



Entrepreneurship and the school

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Abstract

As science, technologies and communication progress, people develop new customs, mindsets and aspirations, resulting in new demands and social and behavioral changes. When people's behavior changes, companies recognize this change and adapt accordingly. Thus, even though it is not a recent idea, this article intends to conceptualize the word entrepreneurship in the view of renowned authors who are dedicated to the subject, to analyze and consider the concept of entrepreneurship in school, to make some reflections about the need for entrepreneurship in human life and, as a way of favoring learning, school could not be excluded, an effective means of transmitting how to undertake, nurturing students from an early age to the idea that doing so is part of individual success, whether as a business creator or as an innovator of practices and actions in your day-to-day life. Using bibliographical research, notably by authors who have dedicated themselves to the concept of entrepreneurship at school, an analysis and considerations are made about it, based on some actions aimed at promoting and developing the theme in schools. The entrepreneurship approach at school develops skills, critical thinking and creativity in problem solving by students, providing means for greater autonomy, confidence and the ability to take calculated risks. The results have shown that there are challenges to be faced in implementing the theme, whether in the discussion of the subject, or in terms of teacher training, adapting curricula and integrating this approach into traditional educational systems.

Keywords: Entrepreneurship, entrepreneurship at school, learning, students.

Introduction

It is widely recognized that entrepreneurship plays a significant role in a country's economic and social growth. An academic environment that encourages the formation of entrepreneurial mindsets in students can encourage them to choose to plan their professional careers, considering the opportunity to start their own ventures. In this way, entrepreneurship has become an increasingly relevant topic, as it promotes the development of essential skills in students, preparing them to face the ever-increasing challenges in the world around them. The term entrepreneurship has its origin, according to Hirsch and Shepherd (2014), in the French word *entrepreneurs* and refers to someone who is acting as an intermediary, taking risks and starting something new. However, even so, it is not a modern concept because it is rooted in the history of man and aims to improve the relationships of human beings with their fellow men and with nature itself. Entrepreneurship was already practiced by man when he used innovative methods to keep himself alive and those around him.

Entrepreneurship is a concept that transcends the simple creation of companies or businesses, as pointed out by Chiavenato (2012). It stimulates changes and transformations, generating new ideas and boosting talent development. Drucker (1985), considered one of the precursors of modern management, sees entrepreneurship not only as the creation of ventures, but as the ability to recognize and take advantage of opportunities in a dynamic, creative and innovative way, always with responsibility. Schumpeter (1942) also emphasizes that entrepreneurship plays a crucial role as a generator of economic and social change, and highlights the importance of an entrepreneurial mindset to drive innovation and society's growth.

Therefore, it is fundamental to consider entrepreneurship as an essential learning process for the success of the entrepreneur, being intrinsically linked to the organization. To take advantage of opportunities effectively, it is necessary to create a solid structure that allows efficient management, resulting in sustainable achievements (Drucker, 1985). Involving the school in this context seems natural and has been an increasingly relevant topic, as it promotes the development of essential skills in students, preparing them to face the challenges of today's world.

Thus, this article aims to analyze and consider the concept of entrepreneurship in school, based on a bibliographical research with a literature review, where we seek to understand the importance of entrepreneurship in education, the challenges involved in its implementation and the potential advantages that can be achieved by incorporating this approach into traditional education systems. Before we get into considerations about entrepreneurship in schools, it is necessary to talk a little more about entrepreneurship, creating opportunities for it and, finally, understanding how entrepreneurship works in schools.

Entrepreneurship and creating opportunities

The word entrepreneurship has its roots in the French word *entre-prenurship*, as mentioned by Hirsch and Shepherd (2014). However, the concept itself dates back to ancient times and has evolved over the years. In the contemporary context, entrepreneurship has acquired significant importance in government actions and in communities, serving as a vital tool to boost social and economic development (Melo Neto, 2002). Studies such as the Global Entrepreneurship Monitor survey (GEM, 2005) point out that the creation of new businesses has become a preponderant and determining factor for the growth and prosperity of several countries, being a fundamental foundation for their development. In this sense, understanding entrepreneurship and its impacts becomes essential to explore its implications in contemporary society.

Interest in entrepreneurship continues to expand around the world, driven by the understanding that the economic power of countries is intrinsically linked to entrepreneurs and their ventures, which stand out for their creativity and competitiveness (Dornelas, 2014). In the current global economy, an agenda that prioritizes the promotion of entrepreneurship must be seen as an inexhaustible source of new opportunities for growth, job creation, investments with almost always guaranteed returns and promising prospects. Therefore, understanding entrepreneurship in its complexity and potential helps to explore the possibilities for economic and social development that it provides.

In addition to the enabling environment, it is essential to consider the development of skills that drive entrepreneurship. Undertaking should not be seen only as a search for wealth and power, but as an opportunity to generate benefits for society, the environment and the community in general. It is important to adopt a sustainable and responsible approach, seeking innovative solutions that promote collective well-being and environmental preservation. Social and sustainable entrepreneurship is gaining more and more relevance, standing out for its ethical dimension and commitment to social benefit.

Throughout history, there has been significant progress in the field of educational entrepreneurship. During the 20th century, progress was made more noticeable when the main academic institutions in the most developed countries began to include disciplines and conferences directly aimed at teaching entrepreneurship (Dolabela, 2008).

Entrepreneurship is a construct that has evolved throughout history and encompasses the ability to identify and discern opportunities, organize resources and create value through innovation and risk exposure. Vérin (1982) devoted himself to research on the etymological evolution of the word "entre-preneur". Analysis of it revealed that, in the context of the twelfth century, the term was used to designate one who instigated conflicts and disputes. Later, in the seventeenth century, the word came to describe an individual who assumed responsibilities and led military actions. Only in the early years of the 18th century and at the end of the previous century was the concept attributed to the person who conceived and directed projects. The author, in this way, came to contribute to the historical understanding of entrepreneurship, revealing a semantic change over time and demonstrating how the term acquired a connotation more related to the creation and execution of enterprises.

Two are, according to Filion (1987), the prominent figures in the understanding of the phenomenon: Richard Cantillon and Joseph Schumpeter, Austrian economist. The first, an 18th-century economist, is notable for having been one of the pioneers in defining the entrepreneur as an individual who takes risks by innovatively combining productive resources with the aim of creating economic value. He attributed

importance to emphasizing entrepreneurship as a driving force for economic growth, identifying the entrepreneur as someone who seeks opportunities in the market and takes the risk of implementing new ideas. He expanded the understanding of entrepreneurship by introducing the concept of "creative destruction". According to Schumpeter (1928), the entrepreneur is an agent of change that destabilizes the existing balance in the market by introducing disruptive innovations capable of transforming sectors and boosting economic growth. Still according to the author, entrepreneurship is an essential driving force to foster economic evolution by replacing old forms of production and establishing new standards.

Filion (1988) conducted a study on entrepreneurship, identifying two distinct approaches: the perspective of economists and the perspective of behaviorists. The economic approach highlights Schumpeter's contribution, which defines the entrepreneur as an agent who takes risks and drives innovation. Although this approach is relevant to understanding the entrepreneur's performance in the market, it is considered insufficient, as it does not cover the personal aspects of the entrepreneur and its implications in the social sphere.

One answer to this gap is the behaviorist approach proposed by McClelland, an American psychologist, who defended the idea that it was possible to develop entrepreneurial skills in individuals. He argued that the motivation for entrepreneurship could be stimulated through the search for personal achievements, thus contributing to the understanding of the human dimension involved in entrepreneurship (McClelland, 2013). Within this perspective, it is possible to train and teach the individual to undertake and become an entrepreneur. The changes that occurred in the educational system over the decades, often characterized by obsolete models, together with the transformations in socioeconomic situations, highlight the need and the inevitability of including entrepreneurship in a new educational approach, aiming to promote the construction of autonomous thinking, critical and innovative, main foundations for the formation of an entrepreneur.

Education

Throughout the history of civilization, the search for knowledge and its transmission have been constant concerns that have shaped human development. Since the beginning, societies have struggled to understand and interpret the world around them, seeking answers to the mysteries of nature and the universe. This incessant quest for knowledge was driven by several factors, such as the need for survival, the curiosity inherent in the human mind and the search for solutions to the challenges faced.

Authors such as Aristotle, Descartes and Kant, among others, discussed the importance of knowledge and investigation as a means of understanding reality and responding to the mysteries of nature and the universe. Each of these thinkers made contributions to philosophy, science and epistemology, exploring the nature of human knowledge and the way we seek to understand the world. Aristotle already wrote in the fourth century BC, in his work *Metaphysics*, questions about the nature of reality, the existence, the cause and purpose of things, stating that "all men have, by nature, the desire to know". emphasizes the intrinsic nature of human beings in having an innate desire to know and understand the world around them, searching for answers and their transmission to future generations (Aristotle, 2021).

In *The Critique of Pure Reason*, Kant (1787), discussing metaphysics, states that "(...) the loss reached only the monopoly of schools; in no way, however, the interest of men", making it clear that learning is, agreeing with Aristotle, inherent to human nature, even if the schools are absent and seeks, incessantly, to understand the mysteries of existence and reality. Lock (2014), in turn, in his work *Essay on Human Understanding*, makes it clear that knowledge is not born with the individual and that it cannot be attained "without resorting to such original notions or principles" and that it is through experience and education that knowledge is acquired and transmitted, highlighting the importance of teaching for the intellectual and moral development of the individual, unequivocally making learning a preponderant factor for education.

It is important to consider that the idea of school did not emerge uniformly in all cultures. At the end of the 18th century, Pestalozzi (1806) advocated a more humanistic approach to education, emphasizing the integral development of the student and the importance of his personal experience. In his work, he proposes teaching based on observation, experience and interaction with the world, highlighting the need for an education that is sensitive to individual singularities.

In 1971, in his book *Desescolarização da Sociedade*, Illich (1985) argues that the school institution, as we know it, is not the only way to acquire knowledge. Illich (1985) proposes a critical look at the school,

stating that its hierarchical and standardized structure can be oppressive and limiting for individuals, restricting their freedom and creativity. Foucault (1975), in his book "Discipline and Punish", discusses the emergence of disciplinary institutions, including the school, as mechanisms of social control. The author argues that the modern school was developed as an instrument of normalization and homogenization of individuals, seeking to mold them according to the standards and norms established by society. Dewey (1916), in his work "Democracy and Education", defends an education focused on the formation of critical and participatory citizens, highlighting the importance of active learning, experimentation and problem solving as a basis for development.

The school institution has been the object of study and debate by the scientific community over time, resulting in significant contributions to the understanding of its origin and evolution. In addition, these surveys have stimulated reflection on the role of the school in training individuals and in building a more just and democratic society. The importance of scientific knowledge in the search for development is a relevant aspect to be considered. Modern science, as we know it today, is based on a system of investigation and validation based on rigorous methods. Authors such as Karl Popper (1975) emphasized the importance of scientific knowledge as a continuous construction, characterized by the constant search for refutation and the progress of knowledge. The school institution is a fundamental component of society and plays a role in the formation and development of individuals. Since the dawn of civilization, the search for or originary principles, knowledge resources and their transmission has been a constant concern, playing a key role in the formation and growth of individuals. In addition, the transmission of knowledge evolved over time with the development of writing, which allowed the preservation and dissemination of learning in a broader and more lasting way. In the Brazilian context, the trajectory of the school institution also reflects these transformations and challenges. Since the colonial, imperial and republican periods, the school in Brazil has gone through different conceptions and educational proposals.

The schooling process began during the colonial period, in 1549, with the arrival of the Jesuits. For about 200 years, the Jesuits were responsible for an education permeated by the religious aspect, with the aim of propagating the Christian faith. His educational project focused on catechizing, preparing the popular classes for work and imposing radical cultural changes on Brazilian indigenous communities. At the same time, the schooling of the bourgeoisie was also sought. This period was marked by the adoption of educational methods with a temporal structure and organization of teaching levels, combining centralization and authoritarianism, while seeking to offer a universalist education derived from Renaissance humanism (Shigunov Neto & Maciel, 2008).

After the expulsion of the Jesuits from Brazil in 1759, on the initiative of the Marquis of Pombal, the State took control of the schooling process, which was previously dominated by the Church. This change also occurred in Europe, where education began to seek greater autonomy and freedom from ecclesiastical influence. The educational methodology of the Jesuits was replaced by the pedagogical thinking of the public and secular school and the teaching responsibilities, previously attributed to the Jesuits, were transferred to the State teachers. This period marked the first experience of public education by the State in Brazil, representing a significant change in educational structures and practices. It was characterized by ruptures, discontinuities and diverse teaching proposals, reflecting the social and political conditions of the time. The secularization of education and curriculum standardization were striking aspects of this period, evidencing state control over the educational system. (Boto, 2010; Maciel & Shigunov Neto, 2006).

From the 18th century, the school assumed a crucial institutional role in society, legitimizing different social classes and promoting social productivity. There were changes in the organizational structure and in the school curriculum, incorporating scientific disciplines and emphasizing the formation of the individual for autonomy and freedom. The school became an environment beyond the familiar, offering diverse knowledge and influencing social life. These transformations reflect the importance of the school as an agent in the formation of citizens and in the construction of modern society. (Trindade & Menezes, 2009; Boto, 2002).

In the 19th century, marked by the clash between domestic education and instituted schools, the so-called palace-schools emerged, designed with aesthetic, cultural and ideological symbolism, with the purpose of propagating schooling, its legitimacy and modernity. However, it was necessary to establish legislation that would make education mandatory so that spaces were recognized as educational institutions. This process marked the replacement of the domestic space by interventionist measures that defended and propagated

the legitimacy of this new school configuration, delimiting the power and space of both the home and the State (Castro & Regattieri, 2009; Vasconcelos, 2007).

In the subsequent century, after the abolition of slavery and the implementation of the industrial capitalist system, a significant transformation was observed in that sector. With the absence of slave labor, there was a transition to the salaried work model in agricultural activities, especially in coffee production, which came to depend on the labor of European immigrants. In this way, as a consequence, industrialization achieved a great advance, which determined the promotion of professional education for classes in a situation of economic vulnerability.

When analyzing the mentioned periods, we can observe the existence of two distinct moments: the first, in the imperial and colonial period, consisting of an educational approach directed exclusively to the children of the wealthiest and, in the second, related to the context of industrialization, in which the purpose was to prepare individuals for their insertion in the job market. Thus, when discussing education in Brazil, at the present time, we find different currents of thought, but with the same intention of providing effective learning and that would make the individual capable of, in addition to entering the labor market, having a critical sense and autonomy. Discussions on this topic have encompassed a wide range of school models, each with its own specific approaches. Several studies have explored the impact of these models on education, taking into account factors such as organizational structure, curriculum and pedagogical practices. Authors such as Vygotsky (1978), Dewey (1979), Teixeira (1996), contributed to the debate, providing theoretical foundations for understanding the different educational models, which makes it possible to identify the best practices that favor the integral development of students and the consequent promotion of a stimulating, inclusive, equitable and effective educational environment.

The theoretical contributions of authors such as Teixeira (1996), Azevedo (1958), Saviani (2007) and Libâneo (1994) allow a deeper understanding of the evolution of schools in Brazil and the challenges faced over the years. The search for an inclusive, democratic and quality education continues to be a current challenge, which demands reflection and joint action by educators, administrators and society as a whole. In addition, the National Education Guidelines and Bases Laws (LDBs) play a fundamental role in the regulation of education in Brazil. Law n.º 9394/96, known as the Law of Guidelines and Bases of National Education (LDBEN), established the general guidelines for education in the country. Based on the guidelines established by the LDBs, including Law No. 9394/96, the Brazilian educational system has sought to ensure quality education, based on equal access, permanence and success for students. In a globalized context, in which the dissemination of knowledge is generalized and universal, education acquires a status of indispensability for the survival and formation of individuals, as they engage in the task of communicating and interacting. Within this perspective, education and the school institution play a relevant role, providing a unique dimension by allowing reflection, the development of reasoning, the exercise of discernment and the attribution of new values, both individually and collectively (Pinheiro, 2017). Within this perspective, it is important to mention the influence of the Organization for Economic Cooperation and Development (OECD) in education, including in the Brazilian context. Through its research, analysis and recommendations, the OECD has influenced policy.

Entrepreneurship and the School

The inclusion of entrepreneurship in the school environment has been the subject of study and discussion in the field of education, considering its potential to promote essential skills and competencies for students in the 21st century. Throughout history, there has been a great deal of development in the subject, particularly in more developed countries, where courses, seminars and learning programs directly related to this area are offered.

In the current context, the topic of entrepreneurship at school has received increasing attention, supported by evidence and studies by several authors in the educational field. This interest has been boosted by the introduction of courses, conferences and specific disciplines on entrepreneurship at universities, with the aim of promoting its practice (Dolabela, 2008). This approach has proven relevant in contributing to the decentralization of the economy, promoting greater economic dynamism and creating opportunities for the emergence and development of small and medium-sized companies. By encouraging an entrepreneurial spirit from school onwards, the aim is to train individuals with the skills and competencies needed to face the challenges of the job market and contribute to sustainable economic growth (Dolabela, 2008). However,

one of the main current research questions in the field of education for entrepreneurship is to understand the impact of the subject teaching programs, also known as Education for Entrepreneurship, included in Vocational Technical Education - (ETPs), on students' attitudes towards in relation to entrepreneurial behavior, entrepreneurial intention and behavior itself (Moro, Poli and Bernardi, 2004). Several authors have dedicated themselves to the subject, such as Kuratko (2017), Shane (2003), Fayolle and Gailly (2008) among others who have realized the importance of the subject in the educational field to train individuals to exercise their citizenship with autonomy, developing business skills and become useful to society. In Table 1, we present a summary of the approaches of different authors in relation to entrepreneurship in education.

Table 1-Approaches

Authors	Approaches
Kuratko (2017)	highlights the importance of entrepreneurship as a field of study and practice in schools, emphasizing the search for innovation and the development of entrepreneurial skills in students
Shane (2003)	reinforces the importance of developing these skills in the training of students, enabling them to successfully create and manage businesses.
Fayolle e Gailly (2008)	examine the relationship between entrepreneurial education and lifelong learning, emphasizing the need for educational approaches that encourage entrepreneurship and promote adaptation in changing environments.
Hitt et al. (2001)	address the relevance of entrepreneurship in education to boost economic growth, job creation and competitiveness.
Finkle et al. (2018)	explore the connection between entrepreneurial education and economic development, highlighting how teaching entrepreneurial skills drives entrepreneurial creation and socioeconomic progress in society.

Source: Own elaboration (2023)

We can see in the approaches that all authors agree on the importance of cultivating entrepreneurial skills in students as a fundamental part of education. On the other hand, they differ on some points. While some authors emphasize teaching entrepreneurial skills to enable students to successfully create and manage businesses, others emphasize the importance of an entrepreneurial spirit, adaptability, and lifelong learning. These differences show different perspectives on entrepreneurship in education, with an emphasis on practical, economic, social or personal aspects and enrich the debate on how to effectively implement entrepreneurship education, considering different approaches and objectives. In this way, it can be understood that the theme of entrepreneurial education stems from the axiom that it is possible to be instructed and learned. Until recently, entrepreneurship was interpreted as derived from innate attributes, scarce among individuals. However, this mentality was gradually dissipated as the behaviorist approach began to investigate attitudes related to entrepreneurship (Borges et al.2015). Although it is not possible to guarantee that entrepreneurial education will transform all individuals into entrepreneurs, there is reliable evidence that stimulating entrepreneurial skills can awaken inclinations towards the creation and management of businesses by the students themselves (Lopes, 2010). Promoting a culture aimed at promoting these practices is intrinsically associated with the broad social and economic benefits that can be inculcated in individuals. Through entrepreneurial education, knowledge on business management, strategic planning, market analysis, obtaining financing, business plan and many other relevant and necessary skills for the development of enterprises can be disseminated. In addition, this type of education can foster creative thinking and problem-solving skills, essential skills for dealing with the challenges and uncertainties inherent in the business world. By cultivating an entrepreneurial mindset, individuals can acquire a willingness to take calculated risks, adapt to change, and tenaciously pursue opportunities. It is important to recognize that entrepreneurship is not limited to the creation of new businesses. Corporate entrepreneurship also plays a significant role in economic development as it helps to create improvements by stimulating creativity and competitiveness. In this way, the implementation of educational programs that

address entrepreneurship, from basic education to higher education, can create a solid base for the training of future entrepreneurs and intra-preneurs. Furthermore, entrepreneurial education can also play an important role in reducing unemployment, as it promotes the creation of new jobs and the development of economic sectors. By encouraging an entrepreneurial mindset and providing entrepreneurial skills, entrepreneurship education empowers individuals to become agents of change, actively contributing to economic and social growth. Entrepreneurship training can prepare individuals to identify opportunities, use resources efficiently and innovate, thus contributing to development and becoming drivers of economic growth (Dolabela, 2008). It also states that, for the development of entrepreneurship in Brazil, it is necessary to propagate the teaching of entrepreneurship at all educational levels, seeking to stimulate the formation of communities united by a common dream. This training must be comprehensive and address not only technical and managerial aspects, but also ethical aspects and social responsibility, preparing individuals to face challenges in a sustainable manner and with social awareness.

In Brazil, one of the entities that promote entrepreneurial education is the Brazilian Support Service for Micro and Small Companies (SEBRAE, 2019), which promotes the National Entrepreneurial Education Program (PNEE). The objective of this program is to promote the development of an entrepreneurial culture that encompasses all levels of education, starting from elementary school, where it seeks to stimulate creativity and critical thinking. The PNEE encompasses a specific program aimed at entrepreneurial education in elementary school, called Young Entrepreneurs – First Steps (JEEP), which offers courses for conducting workshops every school year of elementary school (SEBRAE, 2019). JEEP is a SEBRAE initiative that aims to spread the student spirit from an early age. Through this program, activities and workshops are developed that encourage entrepreneurial thinking, decision-making, teamwork and the notion of planning and management. The main focus is to awaken interest in entrepreneurship and the creation of their own businesses since childhood, with the aim of promoting a solid and lasting entrepreneurial culture.

SEBRAE recognizes the importance of introducing entrepreneurial concepts into the school environment, since education plays a crucial role in training future generations and preparing young people for the job market. Through the PNEE and the JEEP program, SEBRAE seeks to train educators, through specific courses and teaching materials, so that they can convey knowledge about entrepreneurship in an appropriate and stimulating way. In this way, it seeks to disseminate quality entrepreneurial educational practices that can help in the development of the necessary skills for entrepreneurship, aiming that students are encouraged to develop an entrepreneurial mindset, understanding the importance of innovation, creativity, know-how to manage and the search for opportunities. In addition, partnerships are sought with educational institutions and it promotes integration between the school environment and the entrepreneurial ecosystem. According to SEBRAE (2019), this synergy between formal education and the business world enables a more comprehensive education that is connected with the reality of the market, preparing young people to face the challenges and demands of the professional world.

Entrepreneurship thought of as a culture that encompasses long-term perspectives lacks adequate reflection and stimuli, despite the efforts of SEBRAE. Santos (2013) points out that many associate entrepreneurship only with the practice of simple business, ignoring its complexity and the leadership attributes that involve it. Prioritize activities that promote the growth of personal qualities and skills, allowing the awakening of the entrepreneurial spirit, exposing real situations that allow one to glimpse the results of one's own actions (Lopes, 2010). To establish it, it is necessary to contemplate a variety of structural elements related to learning and it is essential to have a substantial body of research on the methodologies and instruments to be used.

The classroom environment with a culture focused on entrepreneurship, according to Dolabela (2008), creates positive signals to the social values of participation and encouragement, generating entrepreneurial knowledge. Learning entrepreneurship for students arises, according to the author, when adopting an autonomous approach, building an individual learning method, based on experimentation and accepting mistakes as an integral part of the process, establishing their own perspectives and actively seeking the necessary knowledge. for personal development.

Schmidt and Bohnenberger (2009) argue that these values and personal characteristics are linked to self-realization, proactivity and competitiveness, which provide a crucial performance in organizational performance. The understanding of these individual traits indicates that certain facets of human nature can

be encouraged for the formation of an entrepreneurial profile, but using educational tools appropriate and adequate to what is intended. This process develops over a period of medium to long term, ranging from elementary school to graduate school, through the dissemination of entrepreneurial skills (SANTOS, 2013). The promotion of entrepreneurial education plays a key role in the emergence of innovative businesses and the strengthening of small businesses. And it is not for lack of adequate instruments. Entrepreneurial education has a wide range of tool options and training resources, ensuring that there is no lack of adequate instruments for the development of this field. According to Alves and Alves (2015), in addition to traditional approaches, such as lectures and courses, it is possible to use alternative resources, such as comics and crosswords, to promote learning. In the 19th century, these tools gained popularity in Brazil. In a study conducted by the authors, a comic and a crossword puzzle were applied to students of a technical course, addressing themes related to business planning. The results revealed that these approaches provided a degree of knowledge assimilation in a creative and challenging way.

According to the authors, comics offer an interactive form of engagement for children and young people of different age groups, involving them in closed, playful and creative narratives. In turn, crosswords expand knowledge, as they require participants to describe the meaning of words inserted in grids, thus completing the structure of adjacent words. These alternative approaches allow for a more dynamic and stimulating view, encouraging active student participation and facilitating content retention.

Other diverse approaches stand out in the context of entrepreneurial education for students, as emphasized by Santos (2013). Perspectives that involve stimulating dynamics, such as games and other games, that arouse the students' interest and motivate them to seek ways to make their dreams and aspirations come true. Games represent a widely popular methodology, capable of engaging people of different age groups and educational levels. When adapted and updated, these games can be applied as instructional resources, with the specific purpose of promoting entrepreneurial education. The need to adapt existing methods to meet the demands of elementary school students emerges as a promising strategy to promote comparable results, stimulating the development of entrepreneurial behavioral characteristics and emerges as a response to the scarcity of approaches of this type.

By adapting these methods, it is possible to direct content and activities appropriately to the students' level of understanding and development. This makes it possible to create an enriching educational environment, capable of awakening interest, creativity and an entrepreneurial spirit in students from an early age. Much further, they have the potential to encourage the formation of an entrepreneurial mindset and the development of practical skills such as critical thinking, problem solving and decision making. These entrepreneurial behavioral characteristics can be cultivated and strengthened throughout the educational path, creating an entrepreneurial mindset, forming individuals prepared to face the challenges that will arise throughout their lives and with the ability to seek opportunities that will arise in the business world.

Learning, as an active and dynamic process, is evidenced in several documents and educational policies over the last decades. Although it does not explicitly present the approach to entrepreneurship, the Report to UNESCO by the International Commission on Education in the 21st Century, known as the Delors Report (2012), presents perspectives inherent to the matter, encompassed by the four pillars of education. These pillars are closely linked to the change in focus from the notion of qualification to the notion of competence, resulting from the dematerialization and flexibility of work, as well as the growing importance of services in the context of remunerated activities. The concept of learning is centered on the educational process, seeking to enhance self-training and the capacity for self-regulation of economic agents. The emphasis is on forming individuals who are capable of self-management and adapting to the demands of the constantly changing market, developing skills and competencies that allow them to face the challenges and demands of the contemporary world, marked by the speed of change. Learning is seen as a continuous and autonomous process, in which subjects are encouraged to seek knowledge, acquire new skills and develop a reflective posture in the face of situations. (Delors, 2012).

The idea is that individuals are able to adapt to the labor market, becoming protagonists of their own training and professional growth, with self-regulation being a valued characteristic, since it allows individuals to be able to adjust to changes and make decisions appropriate and adjusted in different contexts.

The school plays a fundamental role in the training of students and is recognized as a favorable environment for the development of entrepreneurial skills necessary in the contemporary economy. Promoting an entrepreneurial culture at school encourages a spirit of initiative, creativity, the ability to make decisions

and the search for opportunities. Through appropriate pedagogical practices, students can acquire knowledge about business, develop management skills and cultivate an entrepreneurial mindset. This contributes to forming entrepreneurial subjects, prepared to face the challenges and demands of the 21st century (Dardot and Laval, 2016).

In this way, entrepreneurial pedagogy emerges, which aims to prepare students to become entrepreneurs in various aspects of their lives and in any undertaking they choose, this approach being one of the fundamental principles of entrepreneurial pedagogy (DOLABELA, 2018). This perspective resonates in educational programs, especially in the Brazilian context, where there is a growing interest in developing entrepreneurial skills from the initial stages of education.

Dolabela and Fillion (2013) state that if an entrepreneurial educational approach is not incorporated, part of society will be deprived of the possibility of generating financial resources and experiencing personal fulfillment in its fullness. Thus, with this vision, entrepreneurship goes beyond being a simple way to establish oneself as a company and guarantee a source of income to meet basic needs and overcome unemployment. Through entrepreneurship, the individual is able to achieve goals such as self-realization, personal satisfaction and material well-being. In this sense, entrepreneurial pedagogy plays a fundamental role, as it seeks to develop the skills and competencies necessary for the individual to become a successful entrepreneur, enabling him to face the challenges and opportunities of the market.

With the vision and understanding of current times, entrepreneurship has established itself as a figure of great relevance in modern societies. Exercising an active role in the constant search for improvement, adaptation and metamorphosis, seeking to acquire skills and aptitudes becomes a natural call for the individual who needs to be trained to value himself as a human resource and to materialize his aspirations and desires, being necessary that he develop and demonstrate, in their daily routine, qualities such as autonomy, flexibility, responsibility, creativity, innovation and self-efficacy, making the school the ideal partner for disseminating the values and objectives of entrepreneurship.

Bröckling (2016) analyzed the contemporary configuration of subjectivity and highlighted that the mandate of entrepreneurship presents itself as a significant field of influence. This field exerts comprehensive control over individual existence, shaping the thought process and guiding the behavioral patterns adopted by subjects. The author also states that it becomes an essential factor and is not a static and definitive entity, but a being in constant evolution, in a continuous process of transformation. Thus, contemporary subjectivity is driven by the incessant quest to adapt to entrepreneurial ideals, giving entrepreneurship a powerful role in the formation and orientation of individual and collective identities.

In this new way of governing conduct, the objective is no longer based on disciplining, instructing or moralizing, but on stimulating and managing the entrepreneurial spirit of individuals, aiming to guarantee maximum productivity, constant innovation and global competitiveness. This approach emphasizes the importance of an entrepreneurial mindset as an essential quality for adapting to the demands of the contemporary world, where the emphasis is on the endless search for improvements, the search for creative solutions and the ability to stand out in an increasingly crowded market. competitive. Therefore, entrepreneurship is seen as a way to conduct and shape individual and collective actions, with the aim of boosting economic and social development.

Beck (2010) interprets and states that from the perspective of personal accountability, which is central to this logic, individuals are considered the main agents responsible for their own destiny and success. The focus is on the subjects' ability to make the right decisions, manage risks and overcome obstacles with their own skills and efforts. However, it is important to note that this approach, based on the idea of meritocracy and individual accountability, tends to neglect structural inequalities and social barriers that can influence equal access to opportunities and resources, making it difficult for all employees to fully realize their entrepreneurial potential. individuals. In this perspective, entrepreneurship is not just an economic activity, but a logic that permeates various aspects of life, requiring individuals to incorporate characteristics such as autonomy, flexibility, responsibility, creativity, innovation, self-efficacy and instigated to adopt an entrepreneurial approach and the be proactive in building their trajectories.

Finally, it is perceived that the notion of entrepreneurship permeates contemporary social discourses and policies, reinforcing the importance of individual autonomy in overcoming challenges and in the search for personal success. It is, therefore, up to the institutions dedicated to teaching to adopt a critical perspective,

incorporating concepts and tools related to entrepreneurship into their curriculum, with the aim of training workers in a society that is not always able to offer jobs to the entire society.

Conclusion

Entrepreneurial education assumes that entrepreneurship can be taught and promotes the development of entrepreneurial skills and attitudes in individuals. By stimulating entrepreneurial skills from an early age, through appropriate educational programs, it is possible to awaken interest in entrepreneurship and encourage the creation of their own businesses. This entrepreneurial culture brings significant social and economic benefits, contributing to technological innovation, economic growth and job creation. In addition, entrepreneurial education is a way to develop skills with creativity, problem solving and autonomy.

Entrepreneurship at school presents an educational approach that goes beyond traditional teaching, seeking to develop entrepreneurial skills and promote the formation of individuals prepared for today's world. The inclusion of entrepreneurship in the school curriculum can contribute to the formation of students who are more creative, innovative and capable of identifying opportunities, playing a significant role in preparing students for future challenges, promoting economic, social and personal development.

To achieve these purposes, it is imperative to reconsider educational curricula and teaching approaches, incorporating strategies that encourage interdisciplinarity, collaborative work, problem solving and the decision-making process, fundamental for the development of the entrepreneurial idea. Additionally, it is essential to encourage the development of autonomy and the capacity for continuous learning throughout life.

The school institution therefore plays a strategic role in preparing young people for the work context, providing them with the tools and skills necessary to become active agents and entrepreneurs in society. By investing in entrepreneurial education, the school contributes to the formation of individuals capable of adapting to market changes and contributing to development. It is worth emphasizing the importance of recognizing that entrepreneurial education goes beyond the mere transmission of theoretical and practical knowledge related to entrepreneurship. It encompasses the development of socio-emotional skills such as resilience, critical thinking, adaptability and problem-solving skills, which play an essential role in achieving success in the entrepreneurial field.

However, it is essential to invest in public policies that guarantee universal access to education, adequate teacher training, adequate infrastructure in schools and appreciation of the teaching profession. It is necessary that all actors involved in the educational process are engaged in this effort, constantly seeking improvements and innovations, so that the school fulfills its role of forming conscious, critical citizens capable of contributing to a more inclusive society.

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