

**PREPARATION OF THE ENTREPRENEURIAL EDUCATION PROGRAM: CASE STUDY IN A MUNICIPAL SCHOOL IN THE CITY OF TEÓFILO OTONI/MG**

***ELABORAÇÃO DO PROGRAMA DE EDUCAÇÃO EMPREENDEDORA: ESTUDO DE CASO EM UMA ESCOLA MUNICIPAL DA CIDADE DE TEÓFILO OTONI/MG***

***ELABORACIÓN DEL PROGRAMA DE EDUCACIÓN EMPREENDEDORA: ESTUDIO DE CASO EN UNA ESCUELA MUNICIPAL DE LA CIUDAD DE TEÓFILO OTONI/MG***



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**ABSTRACT:** Entrepreneurship and innovation are fundamental to the development of society, as they contribute positively to providing opportunities for young people. This research aimed to evaluate the entrepreneurial actions developed by the Irmã Maria Amália Municipal School in Teófilo Otoni-MG and develop an entrepreneurial education program. Investing in your business has become a common way out of the growing global trend of informal jobs. In this sense, school education plays an important role in the dissemination of entrepreneurial techniques. Although the school has carried out specific actions with entrepreneurial characteristics as an extracurricular activity, "Entrepreneurship" is not included in its School Regime and Political Pedagogical Project as content to be worked on in regular education. Based on the results found, an entrepreneurial education program was designed for the municipal network of Teófilo Otoni/MG.

**KEYWORDS:** Education. Teaching. Entrepreneurship. Entrepreneurial Pedagogy.

**RESUMO:** *O empreendedorismo e a inovação são fundamentais para o desenvolvimento da sociedade, pois contribuem positivamente na oferta de oportunidades para os jovens. Esta pesquisa teve como objetivo avaliar as ações empreendedoras desenvolvidas pela Escola Municipal Irmã Maria Amália em Teófilo Otoni (MG), e elaborar um programa de educação empreendedora. Investir no próprio negócio tem se tornado uma saída comum para a crescente tendência mundial de empregos informais. Nesse sentido, a educação escolar desempenha um papel importante na disseminação das técnicas empreendedoras. Embora a escola tenha realizado ações pontuais com características empreendedoras como atividade extracurricular, "O Empreendedorismo" não consta em seu Regime Escolar e Projeto Político Pedagógico como conteúdo a ser trabalhado no ensino regular. Com base nos resultados encontrados, foi elaborado um programa de educação empreendedora para a rede municipal de Teófilo Otoni (MG).*

**PALAVRAS-CHAVE:** Educação. Ensino. Empreendedorismo. Pedagogia Empreendedora.

**RESUMEN:** *El emprendimiento y la innovación son fundamentales para el desarrollo de la sociedad, ya que contribuyen positivamente a brindar oportunidades a los jóvenes. Esta investigación tuvo como objetivo evaluar las acciones emprendedoras desarrolladas por la Escuela Municipal Irmã Maria Amália de Teófilo Otoni-MG y desarrollar un programa de educación emprendedora. Invertir en un negocio propio se ha convertido en una salida común a la creciente tendencia mundial de empleos informales. En este sentido, la educación escolar juega un papel importante en la difusión de técnicas emprendedoras. Si bien el colegio ha realizado acciones específicas con características emprendedoras como actividad extracurricular, el "Emprendimiento" no está incluido en su Régimen Escolar y Proyecto Político Pedagógico como contenidos a trabajar en la educación regular. Con base en los resultados encontrados, se diseñó un programa de educación emprendedora para la red municipal de Teófilo Otoni/MG.*

**PALABRAS CLAVE:** Educación. Enseñando. Emprendimiento. Pedagogía Empreendedora.

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## Introduction

The entrepreneurship revolution gained momentum in the mid-20th century, driven by socio-political, cultural, and technological development factors, alongside the consolidation of capitalism. Interest in the topic has grown not only among businesses but also among governments and societies. Entrepreneurship education has also gained prominence, with the inclusion of the subject in the curricula of management courses. Entrepreneurship is seen as a means of innovation and opportunity recognition, essential for the emergence of new businesses, economic growth, and individual fulfillment (Dornelas, 2016; Garcia; Andrade, 2022; Hespanha, 2009).

The concept of entrepreneurship has become increasingly relevant in academic circles, prompting reflection on its role in the teaching and practice of administration. Researchers, educators, managers, and those involved in education have openly debated the importance of entrepreneurship education in Brazil, especially in projects carried out in partnership with SEBRAE in public and private schools. The Brazilian federal government discussed the possibility of making entrepreneurship a compulsory subject in the curricula of primary, secondary, vocational, and higher education in 2012 and 2013, but the project was not realized (Costa *et al.*, 2008; Silva; Cária, 2015).

Entrepreneurship education has been considered indispensable for the success of new professionals during their training by experts. Educational institutions have integrated new educational paradigms into their pedagogical projects, taking into account the peculiarities and uncertainties of contemporary society, as well as the need to develop skills geared towards work. Entrepreneurship has been successful in the private sector and can positively contribute when applied in the public sector, especially in public schools. The introduction of entrepreneurship education in basic education holds revolutionary importance, as entrepreneurial education transcends the ability to generate social capital (Sela *et al.*, 2006; Dolabela, 2006).

In the academic sphere, research on entrepreneurship stems from the importance that small businesses hold in the current economic landscape, as well as the proliferation of entrepreneurial spirit in society. Authors such as Mocelin and Azambuja (2017), Dolabela (2006), Silva and Cária (2015), and Costa and Carvalho (2011) highlight the lack of studies on entrepreneurship education and underscore the need for research that promotes entrepreneurial actions in primary education. There is a substantial volume of academic studies in higher education on the topic of entrepreneurship in education, yet there remains a low quantity of

published works on the subject when it comes to basic education (Dolabela, 2006; Silva; Cária, 2015).

Further exploration of entrepreneurship within the realm of primary education is underexplored. Investigating these practices in a local organization helps demonstrate the role of entrepreneurship. The purpose of this study is to understand the applicability of entrepreneurship in public schools as a means of personal growth for individuals, expanding their entrepreneurial vision for the benefit of the society in which they live, and strengthening social bonds (Dourado, 2007). Thus, the creation of an entrepreneurship implementation program in the municipal school network of Teófilo Otoni/MG aims to promote entrepreneurial education.

Introducing entrepreneurship into schools enables individuals to gain new experiences that help them understand how organizations operate and the workings of the business world (Chaves; Parente, 2011). Therefore, this work involved qualitative and documentary research conducted at the Irmã Maria Amália educational institution located in Teófilo Otoni (MG). Moreover, the findings facilitated the development of an entrepreneurial education program for implementation in municipal schools based on entrepreneurial pedagogy.

As a premise to the points presented regarding entrepreneurship and the approach to entrepreneurship in schools, it became necessary to address the guiding question of this work: "How do the school management and pedagogical team of EMIMA promote entrepreneurship?" In seeking answers to this question, this work aimed to develop a diagnosis of entrepreneurial actions carried out by the Municipal School Irmã Maria Amália (EMIMA) and to formulate an entrepreneurial education program.

This presentation aims to explore various aspects related to entrepreneurship and the entrepreneurial subject, highlighting the intersection between Education and Entrepreneurial Pedagogy. Initially, the essence of entrepreneurship and the role of the entrepreneurial individual in the educational context will be discussed. Next, attention will focus on the importance of Methodology in the process of implementing entrepreneurial practices, followed by a critical analysis of the Results and Discussions derived from these approaches. Subsequently, an entrepreneurial education implementation program will be presented, outlining strategies and guidelines for its implementation. Finally, the Conclusion will consolidate key insights, offering a reflective synthesis of the implications of these practices in the educational environment and in the development of the entrepreneurial subject.

## Entrepreneurship and the Entrepreneurial Subject

Some theories on entrepreneurship provided by scholars of traditional administration point to the entrepreneur as the agent who plays a central role in economic development (Chaves, 2009). In the mid-17th and 18th centuries, the term "*entrepreneur*" emerged, deriving from the French word "entrepreneurship," attributed to the French economist Jean-Baptiste Say. When translated literally, it means "one who is between" or "intermediary." Similarly, it can signify "being in the market between the supplier and the consumer" (Dees, 1998, p. 1; Oliveira *et al.*, 2016, p. 4, our translation).

In the 20th century and post-Industrial Revolution, around 1934, the economist most associated with the term was Schumpeter. He emphasized the need for innovative action by actors involved in the economic processes of capitalism (Schumpeter, 1964). According to Schumpeter (1964), entrepreneurship involves any form of creative action that contributes to the prosperity of the enterprise. Therefore, an entrepreneur can be someone who initiates a new business or "someone committed to innovation within established firms, known as an intrapreneur" (Martins, 2010, p. 47, Garcia; Andrade, 2022, our translation).

Entrepreneurship is linked to the realization of dreams, transforming ideas into opportunities that generate value for society. It provides an alternative for individuals to enter the job market. Entrepreneurship involves challenging the prevailing order. Moreover, entrepreneurial behavior involves paying attention to events and existing opportunities, laying the groundwork for decision-making in risky situations (Orseretti, 2016, p. 33; Ribeiro *et al.*, 2014; Dornelas, 2014; Mendes, 2011).

Innovation and entrepreneurial spirit are crucial in both private and public sectors of society and the economy. An entrepreneur is someone who mobilizes resources to transform a given reality through entrepreneurial action, which can occur at specific moments or across various situations in their life (Garcia; Andrade, 2022; Ferreira *et al.*, 2018).

The literature categorizes entrepreneurship into two types. The first is known as Necessity Entrepreneurship, where individuals create businesses due to a lack of alternatives. The second is Opportunity Entrepreneurship, where individuals identify a lucrative business opportunity (Baggio; Baggio, 2014).

In the context of opportunity entrepreneurship, it is essential to recognize and fully exploit apparent opportunities to achieve results. However, not all entrepreneurs can swiftly identify these opportunities as a pathway to growth. Such skills are developed by only a few, owing to the inherent difficulty in honing them (Silva, 2016).

Understanding the motivations that drive Brazilians to become entrepreneurs is as crucial as analyzing the socio-demographic characteristics of entrepreneurs. Historically, the Global Entrepreneurship Monitor (GEM, 2022, our translation) has classified motivations into two categories:

Since its inception, GEM has distinguished motivations for entrepreneurial activity into two categories: opportunity or necessity. However, there is a growing recognition that this dichotomy may no longer adequately reflect the nuances of motivations for contemporary business creation.

Given this reality, the global GEM underwent a significant revision in 2019, abandoning the distinction between necessity and opportunity. Instead, it incorporated broader questions aimed at capturing the diverse motivations present in modern entrepreneurship. The gradual transition to a more comprehensive approach represents a significant advancement in understanding entrepreneurial dynamics, highlighting the diversity and multiplicity of motivations driving the entrepreneurial landscape in Brazil (GEM, 2022).

The concept of social entrepreneurship remains relatively underexplored and is sometimes exclusively associated with non-profit organizations. At times, an entrepreneur is described as anyone initiating a non-profit organization. Such discrepancies in the conceptualization of social entrepreneurship arise because global philanthropists and their foundations are occasionally identified as social entrepreneurs, even though they do not fit this definition (Casaqui, 2014; Italvino *et al.*, 2018).

Social entrepreneurship distinguishes itself from traditional entrepreneurship through four characteristics: Firstly, market failures—social entrepreneurship seeks to fill gaps left by traditional sector businesses. Secondly, mission—the primary mission of social enterprises is to create social value, unlike other enterprises focused on profit generation. Thirdly, resource mobilization—social entrepreneurs face greater challenges in obtaining financial and human resources due to less competitive offerings to potential funders or employees. Finally, performance measurement—social entrepreneurship's outcomes are not solely expressed in company profits and lack well-quantified measures compared to other enterprises (Oliveira *et al.*, 2016).

Social entrepreneurship emerges as a means to address poverty and social exclusion issues. It represents a new form and paradigm of management that is emerging with significant potential for social transformation. The term "social entrepreneurship" is still developing as a

concept, yet it embodies distinctive characteristics, principles, and values that differentiate it from traditional social management (Italvino *et al.*, 2018).

## **Education and Entrepreneurial Pedagogy**

Education can be understood as a social practice and, for analytical purposes, as a process of cultural socialization in which both the school and the citizen are involved in the production and assimilation of knowledge aimed at formation. Education is an organized, systematic, intentional, dynamic, evolutionary, and complex process that demands not only a large functional framework but also the participation of the community, parents, and various organizations to effectively achieve the necessary quality (Alves *et al.*, 2021; Luck, 2009).

In the framework of the Brazilian Federal Constitution of 1988, Article 205 guarantees every citizen the right to access education. According to Cury (2002), the constitution enabled the inclusion of people who previously had no access to education, as before its existence, and especially before the Law of Guidelines and Bases of National Education (LDBEN), there was a mandatory requirement for minors to attend school. Law No. 9394/96 defined basic education and, in Article 22, established that its purpose is to develop and ensure the exercise of citizenship, providing the foundation and progression for the formation of the citizen. Therefore, it is the responsibility of the State to offer and qualify basic education, encompassing both elementary and secondary education (Brasil, 2019).

Traditional teaching, practiced in most institutions, still persists in educating students solely to become employees, keeping them completely distant from practical experiences in the real world. The values of education in Brazil at all levels are geared towards preparing professionals, even though there are pedagogical projects developed in elementary and higher education that do not consider the student's entrepreneurial aspirations but are created based on existing jobs (Alves *et al.*, 2021; Filion, 2000, p. 39; Martins, 2010; Ribeiro *et al.*, 2014).

Schools play a crucial role centered on the duty to educate their students based on values of autonomy and independence, equipping them to innovate, take risks, and operate within constantly changing systems. Countries that support and encourage new entrepreneurs experience rapid economic growth and decreased unemployment rates. The rise of programs fostering entrepreneurial learning in schools is attributed, to some extent, to the realms of economy and the job market. In this regard, entrepreneurial education provides an opportunity

for positive transformation within educational institutions through entrepreneurial educators (Henrique; Cunha, 2008; Martins, 2010).

Entrepreneurial pedagogy (EP) is fundamentally a process of learning rather than teaching. The principles of "Entrepreneurial Pedagogy" by Fernando Dolabela aim to introduce entrepreneurial education for children and adolescents aged 4 to 17 in early childhood education, primary, and secondary levels. Entrepreneurial education contributes to the emergence of new forms of learning, relationships, and additional values. Students are encouraged to generate knowledge about themselves, what they aspire to achieve in the future, and how to pave the way for it. The student becomes the author of their own path and learns, akin to a real entrepreneur, to seek the necessary knowledge to fulfill their dreams (Dolabela; Filion, 2013; Dolabela, 2006, 2008).

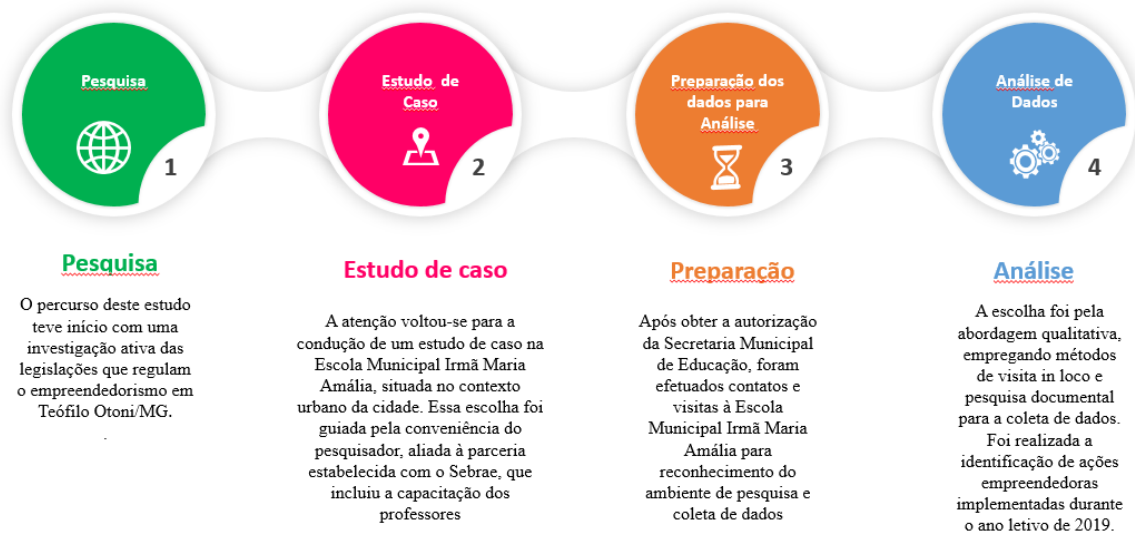
Entrepreneurial Pedagogy (EP) has garnered interest due to the specificities of its teaching approach and is now recognized as one of the main instruments for shaping new entrepreneurs and disseminating entrepreneurial culture. The entrepreneurial educator needs to focus teaching and learning on the four pillars of education outlined in the report "Learning: The Treasure Within" (Delors *et al.*, 2010): learning to know, learning to do, learning to live together, and learning to be, so that individuals can make correct decisions in the face of challenges and demands that arise in the classroom. A fifth pillar based on individual beliefs and attitudes is learning to undertake (Schaefer; Minello, 2017; Martins, 2010).

## Research Methods Applied

The trajectory of this research was developed following the stages depicted in Figure 1. Initially, a search was conducted on the City Council website for laws regulating entrepreneurship in Teófilo Otoni. This study aimed to diagnose entrepreneurial projects developed at a school in Teófilo Otoni (MG), enabling a case study at the Municipal School Irmã Maria Amália, located in the urban area of the city. To achieve this, a review and foundation of the literature was conducted based on books and publications on the theme of entrepreneurship, aiming for a better understanding of social entrepreneurship, entrepreneurship in schools, and entrepreneurial pedagogy.



Figure 1 – Research Trajectory



Source: Developed by the author.

The primary criterion for selecting the researched school was non-probabilistic convenience sampling. In this type of sample, the selection of population elements depends at least in part on the researcher's or interviewer's convenience in the field. It is often used to test or obtain ideas about a specific subject of interest and is well-suited to the objectives of exploratory research (Mattar, 2012). Additionally, the Basic Education Development Index (IDEB) was used as a reference. IDEB is an indicator of educational quality that combines information on performance in standardized exams obtained by students at the end of educational stages with information on school performance.

After obtaining authorization from the Municipal Education Secretariat, contacts were made with EMIMA through a site visit to familiarize with the research environment. A qualitative research approach was chosen to conduct the case study (Oliveira, 2011; Trivinos, 1987). Regarding the adopted procedures, these were based on documentary research (Marconi; Lakatos, 2017). During subsequent visits, it was identified that EMIMA's teachers had participated in training offered by Sebrae Teófilo Otoni, which facilitated obtaining additional information and documents about the course from the responsible technician. Entrepreneurial actions were also identified, including themes such as social responsibility: 'I am part of it, I make a difference' and 'Nurture: for a healthier life', which were developed by the school in the 2019 school year. The subsequent stages aimed at guiding the Entrepreneurial Education Program for the municipal education network of Teófilo Otoni (MG).

## **Results and Discussions**

During the six visits to EMIMA in 2020, the collaboration between Sebrae and the Municipal Government of Teófilo Otoni became evident. Sebrae provided municipal school teachers with training through the "Young Entrepreneurs First Steps" (JEPP) course. Statistical data provided by Sebrae Teófilo Otoni highlights the participation of 105 teachers and 15 members of the administrative team in the project, totaling 120 participants. However, it is notable that only 40% of the staff at Escola Municipal Irmã Maria Amália (EMIMA) chose to participate in the proposed training. These figures become relevant when compared with the data from the Political-Pedagogical Project for the 2019/2020 period. The discrepancy between participation in the training program and the total number of teachers at the school may indicate variations in the interests or professional development needs among the staff.

The analysis of these numbers underscores the importance of understanding the factors that influence staff participation in improvement initiatives, allowing for strategic adjustments to better meet the educational community's needs. This reflection contextualizes the information, providing a comprehensive view of engagement with the project in relation to the institution's teaching structure.

JEPP is part of an initiative developed by Sebrae throughout Brazil to promote entrepreneurial education and culture, based on the four pillars of education proposed by UNESCO: learning to know, learning to do, learning to live together, and learning to be (Moraes, 2019; Delors, 2010). Sebrae's program is based on Fernando Dolabela's "Entrepreneurial Pedagogy," which posits that Entrepreneurial Pedagogy should lead to more than just the manifestation of entrepreneurship. It should also support cooperation, democracy, and humanity (Dolabela; Filion 2013).

During the visits and interactions with EMIMA, it was possible to access and subsequently analyze the 2018 School Regulations and the 2019/2020 Political Pedagogical Project of the school. In this context, two entrepreneurial actions proposed by EMIMA to Sebrae as a counterpart to the training offered through JEPP were identified. The actions, themed "I Participate, I Make a Difference" and "Nourish: For a Healthier Life," were intended to be developed by the school during the 2019 academic year.

The entrepreneurial action developed by the pedagogical team responsible for the 6th to 9th grades, themed "I Participate, I Make a Difference," commenced on March 28, 2019, and was developed over six months in 2019. Analyzing this action reveals that its objectives, though implicit, aimed to discuss themes addressing social responsibility to engage students with their

socio-economic and environmental realities. The methodology used in this action involved developing skills and competencies focused on the theme of social responsibility in each of the final years of elementary education.

Another entrepreneurial action proposed to Sebrae, under the implementation of the entrepreneurial education program in elementary education, "Nourish: For a Healthier Life," is a transversal activity described in EMIMA's PPP, under the citizenship axis, to be implemented in the school as a pedagogical practice. Developed by the pedagogical team responsible for the 4th and 5th grades, it began on March 28, 2019, and was carried out over six months in 2019. Its objective was to discuss the benefits of proper nutrition and raise students' awareness of healthy eating habits to reduce childhood obesity.

Through the documentary data collected at EMIMA, it was possible to identify a gap between the propositions of its 2018 School Regulations, the 2019/2020 Political Pedagogical Project, and the projects developed by the school, and the methodology outlined by Sebrae regarding Entrepreneurial Pedagogy (EP) in its training programs. EP is suitable for development due to the success stories demonstrated in Guarapuava (PR), a city in southern Minas Gerais, and the other 129 cities in the state of Paraná (Teixeira; Higuchi, 2007; Ferreira *et al.*, 2018; Dolabela; Fillion, 2013). Consequently, the results indicated that EMIMA promotes actions with entrepreneurial characteristics through transversal themes.

### **Entrepreneurial Education Implementation Program**

Analyzing the development roadmap of EMIMA's actions, it is evident that the entrepreneurial teaching method and the hours suggested by Fernando Dolabela's EP, later adopted by Sebrae, are missing. Sebrae bases its training on EP. The school's activities also highlight a deficiency in the method of evaluating feedback, the emotions elicited, or the dreams of the students. The school relies on concluded concepts, and thus does not inquire about dreams. The idea of dreaming is neither a subject of school pedagogy nor is it encouraged at home. In society, encouragement to dream is not promoted. "Socially, dreaming is not stimulated because dreaming is dangerous: communities that dream build their future and do not allow themselves to be dominated" (Dolabela, 2006, p. 41, our translation).

Considering that the city of Teófilo Otoni (MG) has three municipal laws focused on entrepreneurship, the first, approved in 2009 as Municipal Law No. 5,967, establishes the Young Entrepreneur Week in the municipality, to be celebrated in the third week of March each

year, integrating the Official Calendar of City Events. This law proposes a cycle of events promoting entrepreneurship dissemination and the appreciation of entities dedicated to entrepreneurial projects.

The second law, approved in 2016 as Municipal Law No. 6,993, deals with the implementation of a permanent cycle of lectures on entrepreneurship for students in public and private municipal schools. The third law, approved in 2017 as Municipal Law No. 7,155, refers to the inclusion of the "Young Entrepreneurs First Steps" (JEPP) course for elementary education in the municipal public network. This last law authorizes the Executive Branch to include the JEPP course in the elementary school curriculum in partnership with SEBRAE and grants the Municipal Department of Education the responsibility to facilitate implementation through agreements, conventions, and partnerships with public or private entities. However, the existence of these laws does not guarantee the satisfactory completion of the projects (Teófilo Otoni, 2009; Teófilo Otoni, 2016; Teófilo Otoni, 2017).

To overcome the weaknesses mentioned in this work, the development of an entrepreneurial education program was proposed. This program is a proposal for the implementation of entrepreneurial pedagogy in the municipal schools of Teófilo Otoni (MG). Applied in the final years of elementary education, from the 6th to the 9th grade, it will be the teacher's responsibility to adapt the content according to the respective school year.

The development of the program, as seen in Figure 1, part 1, was carried out with the help of the Canva® application and was based on entrepreneurial pedagogy. Canva is a free graphic editor that assists in the creation of layouts.

**Figure 2 – Entrepreneurial Education Program - Part 1**



Source: Developed by the author.

Figure 2 presents the initial steps of the proposed entrepreneurial education program. The first stage of the program involves planning the approach by each teacher regarding the content taught in basic education disciplines of each grade. Considering the reality of education in the municipality of Teófilo Otoni (MG), a workload of 40 classes is suggested for content application, with each class lasting 50 minutes, conducted once a week. This workload is an integral part of the Entrepreneurial Pedagogy (PE) proposal in conjunction with the Young Entrepreneurs First Steps (JEPP). Planning is a fundamental step in guiding the program effectively.

In the second stage, training of the school staff responsible for implementing the program takes place in collaboration between the Municipal Department of Education and universities to facilitate the program. Training can be conducted twice during the school year. It is crucial for teachers from the 6th to the 9th grade to be engaged in carrying out classroom activities, as they are the key agents to make the program viable through educational practice.

The third stage focuses on preparing support materials for teachers, including the use of works such as “*Pedagogia Empreendedora*” and “*O Segredo de Luísa*”<sup>4</sup>, by Fernando Dolabela, “*Introdução ao Empreendedorismo*”<sup>5</sup> by José Dornelas, and “*Semeando Sonhos – Empreendedorismo*”<sup>6</sup> by *Turma da Mônica* (Dorabela, 2017; Dorabela, 2006; Dornelas, 2018; Sousa, 2014). The subsequent stage can be seen in Figure 2 and constitutes Part 2 of the proposed entrepreneurial education program.

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<sup>4</sup> "Entrepreneurial Pedagogy" and "The Secret of Luísa".

<sup>5</sup> "Introduction to Entrepreneurship".

<sup>6</sup> "Planting Dreams – Entrepreneurship".

**Figure 3** – Entrepreneurial Education Program - Part 2

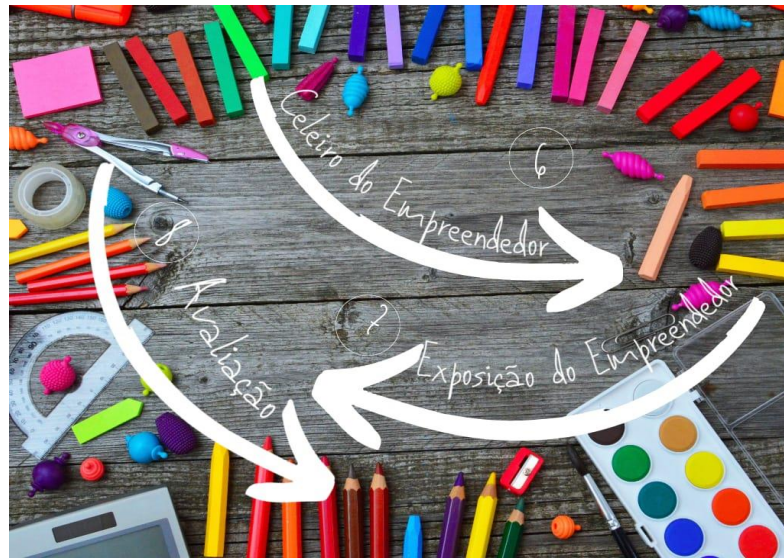


Source: Developed by the author.

Figure 3 represents the second part of the entrepreneurial education model, explicitly addressing the fourth stage. The Dream Workshop is an activity to be conducted in the 6th grade by the Portuguese language teacher. Students are required to write an essay answering two questions: What is your dream? What will you do to make it a reality? This activity aims to foster habits of flexibility, continuous learning, and embracing change as usual and as an opportunity, both for institutions and individuals (Drucker, 1991).

The fifth stage involves creating an entrepreneurship timeline, highlighting its respective creators. This stage should be integrated into history and geography classes for 7th grade students. The remaining stages of the entrepreneurial education program can be seen in Figure 4, Part 3.

**Figure 4 – Entrepreneurial Education Program - Part 3**



Source: Developed by the author.

The sixth stage focuses on creating the Entrepreneur's Toolbox, which simplifies and synthesizes business plan concepts. It should be developed practically and is divided into 4 steps for implementation.

Step 1 is implemented in Physical Education and Arts classes, involving 8th-grade students in creating mini-businesses. Each group must name their mini-company, plan future activities, and assign specific tasks. A practical example would be establishing a school garden, using the harvested products to drive the mini-business. This activity aims to develop concepts of leadership and teamwork. In Step 2, the Portuguese language teacher is responsible for delivering the content, using resources such as comic strips and cartoons for 8th to 9th-grade students. Here, the focus is on advertising and promotion, teaching students how to promote their mini-company and effectively use language to communicate with the public.

Step 3 is led by the mathematics discipline, which explores financial management concepts. 9th-grade students are challenged to calculate necessary materials, costs involved in planting beds, set prices, and record cash flow. Finally, in Step 4, the Natural Sciences teacher guides 9th-grade students in creating a school garden. Each group is responsible for their own bed for producing fruits and vegetables, encouraging the use of recyclable materials, and raising awareness about sustainable use of natural resources.

An additional example of applying this activity is making handicrafts using recyclable materials. Students should follow the theoretical approaches taught in each discipline, respecting the established schedule for each of the described steps. The distinction of this

activity lies in Step 4, where students manufacture items intended for display at the entrepreneurial fair.

The seventh stage involves creating the Entrepreneurial Exhibition, where students from 6th to 9th grade will showcase the culmination of their classroom activities. Participation in extracurricular activities positively influences students' entrepreneurial intentions, as well as their goals to attend university, providing them with greater capability to conceive and implement entrepreneurial projects, with a higher propensity to start their own businesses (Rocha *et al.*, 2012).

Finally, in the eighth and last stage, it is suggested that follow-up and evaluation be conducted through the application of questionnaires, followed by data tabulation to prepare reports by the team responsible for program implementation. These reports should be archived at the school, with copies sent to the Municipal Department of Education, aiming to identify participants' expectations and experiences in the program. The collected information will be used to guide future adjustments and continuous improvement of the entrepreneurship program. It is crucial to emphasize that, beyond the school community members, students themselves should recognize the value of entrepreneurship. Therefore, it is essential for teachers and educational stakeholders to play an active role in promoting entrepreneurship in schools (Rocha *et al.*, 2012).

### **Final considerations**

This study aimed to diagnose entrepreneurial actions developed by a school in Teófilo Otoni (MG). For this purpose, descriptive research with a qualitative approach was conducted, focusing on the case of *Escola Municipal Irmã Maria Amália*, located in the urban area of Teófilo Otoni.

Based on this axiom, the research question "How does the school management and pedagogical team at EMIMA promote entrepreneurship?" enabled an understanding that EMIMA conducts specific entrepreneurial activities as extracurricular activities that align with social entrepreneurship. However, it was noted that regular entrepreneurship education is absent from its School Regulations of 2018 and Pedagogical Political Project 2019/2020, based on the data presented in this research and considering the existence of three municipal laws aimed at fostering entrepreneurship in the school.



In conclusion to the findings and response to the objective, an entrepreneurship education program was developed for the municipal school network of Teófilo Otoni (MG). The program development was assisted by the Canva® application, divided into 8 stages, based on entrepreneurial pedagogy. The proposed entrepreneurship education program aims to guide the implementation of entrepreneurship education in the school; therefore, it does not replace proven methods and studies by referenced authors and can be modified according to the school's reality.

As proposals for future research, it is suggested to apply and evaluate the entrepreneurship program by expanding the number of cases studied, as well as investigating and collaborating on the application of "Entrepreneurial Pedagogy" in local schools, thereby strengthening established partnerships.

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