



ENTREPRENEURSHIP EDUCATION IN THE SCHOOL ENVIRONMENT: A Literature Review of Innovations and Development for the Labor Market

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SUMMARY

This study addresses the importance of entrepreneurial education in the school environment, highlighting its role as a tool for developing essential skills for the job market. The objective **and** to analyze entrepreneurial education in the school environment, highlighting its contribution to the development of essential skills for the job market. The methodology is a theoretical essay and a bibliographic study through a qualitative approach, and a descriptive technical procedure. The data collection instruments were studies of publications and scientific articles published on platforms such as Scielo, Google Scholar, and the Virtual Library. The results highlight that the implementation of innovative pedagogical practices has contributed to preparing students for the challenges of the job market. It is concluded that entrepreneurial education in the school environment not only helps to form citizens who are better prepared for the job market, but also promotes the development of an entrepreneurial mindset, essential to face the challenges of a world in constant transformation.

Keywords: Entrepreneurial Education. Pedagogical Innovation. Job Market.

ABSTRACT

This study addresses the importance of entrepreneurial education in the school environment, highlighting its role as a tool for developing essential skills for the job market. The objective is to analyze entrepreneurial education in the school environment, highlighting its contribution to the development of essential skills for the job market. The methodology is a theoretical essay and a bibliographic study using a qualitative approach and a descriptive technical procedure. The data collection instruments were studies of scientific articles published on platforms such as Scielo, Google Scholar, and Virtual Library. The results highlight that the implementation of innovative pedagogical practices has contributed to preparing students for the challenges of the job market. It is concluded that entrepreneurial education in the school environment not only helps in the formation of citizens more prepared for the job market, but also promotes the development of an entrepreneurial mentality, essential to face the challenges of a world in constant transformation.

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INTRODUCTION

Entrepreneurial education emerges as a pedagogical approach that goes beyond the traditional teaching of school content, focusing on the development of skills and competencies that enable students to identify opportunities, solve problems and create innovative solutions. This proposal aligns with the demands of the 21st century, characterized by a job market in constant transformation, which values proactive, creative and resilient professionals.

In the school context, entrepreneurial education is not limited to training future businesspeople, but seeks to prepare students to be agents of change in any area of activity, promoting comprehensive training that integrates technical, social and emotional aspects.

The inclusion of entrepreneurial education in the school environment is essential to meet the needs of a globalized and digitalized world, where economic and social transformations occur in an accelerated way. By developing skills such as critical thinking, leadership, innovation and work as a team, this approach helps students to be better prepared to face the challenges of the job market and life in society.

Furthermore, entrepreneurial education promotes youth leadership, encouraging students to ability to make decisions and create solutions to real problems, whether at a local or global level. In Brazil, its relevance is even greater due to educational and socioeconomic inequalities, as it offers tools

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tools so that young people, regardless of their background, can seek better opportunities and transform their reality.

Thus, investing in entrepreneurial practices in the school context is not just a pedagogical strategy, but a necessity to promote equity, inclusion and sustainable development, thus the objective of the study **is to analyze entrepreneurial education in the school environment, highlighting its contribution to the development of essential skills for the job market.**

The methodology is a theoretical essay and a bibliographic study through a qualitative approach and descriptive technical procedure. The data collection instruments were studies of publications and scientific articles published on platforms such as Scielo, Google Scholar, and the Virtual Library.

However, there are existing limitations that need to be overcome for the effective implementation of the proposed practices, especially with regard to cultural resistance and the lack of understanding about the scope of entrepreneurship in the educational context.

Methodologically, the study is based on a bibliographic review with a qualitative approach, allowing the analysis and interpretation of different theoretical contributions on the subject. Thus, I invite readers to explore this topic, still little discussed in the school environment, but of great importance for entrepreneurial education among young people in Brazil.

1. METHODOLOGY

This is a bibliographic study using a qualitative approach, with descriptive technical procedures, on pedagogical approaches, educational practices and teachers' perceptions about their role. Data collection was carried out through scientific articles published on platforms such as Scielo, Google Scholar, and the Virtual Library. Therefore, in the bibliographic approach, Gil (2007) says that bibliographic research is made of existing materials and consists especially of books and scientific articles. Regarding the qualitative approach, Creswell (2017) explains that it represents a way of understanding the meanings attributed to specific events by their participants, considering the existence of a subjective nature about a subject to be narrated or described.

2. THEORETICAL BASIS

2.1 CONCEPT OF ENTREPRENEURSHIP IN EDUCATION

Entrepreneurial education can be defined as a teaching-learning process that aims to develop in individuals skills, knowledge and attitudes aimed at identifying opportunities, creating value and solving problems in an innovative way. According to the Brazilian Micro and Small Business Support Service (Sebrae, 2019, p. 1), being an "entrepreneur means being a doer, who produces new ideas through the congruence between creativity and imagination".

Unlike the traditional education model, which often focuses only on the transmission of content, entrepreneurial education seeks to train people capable of acting proactively and creatively, both in the business context and in other areas of life. For Delors et al., (2001), the four essential conceptual principles for entrepreneurship in education: *acquire knowledge, develop practical skills, improve interpersonal relationships* and finally, *build identity*.

The educational approach *learn to know* is widely valued in educational institutions. However, the approach *learn to do* is often neglected. For learning to be effective, based on action-reflection-action, as recommended by the Law of Guidelines and Bases of Education (LDB 9394/96), it is essential to go beyond the simple process of acquiring knowledge, often restricted to

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school environment. So that the individual is able to plan and put into practice actions, understanding the himself, his capabilities and what he needs to develop to achieve his goals, it is essential that he develops the ability of self-knowledge, acquiring skills that enable him to assertively deal with the challenges that arise throughout his journey.

Historically, entrepreneurial education began to gain ground in the 20th century, with the strengthening of market economies and the recognition of entrepreneurship as a key factor in the construction of economic and social knowledge. Dolabela (2003, p. 83) adds, "the construction of knowledge starts from real situations capable of creating natural links between the student's previous knowledge and new knowledge".

Thus, the inclusion of entrepreneurial practices in school and university curricula reflects an evolution in the understanding that these skills are useful not only for creating companies, but also for forming more adaptable and innovative individuals in any profession.

In contemporary times, entrepreneurial education continues to evolve, aligning itself with the demands of a globalized and digitalized world. New paradigms, such as the integration of technologies and active teaching methodologies, have enhanced entrepreneurial learning, connecting students to the realities of the job market and the needs of society. Thus, entrepreneurial education is not limited to the training of traditional entrepreneurs, but encompasses the training of individuals as agents of change in different contexts.

1.2 BARRIERS FACED BY SCHOOLS IN IMPLEMENTING PRACTICES ENTREPRENEURS

The implementation of entrepreneurial practices in schools faces several barriers that hinder its effectiveness and scope. In this context, for Schirlo et al. (2009, p. 5-6), “educating through Entrepreneurial Education is not just about teaching tools or presenting instruments. In order to provide Entrepreneurial Education, the teacher needs to review teaching methods and learning concepts”.

However, one of the main difficulties in implementing entrepreneurial education is cultural resistance, present among both educators and managers. Many still see entrepreneurship as something limited to the business world, disregarding its potential in the comprehensive education of students. In this context, disturbed by the problems of social exclusion, lack of opportunities and the lack of quality of life for low-income youth, Professor Dolabela (2003) developed the Entrepreneurial Pedagogy methodology between 1999 and 2002, with the support of the NGO Visão Mundial. This initiative aimed to combat social exclusion and improve the quality of life of low-income youth through teaching entrepreneurship.

Furthermore, the lack of training for teachers to work with entrepreneurial content and methodologies prevents these practices from being properly incorporated into the school curriculum. This is according to a survey conducted by Sebrae and the Roberto Marinho Foundation with teachers from all over the country. According to the survey, 56% of those interviewed have not yet tried to apply this methodology in the classroom. For 46% of them, the lack of time to include this topic in the mandatory content is the main obstacle and 40% indicate the lack of interdisciplinarity as one of the barriers (Sebrae, 2022).

Another significant obstacle is the limited financial resources that schools in regions with lower economic development lack, as they lack teaching materials, technologies and adequate spaces to develop entrepreneurial activities. The lack of clear institutional policies and specific guidelines also makes it difficult to integrate these practices into pedagogical planning. Finally, the overload of content in school curricula and the pressure to meet traditional educational demands limit the time and freedom to explore innovative approaches.

2.3 PUBLIC POLICIES AND EDUCATIONAL PROGRAMS AIMED AT SCHOOL ENTREPRENEURSHIP

Public policies and educational programs have sought to encourage school entrepreneurship, recognizing its importance for the development of 21st century skills. The National Entrepreneurial Education Program, PNEE, developed by the Brazilian Micro and Small Business Support Service, SEBRAE, is an example of an initiative that promotes teacher training and the application of entrepreneurial content at all levels of education.

Since its creation in 1972, SEBRAE has established itself as a relevant agent of transformation in the Brazilian economic and social scenario. Attentive to the future, with a view to a more just society, in which opportunities and personal and professional development are provided, SEBRAE's mission is to disseminate the culture of entrepreneurship and expand access to continuing education. Looking to the future, the institution aims to guide an educational vision, based on principles that contemplate the multiple dimensions of the human being, and that understand the regularity in the formative process built from individual and collective experiences. According to Wickert (2016):

In 2015, when reviewing its educational references, SEBRAE “strengthened and reinforced its commitment to working with educational content in a contextualized manner, revealing its conceptual, scientific, historical, economic, ideological, political, cultural and educational dimensions”, which requires the institution to adopt a new form of pedagogical work that can meet this challenge. Therefore, educational references are guiding instruments for the development of training products in different formats and modalities (Wickert, 2006, p. 22-23).

All educational methodologies developed by the institution are based on the four pillars of education: knowing how to know, knowing how to do, knowing how to be and knowing how to live together, as defined by UNESCO, which underpin educational processes and the development of cognitive, attitudinal and operational skills (Sebrae, 2015).

Furthermore, the National Common Curricular Base, BNCC, highlights skills related to critical thinking, creativity and problem-solving, which directly dialogue with the objectives of entrepreneurial education. According to the BNCC, basic education should promote the development of general skills, such as scientific, critical and creative thinking.-Exercise intellectual curiosity and use the approach specific to science, including research, reflection, critical analysis, imagination and creativity, to investigate causes, develop and test hypotheses, formulate and solve problems and create solutions (including technological ones) based on knowledge from different areas (Brazil, 2018).

However, the implementation of these guidelines faces challenges, such as the need for coordination between municipal, state and federal governments, as well as adaptation to the local realities of schools. More comprehensive policies are still needed to ensure the inclusion of all institutions, especially in the most remote regions, expanding the impact of these programs.

1.3 ENTREPRENEURSHIP EDUCATION AND SCHOOL-COMPANY PARTNERSHIPS

Education is a fundamental right for all and constitutes an essential teaching and learning process aimed at the integral development of the human being. It is not restricted to the school environment, but also encompasses training within the family and social sphere. In this context, entrepreneurial education stands out as an indispensable approach in both schools and companies, being implemented in several regions of Brazil.

For Souza et al. (2004, p. 4), “developing the entrepreneurial profile means enabling the student to create, conduct and implement the creative process of developing new life, work, study and business plans, thus being responsible for their own development and that of their Organization”

In São Paulo, the State Technical School, ETEC, stands out for promoting entrepreneurship projects with technical high school students, encouraging the creation of startups and innovative solutions to real problems. Students receive mentoring from experts, participate in fairs and develop practical skills aligned with market demands. The connection with the productive sector occurs naturally, preparing young people for an increasingly dynamic market.

In the Northeast, the program *Entrepreneur of the Future*, implemented in public schools in Ceará, adopts interdisciplinary workshops and projects that raise students' awareness of social entrepreneurship (Sebrae, 2023). This approach goes beyond the market and focuses on solutions that generate a positive impact on the community, connecting school learning to the local reality. This initiative is supported by local organizations and partner companies, which offer technical support and foster the integration of students into the regional entrepreneurial ecosystem.

In the North region, an innovative partnership between municipal schools in Belém and SEBRAE promotes the *Young Entrepreneur Challenge*. In this project, students develop business plans and products with the support of teachers and mentors, simulating the professional environment and encouraging student protagonism. This action highlights how the articulation between government, schools and partner institutions can overcome barriers and enable the training of students for their insertion in the job market.

Partnerships between schools and companies are a fundamental pillar for bringing students closer to the real demands of the market. Through programs such as internships, technical visits, mentoring and joint projects, students experience the professional environment, applying the knowledge acquired at school and developing technical and socio-emotional skills essential for their future careers.

An internationally successful model is the *Dual Education*, widely adopted in Germany, where

Students divide their time between theoretical lessons and practical experience in companies. Around one million young people in Germany are learning a state-recognized training profession, with 328 professions to choose from in 2024. In 2023, around 479,800 people will have signed a new training contract in the dual system.² (Dual Training, 2023).

In Brazil, programs such as Jovem Aprendiz offer similar opportunities, allowing young people to develop practical skills in real work environments while still in school. This interaction benefits both students and companies, which identify talent aligned with their needs and help shape qualified professionals.

The Young Apprentice program represents a significant milestone in Brazil's socioeconomic scenario, offering a direct response to the challenges faced by young people seeking opportunities in the job market. Created based on the Apprenticeship Law, the program aims to provide professional experience and training for young people between the ages of 14 and 24, contributing to the sustainable development of companies and the reduction of social inequalities (Dias, 2024).

By integrating entrepreneurial practices and school-business partnerships, it is possible to create an education that is more connected to reality, promoting student leadership and reducing the gap between academic training and the job market. These initiatives not only improve students' employability, but also strengthen education's ability to transform economic and social reality, demonstrating that collaboration between different sectors is the path to sustainable and inclusive development.

FINAL CONSIDERATIONS

The study revealed that entrepreneurial education plays a fundamental role in developing skills that are essential for the contemporary job market. Studies highlight that these skills not only favor professional integration and success, but also contribute to the development of proactive and resilient individuals, capable of adapting to constant changes in the work environment. Furthermore, it was shown that initiatives such as school-business partnerships and government programs have the potential to align educational training with real market demands.

On the other hand, the review also identified significant barriers, such as lack of teacher training, cultural resistance and financial constraints, which hinder the implementation of entrepreneurial practices in schools. Despite these difficulties, successful examples of good practices in different regions demonstrate that, with institutional support and coordination between schools, governments and companies, it is possible to overcome these challenges and promote effective entrepreneurial education.

Entrepreneurial education will be increasingly essential in the future of the job market, marked by technological advances, globalization and constant change. By developing skills such as critical thinking, collaboration and innovation in students, this approach not only prepares young people to meet the demands of companies, but also to create their own opportunities in a market that values autonomy and creativity.

Furthermore, entrepreneurial education fosters a mindset of continuous learning, which is essential in a context where technological transformations require constant updating of knowledge and skills. In the future, the most successful professionals will be those who know how to integrate technical and entrepreneurial skills to solve complex problems and promote positive change, both in the organizational environment and in society in general.

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