become aware of the options and means available to pursue any entrepreneurial aspirations that they may have.

#### 3.6 Eligibility Requirements

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To be eligible for funding, students must participate in a MELS-approved 15-hour Introduction to Entrepreneurship course outside of their regular program of study.

#### 3.7 Students Eligible for MELS Funding

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To be eligible, students must fall within one of the following categories:

- They must be enrolled on a full-time basis at a school board or subsidized private school, working towards a Diploma of Vocational Studies (DVS), an Attestation of Vocational Education (AVE) or an Attestation of Vocational Specialization (AVS).
- They must be enrolled on a full-time basis in a college-level technical training program leading to a Diploma of College Studies (DCS) in technical training or an Attestation of College Studies (ACS).

**NOTE:** Students are eligible for funding only once during their training.

#### 3.8 Implementation Options

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Educational institutions are responsible for offering 15 hours of activities introducing students to entrepreneurship. A detailed list of activities deemed eligible by MELS is provided below:

- Implement a 15-hour enrichment activity on entrepreneurship as described in the guide *Entrepreneurial Values for Vocational and Technical Training*, available at [www.mels.gouv.qc.ca/entrepreneuriat](http://www.mels.gouv.qc.ca/entrepreneuriat) under the “Publications” tab.
- Offer one of the activities listed below (please note that the time spent on these activities must total 15 hours for the student to be eligible for funding under Option 2).<sup>3</sup>

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<sup>3</sup> These activities are taken from a research report tabled in June 2005 by Yvon Gagnon and Réjean Ouellet, Centre des services aux entreprises, Commission scolaire De La Jonquière.

- Teach certain chapters of the guide *Entrepreneurial Values for Vocational and Technical Training* concurrently with the activities below. A total of 15 hours of theory and practice may therefore be funded under Option 2 of the Measure.
  - **Breakfast meetings with entrepreneurs:** Students have the opportunity to meet with entrepreneurs and discuss various subjects. This activity entails certain costs but can be very beneficial when well organized.<sup>4</sup>
  - **Company visits:** Although company visits are frequently organized, in this case the visits should focus on the owner's vision, activities in the back office or workshop, business practices and how the company operates.
  - **Conferences or lectures on entrepreneurship:** These conferences can take place at various times during the year or over the course of a week, and address a multitude of topics. For example, Collège Garneau organized lectures on a variety of topics such as: "An Entrepreneur and CMA . . . What's That?" "Networking at the Aquarium!" "Working in My Field of Training," "Me? An Accountant? Why Not?" "Fair Trade Entrepreneurs?" "Me? A Lawyer? Why not?" and "Am I an Artist? An Entrepreneur? Or an Artist Entrepreneur?" Other topics could include: "SMB Financing," "Business Plans for Start-Up Businesses," "How to Start a Business," "How to Find a Business Idea," "Forms of Business Ownership," "Creativity, Innovation and Problem-Solving," "Ethical Behaviour and Business Conduct," "How to Take Calculated Risks," "Visualizing the Future," "Market Research," "What's a Marketing Plan?"
  - **Business simulations:** Several business simulation programs are available on the market to help students better understand various business strategies. These simulations require a certain amount of preparation and help students understand the nature and impact of decisions they will have to make. Thus, students learn how to interpret financial statements, design marketing strategies, and make decisions concerning price, distribution methods and advertising costs. Students can also learn the importance of predicting competitors' future activities. These simulations are interesting and can be used to introduce many topics that would be difficult to cover in other ways.
  - **Mentoring:** Entrepreneurs can be paired with students and meet with them on a regular basis (outside of class time) in order to help students understand business realities and prepare them for the world of entrepreneurship.

From an entrepreneurial perspective, Option 2 of the Measure consists of using the education community's resources and partners to carry out activities that will raise the students' awareness of entrepreneurship. Various individuals may be in charge of this measure. However, it is important for the person in charge to believe in the project and its objectives, and to demonstrate the leadership needed to implement the activity effectively.

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<sup>4</sup> Our experience has shown that such meetings require careful planning and guidance. They entail more than simply having breakfast with an entrepreneur. They should provide an opportunity for exchanging ideas, learning about the entrepreneur's experience, his or her particular career path, previous training, difficulties encountered (with respect to his or her family and company), qualifications sought, hiring practices, etc. You may also consult the guide *Un entrepreneur dans ma classe*, available at [www.mels.gouv.qc.ca/entrepreneurial](http://www.mels.gouv.qc.ca/entrepreneurial) under the "Publications" tab.

## 4. Funding, Certification and Application Procedures

### 4.1 Option 1: Student Entrepreneurship

Educational level	Application procedure
<p>Students in general education (elementary and secondary school), vocational training and adult education</p>	<p><b>Option 1</b></p> <p>The electronic QEC entry form (available at <a href="http://www.concours-entrepreneur.org">www.concours-entrepreneur.org</a>) must be completed by the project coordinator and contain a brief description of the project (15 to 20 lines). The description must highlight the entrepreneurial character<sup>5</sup> of the project, the steps involved in carrying out the project, student involvement and deadlines.</p> <p>The electronic Declaration of Enrollments form (available at <a href="http://www.mels.gouv.qc.ca/entrepreneuriat">www.mels.gouv.qc.ca/entrepreneuriat</a>) must be completed by the project coordinator. Schools that are considered annex buildings by MELS and are affiliated with a parent institution must contact the latter to receive MELS funding. Funding for the IEM can only be paid by MELS to the parent institution. Thus, an annex building will have to submit projects under the parent institution's name and indicate its building name in the space provided on the form.</p> <p>The electronic IEM form is forwarded to the local Contest representative once the project coordinator submits it. The local Contest representative will obtain the approval of the person representing the institution (administrator at the school board, centre or school). The administrator ensures that the information entered is correct and confirms this electronically, or asks that modifications be made. <b>Only forms that have been approved by an administrator will be forwarded to MELS for analysis.</b></p> <p>Once approved by an administrator, the documents are forwarded automatically via the IEM Web site to the Direction de la formation continue et du soutien (DFCS), in the case of vocational training, or to the Direction des services complémentaires et de l'intervention en milieu défavorisé, in the case of general education projects. Those responsible for the IEM site will then make the necessary arrangements with the Direction générale du financement et de l'équipement (DGFE) so that funds are paid to the institutions once the eligibility of each project submitted has been verified.</p>
<p>College students in preuniversity education and technical training</p>	<p><b>Option 1</b></p> <p>The electronic QEC entry form (available at <a href="http://www.concours-entrepreneur.org">www.concours-entrepreneur.org</a>) must be completed by the project coordinator</p>

<sup>5</sup> See Appendix 2 for a list of the criteria used to evaluate an entrepreneurial project.

	<p>and contain a brief description of the project (15 to 20 lines). The description must highlight the entrepreneurial character<sup>6</sup> of the project, the steps involved in carrying out the project, student involvement and deadlines.</p> <p>The electronic Declaration of Enrollments form (available at <a href="http://www.mels.gouv.qc.ca/entrepreneuriat">www.mels.gouv.qc.ca/entrepreneuriat</a>) must be completed by the project coordinator. Schools that are considered annex buildings by MELS and are affiliated with a parent institution must contact the latter to receive MELS funding. Funding for the IEM can only be paid by MELS to the parent institution. Thus, an annex building will have to submit projects under the parent institution's name and indicate its building name in the space provided on the form.</p> <p>The electronic IEM form is then forwarded to the local Contest representative once the project coordinator submits it. The local Contest representative will validate the form and obtain the approval of the person representing the institution (administrator at the CEGEP or college). The administrator ensures that the information entered is correct and confirms this electronically, or asks the local representative that modifications be made. <b>Only forms that have been approved by an administrator will be forwarded to MELS for analysis.</b></p> <p>Once approved by an administrator, the documents are forwarded automatically to the Direction des services éducatifs complémentaires et de l'intervention en milieu défavorisé or to the Direction de la formation continue et du soutien (DFCS) through the IEM Web site. The DFCS will then make the necessary arrangements with the Direction générale du financement et de l'équipement (DGFE) so that funds are paid to the institutions once the eligibility of each project submitted under the IEM has been verified.</p>
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<sup>6</sup> See Appendix 2 for a list of the criteria used to evaluate an entrepreneurial project.

## 4.2 Option 2: 15-hour Introduction to Entrepreneurship Course

The Ministère de l'Éducation, du Loisir et du Sport sets guidelines for the activities eligible under Option 2, and the sums received must be allocated specifically to fostering student entrepreneurship.

This Measure provides schools with a unique opportunity to obtain funding for their students' entrepreneurial activities. **However, it is imperative that all school and institutional administrators remain vigilant with regard to the application for and use of funds. Audits may be conducted in the future.**

Students in Vocational Training*			
Reference	Funding	Certification	Application procedure
<ul style="list-style-type: none"> <li>2009-2010 budgetary rules, item 4 (Allocation de base pour les activités éducatives de la formation professionnelle), and more specifically item 4.2 on page 37 (Ajustements de l'allocation de base).</li> <li>Measure 30090 on page 17 sets out the standards for granting subsidies to students in subsidized private educational institutions.</li> </ul>	\$50 for each student declared by the educational institution and accepted by MELS.	Students earn one credit, which is recorded on their transcript. The certification codes 499011 (French) and 999011 (English) are used for the course in the SESAME system.	Funding applications are made on the basis of the educational institution's official declaration of the number of enrollments at the time of certification. Activities held under Option 2 are forwarded when students enrolled in a vocational training program are declared in the DCFP computer system.

Students in Technical Training (College Level)*			
Reference	Funding	Certification	Application procedure
<p>The rules and procedures are described in budget schedule S012-V03.</p> <p>Students enrolled full-time in a program leading to a DCS or an ACS, in accordance with section 24 of the <i>General and Vocational Colleges Act</i>, are eligible.</p>	Funding has been set at \$72.05* per period/student/week.	None	Applications are submitted each month to the Direction de la formation continue et du soutien (DFCS) of the Secteur de la formation professionnelle et technique. A person appointed by the educational institution must submit <b>no later than the 10th of each month</b> an application for funding for activities held the previous month, using the appropriate <b>paper form</b> (available at <a href="http://www.mels.gouv.qc.ca/entrepreneuriat">www.mels.gouv.qc.ca/entrepreneuriat</a> ). In the case of both options, payment is made through the normal certification of funding procedure.

\* This amount may be claimed only once for a student during his or her training.

## 5 Summary Table

### Option 1: Student Entrepreneurship

Eligible students	Funding	Eligibility requirements	Application procedure
<p>Students enrolled on a full-time basis in public or subsidized private institutions:</p> <ul style="list-style-type: none"> <li>• elementary</li> <li>• secondary</li> <li>• college</li> </ul> <p>Excluded:</p> <ul style="list-style-type: none"> <li>• students enrolled in preschool education</li> <li>• university students</li> <li>• Aboriginal students attending schools administered by band councils or school boards (Cree or Kativik) or bound by the James Bay Agreement, as they have their own funding and budgetary rules</li> </ul>	<p>Elementary and secondary school students: \$50 per student</p> <p>College: \$72.05* per student</p>	<ul style="list-style-type: none"> <li>• The project must be: <ul style="list-style-type: none"> <li>- part of an educational and entrepreneurial process</li> <li>- <u>developed and carried out by students</u> (students are guided by a resource person, i.e. the project coordinator, from the educational institution) The students for whom funding is requested must be deeply involved in developing and organizing the project.</li> <li>- registered in the Québec Entrepreneurship Contest</li> </ul> </li> <li>• When a project is carried out by students from different classes within the same educational institution and the students are performing similar or complementary activities resulting in the same concrete outcome, only one application for funding may be made.</li> <li>• A maximum of 15 students may receive funding for a given project. A student may be included in only one funding application during a school year.</li> <li>• An electronic Declaration of Enrollments form must be approved by an administrator. Only forms that have been approved by an administrator will be forwarded to MELS.</li> <li>• The funds granted must be allocated specifically for carrying out entrepreneurial projects.</li> </ul>	<p>Fill out the electronic QEC entry form (available at <a href="http://www.concours-entrepreneur.org">www.concours-entrepreneur.org</a>) no later than Monday, <b>March 14, 2011, at 4:00 p.m.</b></p> <p>Fill out the IEM electronic Declaration of Enrollments form (available at <a href="http://www.mels.gouv.qc.ca/entrepreneuriat">www.mels.gouv.qc.ca/entrepreneuriat</a>) by no later than Monday, <b>March 21, 2011, at midnight.</b></p> <p><b>Local contest representative</b> Check and send for approval the IEM Declaration of Enrollments form to the administrators representing the private school, school board or college <b>between March 21 and April 11, 2011.</b></p> <p><b>Members of the administration</b> representing the private school, school board or college Approve the Declaration of Enrollments by no later than Friday <b>April 11, 2011, at midnight.</b> <b>Forms that have not been approved by a member of the administration will not be sent to MELS.</b></p> <p>Beyond these registration and approval dates, no forms will be submitted to MELS for analysis or funding purposes.</p>

## Option 2: 15-hour Introduction to Entrepreneurship Course

Eligible students	Funding	Eligibility requirements	Application procedure
Students enrolled on a full-time basis at a public school or subsidized private school, working towards a degree (DVS, AVE, AVS, DCS or ACS).	Vocational training: \$50 per student  College: \$72.05* per student	<ul style="list-style-type: none"> <li>Students must participate in a 15-hour Introduction to Entrepreneurship Course organized by MELS that is <b>outside of their regular program of study</b>.</li> </ul>	1. In vocational training, applications for activities under Option 2 are submitted when students enrolled in a vocational training program are declared in the DCFP system. In technical training, applications for funding related to Option 2 of the IEM must be submitted on a monthly basis ( <b>no later than the 10th of the following month</b> ).  Declaration of Enrollments forms must be received by the Ministère no later than <b>June 4, 2010</b> .

\*In accordance with paragraph 11 of budgetary rule S012-V03, grants awarded for such activities are limited by the available budget.

## **APPENDIXES**

## APPENDIX 1

### Evaluation Criteria for an Entrepreneurial Project

#### **The project**

- 1→ produces an action that creates **a good, a service, or an event** which is made known to a **target audience**
- 2→ features original, innovative action as it **solves a problem and meets a real need**
- 3→ has an **impact** and **repercussions**, and entails a certain scope
- 4→ is a **source of motivation**
- 5→ develops entrepreneurial qualities

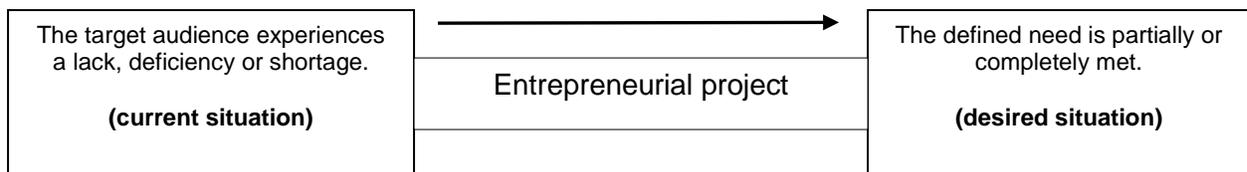
## APPENDIX 2

### Defining the concept of real need

The concept of real need is the cornerstone of student-run entrepreneurial projects. From a need perceived in a particular environment or community, the class or group can decide upon an entrepreneurial project that is best adapted to the situation and most beneficial to the target audience.

The entrepreneurial project must always be carried out in a school context and be intended for a target audience, thereby providing something of value to the community or environment.

The good, service or event produced by the students must specifically meet the needs of the target audience. A project may generate profits, but the money cannot be considered a means to directly meet the defined need. Rather, the entrepreneurial project itself must meet the real need.



To succeed, the group must understand the various aspects of the concept of need, which can lead to confusion.

Monette and Charette (1998) bring forth key factors that foster a better understanding of the concept of real need, which teachers, as project coordinators, can use to determine whether the entrepreneurial project carried out by the students in fact meets the real need defined.

First, the concept of need entails a necessity or some kind of lack, deficiency or shortage experienced by one or many individuals.

Second, the concept of need is different from that of want or request. A want or request is also a type of shortage, but contrary to the concept of need, a want or request does not justify an entrepreneurial project. In other words, should the group decide to meet a want or request, the situation of the target audience will remain unchanged. However, should the group decide to produce a good, service or event that specifically meets the real need identified, the situation of the target audience could improve. Simply stated, the first question to ask oneself when the time comes to focus on a need is: If we decide to create a product, service or event that will meet this need, will there be a foreseeable improvement in the target audience's situation? To answer this question, the group must conduct a vigorous analysis regarding the urgency of the need before beginning to undertake an entrepreneurial project.

The project summary (a 15- to 20-line text) must explain the context that has given rise to the real need. Moreover, the project summary should demonstrate how the real need identified in the given environment is in fact a need rather than a request and is recognized as such by several of the persons concerned. For example, organizing a workshop teaching effective communication

methods between teachers and students could be an entrepreneurial project that meets a real need in one environment, whereas in a different environment this same project would be identified as responding to a want. The problem lies not in teacher-student communications in general; as such, the summary should specify examples that demonstrate how instances of teacher-student communication can be problematic and how a workshop would constitute an action that could improve this situation.

It is worth remembering that the concept of need as the basis for entrepreneurial efforts within a school context can also be defined in terms of the broad areas of learning. The Québec Education Program for Secondary Cycle One notes, on page 15, that "these areas are interdisciplinary and deal with aspects of contemporary life young people must face." It is therefore a key framework for entrepreneurial culture. Moreover, the school board's strategic plan, the school's educational project and success plan and the needs analysis conducted for the purpose of implementing complementary services are valuable reference documents to target real needs, as they were created by a team of experts.

<b>Identifying real need</b>	
Specific real need: The excessive consumption of junk food by Elementary 6 students	
<b>Real need</b>	A group of Elementary 5 students notices that the Elementary 6 students in their school eat only junk food while on teacher-organized educational outings. After explaining the situation to the class, the students decide to consult Canada's Food Guide to learn about current food and nutrition standards. The Elementary 6 students complete a survey on healthy eating which, upon analysis, reveals that their daily consumption of fruits and vegetables is lower than the standards indicated in the Guide. The class decides to launch an awareness campaign intended for the Elementary 6 students in an effort to replace the junk food in their diets with fruits and vegetables. This constitutes a real need, as regular consumption of junk food can, in the long run, result in serious health problems.
<b>A want or request</b>	A teacher notices that the students in his or her school like candy, and decides to suggest to his or her class that it make candy so all the students in the school can enjoy some. This project is not based on a real need because it involves a specific request made by a teacher. If the class chooses to go forward with this project, the situation of the target audience will not improve. On the contrary, it is widely recognized that eating candy does not improve a person's overall health.

<b>Identifying real need</b>	
Specific real need: The influence of television advertisements on consumption	
<b>Real need</b>	<p>For the last few weeks, a number of Secondary I students have been ridiculed for never wearing the brand name clothing advertised on television. As a result, these students are always snubbed during recess. Some Secondary III students become aware of this situation and decide to share the information with their teacher and the rest of their class. They feel that the students are being bullied, so they decide to put on a small play that deals with the influence of televised advertisements on consumption. This play, which is put on for the entire school, reports this situation and educates the student body about the negative consequences it can have, such as intimidation, rejection and disrespect. In short, this entrepreneurial production makes the audience members aware that access to clothing, and not always following the criteria established by televised advertisements, is what matters.</p>
<b>A want or request</b>	<p>A class of Secondary V students decides to produce televised advertisements for their own enjoyment. The teacher asks the students to recreate ads that are already on the air, and does not specify any particular theme. This project is not entrepreneurial because it does not target a real need—it is a request made by the class.</p>

Source:  
 Mario Charette, and Marcel Monette. "Planifier et évaluer son intervention,"  
 in *Les besoins de la clientèle - module 2*. Cap-Rouge: Presses Inter Universitaires, 1998.  
 (Collection intervenir)