


ENTREPRENEURIAL PEDAGOGY: TEACHING ENTREPRENEURIAL SKILLS IN HIGH SCHOOLS OF SANTA CRUZ DO CAPIBARIBE IN PERNAMBUCO

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: April, 22nd 2024 Accepted: June, 21st 2024</p>	<p>Objective: the present study aims to analyze the understanding of teachers of the subject "Life project and entrepreneurship" in schools in Santa Cruz do Capibaribe-PE, regarding entrepreneurial competencies and the entrepreneurial pedagogy method</p> <p>Theoretical Framework: Entrepreneurial education is indicated as a fundamental tool for the formation of new entrepreneurs, disseminating an entrepreneurial culture in the population and proving vital for a country's economy, as it enables the perception of obstacles and opportunities and their utilization to create new companies.</p> <p>Method: The approach of this work is qualitative with a descriptive nature, and data collection was conducted through semi-structured interviews with 15 teachers from state public schools. For data analysis, emphasis was placed on the technique of content analysis.</p> <p>Results and Discussion: From the bibliographic analysis, it is noted that entrepreneurial competencies can be learned and developed, especially in the school environment, and as main contributions, it was observed that the interviewed teachers believe that the stimulation of entrepreneurial competencies during entrepreneurship education is important for the personal, professional, and social development of students.</p> <p>Research Implications: This research highlights the need for better teacher training in entrepreneurial pedagogy to enhance the effectiveness of teaching entrepreneurial competencies in schools.</p> <p>Originality/Value: This study contributes to the literature by providing empirical evidence on the current state of entrepreneurial education in public schools in Santa Cruz do Capibaribe-PE. It sheds light on the perceptions of teachers regarding entrepreneurial competencies and the entrepreneurial pedagogy method, revealing both the potential and the shortcomings of the existing educational practices.</p> <p>Doi: https://doi.org/10.26668/businessreview/2024.v9i7.4799</p>
<p>Keywords: Entrepreneurial Education; Economic Development; Entrepreneurial Competencies; Entrepreneurial Pedagogy.</p> 	

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PEDAGOGIA EMPREENDEDORA: ENSINANDO HABILIDADES EMPREENDEDORAS EM ESCOLAS DE ENSINO MÉDIO DE SANTA CRUZ DO CAPIBARIBE EM PERNAMBUCO

RESUMO

Objetivo: O presente estudo tem como objetivo analisar a compreensão dos professores da disciplina "Projeto de Vida e Empreendedorismo" nas escolas de Santa Cruz do Capibaribe-PE, em relação às competências empreendedoras e ao método de pedagogia empreendedora.

Referencial Teórico: A educação empreendedora é indicada como uma ferramenta fundamental para a formação de novos empreendedores, disseminando uma cultura empreendedora na população e provando ser vital para a economia de um país, pois permite a percepção de obstáculos e oportunidades e sua utilização para criar novas empresas.

Método: A abordagem deste trabalho é qualitativa, com natureza descritiva, e a coleta de dados foi realizada por meio de entrevistas semiestruturadas com 15 professores de escolas públicas estaduais. Para a análise dos dados, foi dada ênfase à técnica de análise de conteúdo.

Resultados e Discussão: A partir da análise bibliográfica, observa-se que as competências empreendedoras podem ser aprendidas e desenvolvidas, especialmente no ambiente escolar. Como principais contribuições, foi observado que os professores entrevistados acreditam que a estimulação de competências empreendedoras durante a educação empreendedora é importante para o desenvolvimento pessoal, profissional e social dos alunos.

Implicações da Pesquisa: Esta pesquisa destaca a necessidade de uma melhor formação dos professores em pedagogia empreendedora para aumentar a eficácia do ensino de competências empreendedoras nas escolas.

Originalidade/Valor: Este estudo contribui para a literatura ao fornecer evidências empíricas sobre o estado atual da educação empreendedora em escolas públicas de Santa Cruz do Capibaribe-PE. Ele lança luz sobre as percepções dos professores em relação às competências empreendedoras e ao método de pedagogia empreendedora, revelando tanto o potencial quanto as deficiências das práticas educacionais existentes.

Palavras-chave: Educação Empreendedora, Desenvolvimento Econômico, Competências Empreendedoras, Pedagogia Empreendedora.

PEDAGOGÍA EMPREENDEDORA: ENSEÑANZA DE HABILIDADES EMPREENDEDORAS EN LAS ESCUELAS SECUNDARIAS DE SANTA CRUZ DO CAPIBARIBE EN PERNAMBUCO

RESUMEN

Objetivo: El presente estudio tiene como objetivo analizar la comprensión de los profesores de la asignatura "Proyecto de Vida y Emprendimiento" en las escuelas de Santa Cruz do Capibaribe-PE, en relación con las competencias emprendedoras y el método de pedagogía emprendedora.

Marco Teórico: La educación emprendedora se indica como una herramienta fundamental para la formación de nuevos emprendedores, difundiendo una cultura emprendedora en la población y demostrando ser vital para la economía de un país, ya que permite la percepción de obstáculos y oportunidades y su utilización para crear nuevas empresas.

Método: El enfoque de este trabajo es cualitativo, de carácter descriptivo, y la recolección de datos se realizó a través de entrevistas semiestruturadas con 15 profesores de escuelas públicas estatales. Para el análisis de los datos, se enfatizó la técnica de análisis de contenido.

Resultados y Discusión: A partir del análisis bibliográfico, se observa que las competencias emprendedoras se pueden aprender y desarrollar, especialmente en el entorno escolar. Como principales contribuciones, se observó que los profesores entrevistados creen que la estimulación de competencias emprendedoras durante la educación emprendedora es importante para el desarrollo personal, profesional y social de los estudiantes.

Implicaciones de la Investigación: Esta investigación destaca la necesidad de una mejor formación de los profesores en pedagogía emprendedora para aumentar la eficacia de la enseñanza de competencias emprendedoras en las escuelas.

Originalidad/Valor: Este estudio contribuye a la literatura al proporcionar evidencia empírica sobre el estado actual de la educación emprendedora en las escuelas públicas de Santa Cruz do Capibaribe-PE. Aporta luz sobre las percepciones de los profesores respecto a las competencias emprendedoras y al método de pedagogía emprendedora, revelando tanto el potencial como las deficiencias de las prácticas educativas existentes.

Palabras clave: Educación Emprendedora, Desarrollo Económico, Competencias Emprendedoras, Pedagogía Emprendedora.

1 INTRODUCTION

The educational system is of utmost importance for the social development of a country, as well as entrepreneurial education is considered essential for economic development (Silva & Pena, 2017). Studies that advocate for entrepreneurship as a curricular component start from the conjecture that if the entire population of a country has an entrepreneurial culture, there will be an improvement in socioeconomic development. Lima et al. (2015) highlights that interest in entrepreneurial education has grown in the last decade, and the reasons are since training for entrepreneurship contributes to the emergence of new companies, new businesses, and new ventures. According to Filion (1999), the entrepreneur acts as an engine in the economic system that detects business opportunities and creates businesses.

Entrepreneurial education is indicated as a fundamental tool for the formation of new entrepreneurs, disseminating an entrepreneurial culture in the population (Schaefer & Minello, 2017). Thus, by helping to instruct and prepare individuals with necessary skills and knowledge, the teaching of entrepreneurial competencies proves vital for a country's economy, in a way that enables the perception of obstacles and opportunities and their utilization to create new companies (Silva & Pena, 2017).

For a long time, the skills that differentiate entrepreneurs were considered an innate talent to individuals. Lautenschläger and Haase (2011) believe that there are aspects of entrepreneurship that are impossible to teach, such as creativity, innovation, decision-making, proactivity, and risk propensity. However, this thinking has been changing over time.

According to Silva et al. (2017), it is necessary to overcome the idea that entrepreneurs are born ready, to situate the importance of entrepreneurial education in schools and universities as a fundamental piece in the training of these professionals, and to stimulate innovative activities for the development of the country. Thus, it is understood that, like many other skills, entrepreneurial competencies can be learned and developed, especially in the school environment. As an example, one can cite the Entrepreneurial Pedagogy method developed by Dolabela (2004), which was applied in hundreds of schools in the country with students from pre-school to high school level. According to the method, for the effective development of these skills, teaching methods must be action-oriented, based on experience, and of an experiential nature (Guimarães, 2002).

Dornelas (2015) highlights that, among other factors, entrepreneurial education should provide students with an understanding of the entrepreneurial process, the necessary

entrepreneurial skills, the realization and analysis of opportunities, and the identification and obtaining of financing for the business. According to Hisrich and Peters (2004, p. 33), "the role of economic entrepreneurship involves more than just increasing production and per capita income, it involves initiating and constituting changes in the business structure and society."

According to the Triple Helix model by Etzkowitz and Zhou (2017), educational institutions, in conjunction with industry and government, can promote economic and social development through innovation and entrepreneurship, by creating an entrepreneurial education ecosystem. Considering that entrepreneurial behavior is seen as a solution to the market in crisis (Kruger et al., 2019), especially in periods of economic and social change, as has occurred after the pandemic that began in 2020 and has had effects to the present day.

According to data from SEBRAE (2023), Santa Cruz do Capibaribe's main economic sectors are retail trade and the manufacture of clothing and accessories, with 50.6% corresponding to Individual Micro Entrepreneurs (MEI), 32.5% to Microenterprises (ME), and 10.2% to Small Businesses (EPP). The research published shows that, in 2021, the main occupation of the city's workers is in the clothing manufacturing sector. Out of the total number of companies registered up to 2023, the research shows that 50.6% are Individual Micro Entrepreneurs (MEI), 32.5% are Microenterprises (ME), and 10.2% correspond to Small Businesses (EPP).

However, despite the clear relevance of entrepreneurship to the city, which is the main financial movement of the municipality, SEBRAE's research shows that, in terms of academic education, only 335 students were studying Administration or areas related to business in 2021, and in contrast, 15-year-olds are already working occupying some of the positions mentioned here.

Based on this context presented, the study aims to analyze the understanding of teachers of the subject "Life project and entrepreneurship" in schools of Santa Cruz do Capibaribe, regarding entrepreneurial competencies and the entrepreneurial pedagogy method. Despite the importance of teaching entrepreneurial education for economic and social development, there is still no unanimity regarding the discussions about the methods that determine the efficiency of this teaching (Kruger et al., 2019). With the aim of understanding how the teaching dynamics of the entrepreneurship subject work and knowing the methods used in the classroom in the State schools of Santa Cruz do Capibaribe, an analysis of the testimonies of high school entrepreneurship teachers was carried out to, thus, respond to the general objective of this research, **which is to analyze how the Entrepreneurial Pedagogy method can contribute to the development of entrepreneurial competencies.**

In the following chapter, the main theories that guide this research will be presented.

2 THEORETICAL FRAMEWORK

2.1 ENTREPRENEURIAL EDUCATION

Historically, educational systems were designed to train people who could occupy vacancies in technical and operational jobs and professions, and they do not stimulate the entrepreneurial side in students (Schaefer & Minello, 2017). Brazilians, in particular, are seen by many authors as potential entrepreneurs, and entrepreneurship can be understood as the art of making whatever it is happen with creativity and motivation (Baggio & Baggio, 2014). For Dolabela (2003, p. 25), "The entrepreneur is someone who dreams and seeks to turn their dream into reality." But the difficulty of realizing a dream in our country is so great that many forget how to dream.

Entrepreneurial education plays a fundamental role in the development of entrepreneurial culture in society, influencing the formation of better entrepreneurs, companies, and greater wealth generation in the country (Silva & Pena, 2017). Dolabela (2015) emphasizes that humans have the capacity to be protagonists of their own destiny and to act intentionally to modify their reality. This understanding that the entrepreneurial spirit has its origins in social practices leads us to think that strategies of programs like Entrepreneurial Pedagogy face the challenge of operating cultural changes and, the institutionalization of educational processes that contemplate entrepreneurship in curricular components and research, as well as the provision of resources and structures, can contribute to the formation of an entrepreneurial culture (Lopes et al., 2021).

According to the Triple Helix model by Etzkowitz and Zhou (2017), the creation of an entrepreneurial education ecosystem in educational institutions can promote, through innovation and entrepreneurship, economic and social development in conjunction with industry and government. The model aims to foster economic development by placing the educational institution as the main protagonist to make connections with other authors or institutions.

The process of social entrepreneurship requires the redesign of relationships between community institutions, government, and the private sector based on the partnership model. The desired outcome is the promotion of social, cultural, economic, and environmental quality of life (Baggio & Baggio, 2014). An entrepreneurial education ecosystem should reflect the

dynamism, connections, and interactions necessary to generate economic and social development from innovation and entrepreneurship in its various forms, given the favorable stance of the actors involved towards entrepreneurial education (Lopes et al., 2021).

The idea of transforming the traditional university into an entrepreneurial one is based on the assumption that these institutions have a concentration of knowledge and intellectual capital that can become a workforce for industry and government (Rau et al., 2021).

It is not about linking the entrepreneurial spirit exclusively to business creation activities, but rather, regardless of the field in which one operates, bringing entrepreneurial action to all profitable and non-profitable activities, as it positions the entrepreneur as a "way of being" that can act in companies, government, the third sector, etc., whether as an employee, manager, self-employed, or owner. This teaching methodology can provide young people with better preparation for their careers and increase the number of innovative, proactive, and initiative-taking professionals who want to be individual entrepreneurs, self-employed, or collaborators (Lima et al., 2015).

Entrepreneurial activity is not limited to just technical and scientific knowledge. For Baggio and Baggio (2014), to be an entrepreneur, one must have skills related to change management, leadership, personal control, risk-taking ability, future vision, and interactions with relational knowledge. Therefore, conventional methods are not sufficient to impart the necessary knowledge to the entrepreneur, who, unlike questions that already have answers, seeks challenges where the answer may be uncertain, unknown.

In expectation of achieving the goals proposed by entrepreneurial education, a teaching plan with a pedagogical methodology that is suitable for the expected learning is necessary. According to Lopes (2010), entrepreneurial education can provide the student with the opportunity to see innovative situations and stimulate proactive action, empowering them to create and plan strategies for interacting in the situations that arise.

The essence of Entrepreneurial Pedagogy is a proposal for cultural change through the dissemination of teaching values that seek the realization of individual and collective dreams. Entrepreneurial Pedagogy creates an environment for building knowledge for life and not just for professional training (Dolabela, 2003). Its relevance seems even greater when focusing on the need to reconcile work with the pleasure of human fulfillment, focusing on the health and quality of life of the student (Paulino & Rossi, 2003).

2.2 ENTREPRENEURIAL PEDAGOGY

Entrepreneurial Pedagogy is a teaching approach that focuses on developing entrepreneurial skills and mindset among students. This pedagogy goes beyond traditional business education to encompass a broader set of competencies that are valuable in various contexts, including problem-solving, creativity, innovation, risk-taking, and resilience. Entrepreneurial Pedagogy aims to prepare students not only to start their own businesses but also to be proactive and adaptable in their personal and professional lives.

The Entrepreneurial Pedagogy method, proposed by Dolabela (2004), aims to develop students to be entrepreneurs in any activity they choose to engage in, whether working in large corporations, government, as researchers, artists, or as entrepreneurs of corporate or social businesses. Lima et al. (2015) highlight that even if students do not intend to pursue entrepreneurship to create their own business, the knowledge and skills acquired from the activities can benefit them in their education.

In the theory of Entrepreneurial Pedagogy, people of any age can be considered entrepreneurs. According to Dolabela (2004, p. 13), "Entrepreneurial education should start at an early age, because it concerns culture, which has the power to induce or inhibit entrepreneurial capacity." For him, we are all born entrepreneurs and gradually stop being so in the face of the difficulties that arise

The challenge becomes dealing with children and adolescents, authentic entrepreneurs not yet contaminated with the frustrations of everyday life, who continue dreaming, not having in mind that they "cannot" achieve something. For Campos and Lima (2019), the personal belief that the entrepreneur has of themselves has a relevant impact on the development of entrepreneurial competencies, taking into account their confidence in whether or not they will achieve a desired outcome.

Entrepreneurial Pedagogy views the entrepreneur as someone capable of generating knowledge through the four pillars of education: learning to know, learning to do, learning to live together, and learning to be. According to Schaefer and Minello (2017), a learning process is needed that induces continuous learning to learn, which leads the student to proceed as an entrepreneur does in real life: doing, making mistakes, correcting, and creating. For this reason, teaching methods should be developed that awaken greater creativity and innovation in students through appropriate pedagogical practices (Silva & Pena, 2017).

Following these pillars, it seeks to develop what we now know as the "business sense," which is the ability to identify opportunities. Such a skill loses its status as an inexplicable talent to become an essential ability for individuals, as necessary as any other competency (Filion, 1999).

For Dolabela (2003), the entrepreneurship that matters is the one capable of generating and distributing income, knowledge, power, and wealth. These objectives will be achieved through questions and inquiries, and the support offered in the face of conflicts or difficulties that may arise. The more experience an individual has, the more perceptive their awareness of conflicts and challenges becomes (Araujo & Davel, 2018).

The methodology approached for the project's realization is carried out through two actions: the formulation of the dream and the pursuit of its realization. During the process, it is assumed that students will be able to develop conditions for understanding their own being, develop skills and competencies to know and understand the environment in which they are inserted, and the ability to identify new opportunities. The pursuit of the dream's realization involves, in addition to self-concept, knowledge of the environment, energy, leadership, and network of relationships, as well as the ability to initiate and maintain actions to achieve it. Dolabela (2003) also draws attention to the fact that we are social products and to achieve success, it is always necessary to expand our knowledge about the environment in which we are inserted and wish to realize the dream-project so that it is possible to identify the difficulties, resources, and skills needed.

2.3 ENTREPRENEURIAL COMPETENCIES

For Degen (2008), no entrepreneur is born with the necessary competencies to identify and evaluate businesses. To be an entrepreneur, it is necessary to possess technical and administrative skills. Administrative skills are related to control and adaptation to changes, leadership, innovation, personal control, risk-taking ability, and future vision (Baggio & Baggio, 2014).

Studies show that such competencies and skills can be learned and shaped in individuals willing to develop such knowledge. According to Farah et al. (2008, p. 6), "the possibility of acquiring or shaping a behavior is open to all people who want better personal performance in front of their business." The need for personal achievement makes the entrepreneur seek to develop new skills and behaviors.

According to Campos and Lima (2019, p. 41), "entrepreneurial competencies are developed when the entrepreneur feels the need to be personally fulfilled by developing their own company." Such entrepreneurial competencies have also been highly demanded in companies to face the challenges of being competitive in the current globalized market.

Paulino and Rossi (2003) mention in their study that researchers have defined the key characteristics of entrepreneurs as a high need for autonomy, independence, and self-confidence, and that, for the most part, they are people focused on the realization of ideas, who are more concerned with how to "do" their actions than with the "why."

For Farah et al. (2008), the main competencies of an entrepreneur are the ability to take risks, seize opportunities, having initiative and willpower, always seeking knowledge, planning, leadership, self-confidence, and persistence in the face of difficulties. People with entrepreneurial profile traits tend to dedicate more time to challenging and risky tasks, and prefer to rely on their own skills to achieve results, rather than depending on the actions of others. Campos and Lima (2019), in their study, present the principle that entrepreneurial competencies are developed when the entrepreneur directs their personal characteristics such as knowledge, skills, and attitudes to create a new venture.

The study by Paulino and Rossi (2003) demystifies the premise that entrepreneurs are born ready, as it points out that their formation is influenced by family relationships, networks of contacts, and content acquired in courses, books, and even on trips, since they become the result of the experiences they live. According to Araujo and Davel (2018, p. 10), "It is evident that personal characteristics and skills for entrepreneurship can be developed and improved with entrepreneurial education centered on experience."

It is important to view entrepreneurship as an experiential action that promotes the transformation of contemporary society. The experience animates and motivates students to want to become entrepreneurs in their lives. Through experience, students can stimulate creative thinking, generate innovations, and strengthen self-esteem and a sense of responsibility (Araujo & Davel, 2018).

It is important that the form of entrepreneurial education be treated differently from traditional education, with new methods and practices, to awaken and develop the characteristics of entrepreneurial behavior. This approach is aimed at the individual entrepreneur, from different areas, who perform activities in different professions outside or within an organization, and not just for those who intend to start a business (Schaefer & Minello, 2017).

3 METHODOLOGY

The approach chosen for this study was qualitative. In qualitative research, it is common for the researcher to seek to understand the phenomena from the perspective of the participants in the studied situation and, from there, place their interpretation of the studied phenomena. For this study, a descriptive analysis was carried out, as it seeks to describe characteristics of a certain population or the facts and phenomena of a reality.

This is a field research that, according to Lakatos and Marconi (2003), aims to obtain information/knowledge about a problem, in search of an answer or hypothesis that one wants to prove, and can discover new information about the researched topic. The instrument used for the research was a semi-structured interview script produced from readings and studies carried out on various works related to the subject studied, with information found in the theoretical framework.

The subjects of this research were 15 teachers who teach entrepreneurship in 7 state high schools of the public network of Santa Cruz do Capibaribe, a city in the Agreste region of Pernambuco. 10 of the interviewees are female and 5 are male. 2 interviewees are aged between 20 and 29, 12 are between 30 and 49, and only 1 of them is over 50 years old. Only one teacher has a higher education degree in administration. The composition of the interviewed group allowed for diverse participation in terms of the teachers' experience, however, the majority of the interviewed teachers had an average of 10 to 15 years of teaching experience. However, regarding experience in the entrepreneurship discipline, or PVE as it is known, the majority of teachers have only 1 year or less of classroom experience.

The interview script consisted of 26 questions and was divided into 3 categories according to the specific objectives. The first 6 questions refer to personal information of the interviewees to better understand the profile of each one. The second section is composed of 13 questions responsible for identifying the teachers' understanding of the theme of entrepreneurship and entrepreneurial competencies, and the third section is composed of 7 questions that sought to probe the teachers' knowledge regarding the Entrepreneurial Pedagogy method, finally, in the 3rd section, the last questions were responsible for verifying which alternative methods to the one mentioned in the research the teachers usually use.

The interviews took place in person. All interviewees participated voluntarily and were aware that their identities would not be disclosed. The collection took place between August 8, 2023, and August 24, 2023, and had an average duration of 20 minutes. The interviews were

conducted with the aim of obtaining an overall picture of the teachers' perception of the theme of entrepreneurial education and the subject "Life Project and Entrepreneurship" (PVE). The objective was to capture, in the described statements, the relationships between theoretical discourses and the practice of the subjects. In questions 1 and 2 of the second section, the teachers were asked what they understood by entrepreneurship and requested to report a little about their experience as teachers of the subject.

4 RESULTS AND DISCUSSIONS

4.1 UNDERSTANDING OF THE THEME OF ENTREPRENEURSHIP AND THE SUBJECT "LIFE PROJECT AND ENTREPRENEURSHIP"

After analyzing the responses obtained, it was possible to identify that there is a divergence of vision among the teachers regarding the objective of the subject's project proposed in the new high school curriculum. For some teachers, the purpose of the subject aligns with what some authors claim, which is to teach and train students to be entrepreneurs. Others, however, see the subject as a means of making the student self-aware, to create objectives and goals for their future and guide them in choosing a profession. According to Lopes (2010), the concept of entrepreneurial education to be adopted should be much more in the sense of enabling purposes than in the sense of starting a business.

The difference in vision of the teachers regarding the purpose of the subject is mainly reflected in the topics worked on in the classroom. Although the schools received material that would serve as support to guide the teachers on how to teach it, it can be observed in the professionals' statements that the topics worked on in the classroom differ from teacher to teacher. Some bring to the students issues related to business entrepreneurship, such as making business plans, necessary documentation to start a company, digital entrepreneurship, ethics in professions, among others.

Other teachers begin by working on self-awareness and the relationships that the student can have in society, planning for the future, and then the career options that students can aspire to, as mentioned by teacher P3: "The first stage is very much divided into the issue of self-knowledge. Who are you? What do you want? What are your dreams? [...] The second stage goes to the issue of work." (Teacher P3, 47 years old). Dolabela (2004, p. 128) stated in an interview granted to

Hoeltgebaum for the business magazine of Blumenau that "one cannot give a direction to the student to be a business entrepreneur, but to be an entrepreneur in their way of being."

Some teachers reported difficulties in applying the subject due to not having a more comprehensive understanding of what the objective of the subject is and what is expected to be achieved with this project, as reported by teachers P5 and P1.

I don't know where it started, what was the foundation, how, what was the active principle that was given and everyone said, wow, let's do this subject that's going to be, no, we don't have, I don't have that knowledge. The knowledge I have is that I am a teacher of PVE, entrepreneurship, and that's what I have to teach and that's it. (Teacher P5, 41 years old)

I think more information is needed for all the teachers, so that we can talk in a single thought, talk in a single idea. Because sometimes I apply this here, but another teacher from another school applies something different, thinks that it's just about making a business plan. So there is a lack of a broader vision of what entrepreneurship is, you know? (Teacher P1, 28 years old)

This lack of clarity regarding the objective of the subject results in a lack of a unified methodology applied in all schools, as teachers direct the subject based on their concepts and life knowledge. Moreover, when questioned about the topics covered, entrepreneurial competencies were not mentioned in any interview. In Brazil, there is no educational strategy that prioritizes all levels of education equally to adopt the same approach, requiring greater interaction of the entire educational system.

4.2 TRAINING AND DEVELOPMENT

Regarding the level of education and academic training of the interviewed teachers, it was observed that only one teacher has training in the area, having graduated in Business Administration, while the others have degrees in areas such as Portuguese language, literature, pedagogy, history, geography, physical education, biological sciences, and visual arts. Most had only one degree, but 5 out of the 15 interviewees have more than one degree or are masters in their area. Among the other teachers trained in areas not directly related to entrepreneurship, some had already studied entrepreneurship through courses provided by the municipality, in some undergraduate subject, or independently, but the vast majority had never studied entrepreneurship before teaching the subject.

The interviewees were asked if they had received any type of training or education from the State before teaching the subject, and the vast majority answered no. A few teachers said they received training, but it was initiated by the municipality. Below are the teachers' accounts of the lack of training to teach the subject.

We feel that there is a lack of training. There is a general lack of qualification regarding these new high school subjects. (Teacher P14, 40 years old)

They just came and said, you're going to be the teacher of this subject, and I haven't received any training until now. (Teacher P6, 45 years old)

They created the idea, you know, thought about it, and put it on us. Nobody came saying, 'folks, it's about this, it's done this way.' Nobody came guiding us, we were guiding ourselves based on the material that could arrive and so on. Based on what the internet was offering, supports that we could find. (Teacher P5, 41 years old)

Furthermore, when asked if they received any support from the Education Department (SEDUC), some reported that they received material, but it contained superficial, summarized content, or was delayed. Others did not consider the material received as support because they expected some training to be conducted by the State through the Education Department, which everyone reported did not happen.

In our case, the support from SEDUC, we have material that is intended for the teacher with some guidelines, which is precisely the material I base myself on. (Teacher P11, 22 years old)

We have books for the Life Project subject, but there are other subjects like the one I started teaching today, Innovation and Longevity, for which I haven't received the material yet. (Teacher P14, 40 years old)

[...] the book collections [...] and some drives that they make available. This is after you have already finished, for example, six months giving Life Project by the skin of your teeth. (Teacher P8, 30 years old)

The material we had access to was the one I showed you, which is there on the website, on Instagram, and I used it for something just as a complement, but I found it very weak [...], it's posted on Instagram, for me that's not support. (Teacher P3, 47 years old)

According to Freire (1996), it is necessary for the student to be the protagonist of the learning process and for the teacher to be a mediator, provoking knowledge, stimulating discussions, and guiding teachings. However, for this to happen, it is necessary that teachers be adequately trained so that they can pass on their knowledge to students.

4.3 CRITIQUES REGARDING THE CURRENT TEACHING OF ENTREPRENEURSHIP

During the interviews, the teachers presented both positive and negative critiques about how the subject is currently being taught. Most of the teachers argued that they see the implementation of this subject in high school positively because it provides students with a means of generating self-knowledge and reflecting on which paths they want to follow, which professions they wish to pursue, and in a society where many new professions have emerged, this is a discussion that needs to be debated, about the viability of new and old professions.

Another positive critique mentioned by the teachers was the closeness that the subject allowed between student and teacher when discussing personal matters such as dreams, objectives, and goals. The teachers report that there was a greater closeness with the students after starting the subject. For Freire de Araujo and Davel (2018), this is what entrepreneurial education through experience consists of. An education that enables reflections on lived realities. Students have the opportunity to acquire new knowledge through their reflections experienced in the classroom, as can be seen in the following reports:

A positive critique I think is in the sense of opportunity [...] So the issue of entrepreneurship can make the student who does not have the desire to attend college, to pursue higher education, engage in some economic activity that is not related to the academic issue. (Teacher P2, 38 years old)

And the positive point is more about that, it's knowing more, [...] I really liked it because we have a closer relationship with the student. (Teacher P8, 30 years old)

The positive points, let's say, would be precisely the student having a better view of the professions, right? If he is in doubt, he starts to clear up these doubts, what to follow, which path to take. (Teacher P6, 45 years old)

Regarding the positive, it is the existence of the discipline, right? Which did not exist before and brings the opportunity for the student to think about what to do, how to do it, and how to undertake. (Teacher P5, 41 years old)

Regarding negative critiques, in addition to the lack of information and guidance for teaching the subject, which was mentioned again, the teachers mentioned that the fact that a grade is not required for the subject means that students do not give as much importance to the activities, as they do not feel that the subject has the same weight as others and end up neglecting it. Another critique raised by the teachers was the issue of how the lack of specialized teachers in the area can compromise the quality of teaching. As stated by teacher P11, there is

a certain trivialization of the subject both by the students and by some teachers who do not give the subject the importance it deserves because it has not yet formed a solid base in education.

4.4 TEACHERS' UNDERSTANDING OF ENTREPRENEURIAL PEDAGOGY METHODOLOGY AND ENTREPRENEURIAL COMPETENCIES

During the interviews, the main aim was to develop a pleasant and stimulating dialogue to understand the teachers' perception of the studied theme. In the 3rd section, concepts of Entrepreneurial Pedagogy Methodology and entrepreneurial competencies were presented to the interviewees. All the teachers reported that they did not have knowledge about Dolabela's (2004) method; however, upon hearing the concept, they saw similarities in the way they work in the "Life Project and Entrepreneurship" subject.

When commenting on entrepreneurial competencies, only the teacher with a degree in administration showed knowledge on the subject, citing some competencies that he could identify in his students. The others reported not knowing what they are or presented concepts that are confused with aptitude or vocation for a type of profession, as mentioned in the statement of teacher P4, "If there is a group of students who like to play, then I put them to work and research on what? Game development and design or visual arts. [...] something that would be enjoyable with something that could be a skill in the future." (Teacher P4, 40 years old). The competencies identified in the students by the teachers are consistent with Dornelas' (2008) definition of the characteristics of an entrepreneur, such as being visionary, knowing how to make decisions, exploiting opportunities, determination, and dynamism.

All the interviewees reported that they believe that the stimulation of competencies during the teaching of the entrepreneurship subject is important for the personal, professional, and social development of the students, as argued by the following teachers.

So from the moment I develop these entrepreneurial competencies, I'm going to take that to my home as well. It's going to be part of my life. So that's why it's important and necessary for us to develop this in all students. (Teacher P1, 28 years old)

Today in entrepreneurial education, let's say, it's a door for the student to develop and discover their skills. (Teacher P6, 45 years old)

Teacher P8 reports that she had difficulties when she entered college and the job market because she had not developed some skills that were later demanded of her, and she sees the

subject as an opportunity for students to prepare a little for these experiences that await them in the future, whether in college, the job market, or everyday life.

For me, it was difficult when I got to college because I arrived stuck in certain things, and the college required you to be there in front, presenting the work, and nowadays, as they have this subject and others as well, I believe that they work quite a lot with them. (Teacher P8, 30 years old)

Another competency identified by the teachers is the ability to identify business opportunities. This skill, besides being stimulated in the classroom, is also stimulated by the environment in which the students live, where entrepreneurship is always present, as it happens in the city of Santa Cruz do Capibaribe. Entrepreneurship is part of the city's culture and reflects in the development of students who end up migrating to this area, inspired by the environment they live in. The ability to recognize a business opportunity and exploit it appropriately tends to contribute significantly to the country's economic development, creating jobs, increasing wealth, and its distribution.

We live today in the city of Santa Cruz do Capibaribe, which is an extremely entrepreneurial city [...] so the kids here at school, although this is not treated as illegal, although they are not allowed to work, in fact, many of them we know that through these opportunities they start to undertake. (Teacher P1, 28 years old)

Unfortunately, this ease of opportunities presented in the city of Santa Cruz do Capibaribe-PE as favorable for students is also one of the main reasons for school dropout, as many of them, with the expectation of entering commerce and having an instant financial return, end up leaving school or only completing high school without showing interest in entering higher education. Some teachers reported that the students themselves have commented that, by working in commerce, they earn more than a teacher, as teacher P2 (2023) said, "For example, here in our city, which is a city focused on entrepreneurship where sometimes many young people stop attending school or even abandon school to work."

Despite the agreement on the importance of the subject for providing students with the development of their skills, some teachers do not agree with the way it is applied in schools. According to teacher P11 (22 years old, 2023), "the way the subject is applied at the moment is not well structured, and it lacks deepening the theoretical knowledge and disseminating this theoretical knowledge applied to teaching." It is necessary to enable new

teaching methods that awaken greater creativity and innovation in students through appropriate pedagogical practices for such an approach.

4.5 PRACTICAL ACTIVITIES CARRIED OUT IN SCHOOLS

In the context of entrepreneurial education, experience allows a student to perform an action and, from it, learn a principle or concept, and then reinforce what they have learned by applying it in some real-world situation. According to Silva; Pena (2017), in addition to expository and case teaching classes, seminars, and lectures with active entrepreneurs are also considered pedagogical practices suitable for entrepreneurial education.

The strategy of asking about the methodology used in the classroom during the interviews was designed to know which methods are used by teachers and if such methods have similarities with the Entrepreneurial Pedagogy methodology. Of the schools visited, half of them usually carry out practical activities in teaching the subject, such as entrepreneurship fairs, scientific fairs, and technical visits. While the other teachers commented that they are not aware of the existence of such activities in the school.

According to the teachers' reports, there are some difficulties in carrying out these practical activities. The first is the financial difficulty in organizing events and technical visits since the schools do not have many resources, and state financial assistance is limited for such purposes. Moreover, financial return is something expected by students when they develop entrepreneurship fairs that may require a prior investment on their part.

Therefore, it was necessary to understand what methods are currently used by teachers and if any have similarities or proximity to entrepreneurial education. Some of the methods mentioned by the teachers are more common in the pedagogical area, such as reading, oral language, use of the book provided as support, data show, among others as mentioned by teacher P8:

I work with them both in the textbook and the book itself, it offers the possibility of working with video, so we use a data show and then those practical activities of living with them as well. (Teacher P8, 30 years old)

Other teachers mentioned that they use more playful activities to arouse students' interest. Some teachers believe that blending theory with practice can provide a better source of learning for students. Another method used is the problem situation, which allows students

to reflect on a situation/problem and seek solutions acting as integral agents of that situation. In addition, another proposal made by a teacher was for students to get to know and carry out activities in the computer room, where it was identified that many students had never had contact with a computer before.

5 CONCLUSION

Entrepreneurial education has proven to be essential for the creation of an educational ecosystem that favors the economic and social development of the country. The objective of this research was to analyze the understanding of teachers of the subject "Life Project and Entrepreneurship" in schools of Santa Cruz do Capibaribe, regarding entrepreneurial competencies and the entrepreneurial pedagogy method. The objective was conceived with the purpose of describing the importance of stimulating entrepreneurial competencies in high school students through the Entrepreneurial Pedagogy method. At the end of the study, it was found that entrepreneurial competencies can be taught and understood by anyone.

The aim was to understand how entrepreneurship should be taught and how it is being taught in practice in schools in Santa Cruz do Capibaribe-PE, using interviews with 15 teachers who teach the subject "Life Project and Entrepreneurship". The analyzed results clearly showed the teachers' longing for a foundation regarding the objective proposed by the subject and for training that ensures or helps them, who most of the time do not have a degree in Business Administration, to have at least some preparation and knowledge in the area.

It is observed that the subject in question, implemented in the state schools of Pernambuco, is very similar to the proposal of the Entrepreneurial Pedagogy methodology developed by Dolabela (2004), which is the object of study of this research. The subject resembles the method in the idea of provoking in students a questioning about their dreams and seeking ways to develop goals and objectives for those dreams to be achieved. However, the two diverge in terms of the method of application, since, in the Entrepreneurial Pedagogy methodology, the first step is the conducting of training sessions with teachers through workshops in order to guide and prepare them to later pass on the knowledge to other teachers, thereby forming a teaching chain.

The present study achieved the proposed objective by identifying the importance of developing entrepreneurial competencies in students during their school education through a literature review and the testimonials of teachers who reported believing that the stimulation of

entrepreneurial competencies is important for the personal, professional, and social development of students, as well as helped to identify possible paths for the inclusion of entrepreneurial competencies in teaching activities, through the Entrepreneurial Pedagogy methodology.

Some limitations arose from the fact that there are other variables that can affect the research results, such as the environment in which the student lives and their personal life experience. The students' perspective can also be relevant for the development of the educational method and the implementation of such methods in schools, so it is also important to listen to them about it. Finally, it is understood that this study contributed to the advancement of the literature on the subject, but it is also understood that new studies can be conducted, with more updated national and international references. For future work, it is suggested to practically insert the methodology to better understand its performance and benefits in the scope and new research related to entrepreneurial competencies focused on the students' perspective.

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