

Good practices in the school of entrepreneurship and innovation



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ABSTRACT

Entrepreneurial education is already a reality nowadays, as it aims to propose solutions and positively impact communities, there are many examples of successful entrepreneurial education experiences, these are developed through incentives anchored in the identification of the social problem; values; purposes; planning, monitoring of actions and impacts achieved. The objective of this research was to present good practices of schools aiming at entrepreneurship and innovation through the experiences of the institutions. The research approach has a documental, descriptive and exploratory method as a method, with a qualitative approach having as a source of collection websites, books and documentaries highlighting social entrepreneurship in education with reports of applicable practices. From the analyses, it was noticed that the school as a locus of learning becomes a reference based on the needs and interests of the students, enabling the resolution of social problems, promoting substantial changes, capable of transforming the lives of students and communities.

Keywords: Entrepreneurial Education, Innovation in Education, Experiences.

1 INTRODUCTION

The term social entrepreneurship refers to innovation actions and initiatives that propose solutions to observable social problems, to impact and transform communities (ANASTÁCIO, et al., 2018).

Being a social entrepreneur means being part of a mass transformative movement, which according to the documentary "Who Cares" brings as a guiding question: Are we still capable of caring



about injustices, inequalities, discrimination, and violence? Who Cares?, enables a reflection on important points of the social sector of the world through several stories about social entrepreneurship, which portrays social entrepreneurs who operate around the world, among them Muhammad Yunus (Nobel Peace Prize), Bill Drayton (founder of Ashoka), Wellington Nogueira (founder of Doutores da Alegria), these actions have potentiating ideas aiming at impact opportunities such as: Nobel Peace Prize that supports self-sustaining sports projects that tackle social problems; Ashoka: enhances social transformations through the recognition and support of innovative social entrepreneurs, with a perspective of scaling their positive social impact and Dr. da Alegria who observed the opportunity where everyone sees problems, health sector.

According to the above context, education is an important social sector that requires research, applications, and investments, with the following study problems: How does entrepreneurial education in schools transform lives?

It is known that in this scenario, the social entrepreneurship factor focuses on performance deficits in education. This gap can be addressed by initiatives of possible solutions in the training of educators and managers, and in the improvement and quality of the teaching of students, aiming at student awakening and protagonism.

Therefore, the objective of this research is to present good practices of schools aiming at entrepreneurship and innovation through experiences of institutions, to analyze possible implementations and applications, to ascertain good practices for the process of educational transformation.

The research approach has as a method documentary, descriptive and exploratory analysis, with a qualitative approach having as a source of collection websites, books and documentaries highlighting social entrepreneurship in education with reports of applicable practices (PORVIR), Sebrae with stories of changes and the book social entrepreneurship and social innovation in the Brazilian context with Anastácio, Filho and Marins. Org. (2018).

2 EXPOSURE

2.1 ENTREPRENEURIAL EDUCATION CONCEPT

Historically, the teaching of entrepreneurship did not emerge as a curricular component within a regular school, it was born within the management courses, in 1953, in the United States and aimed to go beyond management and address innovation. (LOPES, 2010). In this context, this education profile aims to integrate into the training of students the ability to innovate, retain and use their knowledge to solve real problems, develop their own projects and deal with changes. The author also reinforces that there is already a consensus that entrepreneurship and its teaching are a way out of underdevelopment. Such a statement occurs in view of the breadth of the concept, encompassing the



social to public policies in favor of better conditions for the collective. Given this scenario, entrepreneurial education is understood as a tool that helps in the educational process with the construction of innovative ideas, motivating creativity and autonomy.

Next, it is possible to follow an example of entrepreneurial education and its results.

2.2 EXAMPLES OF ENTREPRENEURIAL EDUCATION AND INTERPRETATIONS

2.2.1 Américo Martins State School

As an example of an entrepreneurial school, we can mention the Américo Martins State School, located in Montes Claros (MG), which since 2016 has had a project to stimulate students through an entrepreneurial school. The project started through the teacher Sande Polyana Silva Almeida, who had a successful experience with 150 students and after this pilot the idea of innovation through entrepreneurship was expanded and reached the management, families and school community. We analyzed that the objective of social entrepreneurship in the education of this school was the best use of the spaces in which the school has, the expansion of the students' life project and the stimulation of the creation of new projects in the school community.

The project is entitled: "Entrepreneurial Education: Dreams and Practices", it arose through the concern of a Portuguese language teacher with the demotivation of her 9th grade and high school students. This diagnosis was verified through questions raised by her about the students' life projects and desires. The teacher found that the students did not have many dreams and/or perspectives in life. Based on this analysis, the teacher worked throughout the school year with entrepreneurial practices, at first during her classes. In 2017, Sande developed a project and presented it to the school and the superintendence, who encouraged and supported the development of the project throughout the school.

The engagement of students, other teachers, and the school community occurred over time. Entrepreneurial workshops were organized in the school environment, such as vegetable garden assembly, gastronomy and soap workshops, integrating various disciplines through themes such as financial education, sustainability and cultured norms. For the execution of the project, the school had partners such as other schools, volunteers, colleges and entrepreneurs and remained alive in the years 2018 and 2019, in our vision making a difference in the lives of students, who felt stimulated, setting goals and developing entrepreneurial skills.

2.2.2 Startup Graduation Papers

The University of Santa Catarina (UNISUL) has implemented an alternative for the development of the Course Completion Work, the so-called startup TCC. This new methodology is involving more and more students, in addition to the school community, where students create a business or generate innovations for existing business ventures.



The process of creating a startup TCC begins through the training of teachers, then the selection of projects takes place, followed by business development, linked to support activities with the help of external and internal mentoring and the promotion of events involving regional entrepreneurs.

By analyzing this example of entrepreneurial education, we realize that the university and the local community are concerned with the creation of companies and jobs that generate solutions to social problems, through innovative ideas.

2.2.3 The Big Dream UNIPAM Project

The project discipline at the University of Patos de Minas (UNIPAM) aims to inspire students to undertake, understanding the concept of values, developing skills related to the student's entrepreneurial profile, focusing on contact with society in order to identify a purpose for the project. The impacts are aimed at a problem of the community, through planning and the fulfillment of pre-established goals to achieve results. The practice stimulates reflection on society's pains, and aims to impact and solve community problems.

3 CONCLUSION

Returning to the various stories of social entrepreneurs, we realize that entrepreneurial actions presuppose the ability to generate knowledge that arises based on life experiences. People who start an entrepreneurial project do not always bring technical training or have the so-called *know-how*. In other words, they are independent of certain knowledge, whether technical, scientific or instrumental.

Social entrepreneurship does not depend on the production of new theories, techniques, knowledge or even technology. It can be understood as the possibility of recreating a new reality from the opportunities that are recognized by those who wish to promote change. This is both for your self-fulfillment and to contribute to your local community or society in general.

Entrepreneurial education is driven by the desire to make a difference, with perspectives of generating social impacts, improvement in results, appreciation of individual potential and development of self-esteem, as a way of mobilizing the community to awaken dreams. It demonstrates boldness by undertaking projects that may have been judged to be an impossible action. It brings the restlessness of those who do not allow themselves to accept the daily reality as it presents itself, they take their ideas off the paper to achieve the desired transformation.

The school, as a locus of learning, becomes a reference for the reception of social entrepreneurship projects. On the Porvir website, we see the example of teachers who started from the needs and interests of students, strategies that emerged after the diagnosis of a certain reality or as a possibility of solving social problems. On SEBRAE's website, some entrepreneurial education practices show initiatives that have promoted substantial changes. Such projects emerge as a movement



capable of transforming the lives of students and communities.

In this context, the experiences shared for the analysis of this text are shaped by the definitions addressed by the authors pointed out here and present the scope to which they are available, encompassing social competencies as an objective and encompassing social involvement with a focus on the collective. In this way, developing significant skills for the individual in all their spheres (cognitive, emotional, and social).



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