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EVALUATION OF THE SATISFACTION INDEX OF TEACHERS PARTICIPATING IN THE ENTREPRENEURIAL EDUCATION COURSE: YOUNG ENTREPRENEURS. FIRST STEPS OF SEBRAE IN PUBLIC SCHOOLS OF THE STATE OF RONDÔNIA

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Abstract: At every moment, society changes its culture, its customs, its ways of interpreting, seeing and analyzing, and these transformations are also present in schools. Entrepreneurship according to Sebrae (2018, p. 3), can be a great ally in education, contributing to the development of the locality and entrepreneurial culture in the region and stimulating in students the formation of transforming agents of society. This article aims to analyze the index of satisfaction of entrepreneurial education in elementary school teachers, through the program Young Entrepreneurs-First Steps, regarding the practical application of the program with the students involved in the project. This is a qualitative descriptive survey, with field research, whose sample was composed of 245 teachers from 06 cities in the state of Rondônia. The results were based on the demonstration that the teachers and students involved in the project presented some entrepreneurial characteristics, in addition to the manifestation of entrepreneurial spirit. Regarding Methodologies, it should be noted that with the introduction of digital information and communication technologies (TDIC), it has significantly changed the dynamics in the classroom of analog models, since students are in the digital model. The course has had a positive effect on teachers and students who continue to demonstrate entrepreneurial spirit. Related With the integration of digital technologies in pedagogical activities, we can use Blended Learning or hybrid teaching. In this model, the activities are divided between classroom activities and teaching that use online resources with distance learning activities.

Keywords: Teacher training, learning, investigation, Social Sciences, sociocultural environment.

AVALIAÇÃO DO ÍNDICE DE SATISFAÇÃO DOS PROFESSORES PARTICIPANTES DO CURSO EDUCAÇÃO EMPREENDEDORA: JOVENS EMPREENDEDORES. PRIMEIROS PASSOS DO SEBRAE EM ESCOLAS PÚBLICAS DO ESTADO DE RONDÔNIA

Resumo. As mudanças sociais ocorrem cotidianamente, a cultura, os costumes, as formas de interpretar, ver e analisar estão em constante transformação para acompanhar os novos modelos que se refletem dentro das escolas. O Empreendedorismo de acordo com o Sebrae (2018, p. 3), pode ser um grande aliado na educação, contribuindo para o desenvolvimento da localidade e da cultura empreendedora na região e estimulando nos alunos a formação de agentes transformadores da sociedade. Este artigo tem como objetivo analisar o índice de satisfação da educação empreendedora em professores do ensino fundamental, por meio do programa Jovens Empreendedores-Primeiros Passos, quanto a aplicação prática do programa com os alunos envolvidos no projeto. Trata-se de uma pesquisa, quali-quantitativa descritiva, com pesquisa de campo, cuja amostra foi composta por 245 professores de 06 cidades do estado de Rondônia. Os resultados pautaram-se na demonstração que os professores e alunos envolvidos no projeto, apresentaram algumas características empreendedoras, além da manifestação de espírito empreendedor. Com relação a Metodologia destaca-se que a introdução das tecnologias digitais de informação e comunicação (TDIC) alterou significativamente a dinâmica nas salas de aula de modelos analógicos, já que os alunos estão no modelo digital. O curso teve um efeito positivo nos professores e nos alunos que continuam a demonstrar o espírito empreendedor. Com relação a integração das tecnologias digitais nas atividades pedagógicas, pode-se utilizar o *blended learning* ou ensino híbrido. Neste modelo, as atividades são divididas entre presenciais em sala de aula e ensino que utilizam recursos online com ensino à distância.

Palavras-chave: Formação de professores, aprendizagem, investigação, Ciências Sociais, ambiente sociocultural.

EVALUACIÓN DEL ÍNDICE DE SATISFACION DE LOS PROFESSORES PARTICIPANTES DEL CURSO EDUCACIÓN EMPREENDEDORA: JÓVENES EMPREENDEDORES. PRIMEROS PASOS DE SEBRAE EN ESCUELAS PÚBLICAS DEL ESTADO DE RONDÔNIA

Resumen. Los cambios sociales ocurren cotidianamente; la cultura, las costumbres, las formas de interpretar, ver y analizar se transforman para acompañar los nuevos modelos que se reflejan dentro de las escuelas. El espíritu empresarial, de acuerdo con el Sebrae (2018, p. 3), puede ser un gran aliado en la educación, contribuyendo al desarrollo de la localidad y la cultura emprendedora en la región además de estimular en los alumnos la formación de agentes transformadores de la sociedad. Este artículo tiene como objetivo analizar el índice de satisfacción de la educación emprendedora en profesores de la enseñanza primaria a través del programa Jóvenes Empreendedores-Primeiros Passos, respecto a la aplicación práctica del programa con los alumnos involucrados en el proyecto. Trata-se de un estudio cualitativo descriptivo con trabajo de campos. La muestra fue compuesta por 245 profesores de 06 ciudades del estado de Rondônia. Los resultados se orientaron en la demostración que los profesores y alumnos involucrados en el proyecto presentaron algunas características empreendedoras, además de la manifestación de espíritu emprendedor. Con relación a Metodologías se destaca que con la introducción de las tecnologías digitales de información y comunicación (TIC) ha cambiado significativamente en la dinámica en las aulas de modelos analógicos, ya que los alumnos están en el modelo digital. El curso ha tenido un efecto positivo en profesores y alumnos que siguen demostrando el espíritu emprendedor. Con relación a la integración de las tecnologías digitales en las actividades pedagógicas, se puede utilizar el *Blended Learning* o enseñanza híbrida. En este modelo, las actividades se dividen entre actividades presenciales en aula y enseñanza que utilizan recursos online con actividades de enseñanza a distancia.

Palabras clave: Formación de profesores, aprendizaje, investigación, Ciencias Sociales, ambiente sociocultural.

Introduction

Entrepreneurship: Society, in constant movement, changes daily; and culture, customs, ways of interpreting, seeing, and analyzing undergo transformations to keep up with the new models. For Scavassa and Santos and Campos (2018, p. 91), social, economic, and cultural changes in the world indicate the arrival of new paradigms of consumption, behaviors, and direction in both the cultural and socioeconomic spheres. Therefore, it is necessary to take young people to know and live experiences so that they are prepared for the times to come and produce good fruits in the sense of expanding knowledge and creating opportunities that allow them to succeed.

In this sense, the teaching of entrepreneurship comes to support these future professionals. Therefore, knowing the meaning of entrepreneurship is to start thinking about being different. Entrepreneurship, according to Sebrae (2018, p. 3) can be a great ally in education, contributing to the development of the locality and the entrepreneurial culture in the region and stimulating the formation of transforming agents of society. According to Zunini (Exame PME, 2016, p. 3), North American children begin to learn the first notions of entrepreneurship from a very young age, developing the entrepreneurial spirit from an early age.

In schools, the teaching of entrepreneurship assumes a challenging aspect by leading the student to want to learn new competencies, which offers tools for the acquisition, transfer, and accumulation of the new knowledge and skills. Scavassa & Santos and Campos (2018, p.93) point out that even in regions of extreme poverty, Entrepreneurship Education can have a positive effect on the population, bringing development and generation of a new mentality, as well as the creation of new businesses.

Entrepreneurship can be described as the ability to design and see beyond. According to Houaiss (2009, p.252), it is the ability or capacity that a person has to design, manage, and develop activities, projects, or businesses. McClelland (1968, p. 232) in his speech explains that it is necessary to rescue the figure of the entrepreneur who takes risks. Because to be an entrepreneurial person is to have the ability to take one's own initiatives, to possess a fertile imagination in the sense of creating new models, adapting them and transforming them into companies or businesses. Drucker (2016, p. 87) analyzes entrepreneurship under the prism of management that defends the idea of Management by Objectives, giving lessons to entrepreneurs by stating that objectives must be clearly defined.

The term "entrepreneur", according to Cerqueira, Santos, Leite, & Fonseca (2014), is of French origin - "entrepreneur" - and refers to someone who takes a risk and starts something new. Despite its simplicity, it is a good start to understand who can be considered an entrepreneur (Dornelas, 2012).

Business education

According to da Silva (2018, p. 121), several authors, such as Emmendoerfer, 2000; Santos, 2013; Lopes, 2010; Lima, 2008, affirm that entrepreneurship is not a genuinely born capacity but arises from the individual who develops this characteristic according to the

environment in which he lives, from the education received, and from his experiences throughout life. McClelland (1972) apud Silva (2018, p. 121) focused on a remarkable study on the entrepreneurial profile. David McClelland attributed a strong weight to cultural issues by associating children's stories to the North American entrepreneurial potential

For Moreira Tavares, Luiz de Moura, Nunes Alves (2013) it is not only in the USA that entrepreneurship education has developed, but also in Europe, Asia, Australia and New Zealand where it has generated growth, innovation, economic development. In Brazil, however, this study is in its infancy, so it is important to rethink Brazilian education with a view to spreading entrepreneurial culture.

In education, an important aspect to take into account are the tools and the way of teaching entrepreneurship within the school. Therefore, according to Nazareth, Souza, Leite, Coqueiro (2016), entrepreneurial education aims at the differentiated formation of the individual in which the innovative, creative and proactive spirit will be stimulated, preparing the person for an adequate professional and personal development.

According to Lopes (2010), the objectives of entrepreneurship education are as follows.

- Raise awareness about entrepreneurship and entrepreneurial careers, sowing seeds for the future.
- Influence/develop entrepreneurial attitudes, skills, and behaviors.
- Develop personal qualities related to the skills needed in the modern world: creativity, risk-taking, and responsibility.
- Encourage and develop entrepreneurs.
- Stimulate the creation of companies/new initiatives, supporting their development.
- Develop knowledge, techniques, and skills focused on the business world and necessary for the creation of a company.
- Help entrepreneurs and companies, through knowledge and tools, to improve their competitiveness.

As can be seen, those who work with entrepreneurship education must be aware of their role, remembering that it is not enough to teach about entrepreneurship, but it is necessary that their students learn to behave in an entrepreneurial way, focusing on the individual because through the demonstration of such behaviors one learns how to approach a project or business.

Nazareth, Souza, Leite, Coqueiro (2016) discuss that the idea that entrepreneurship education is related to the creation of new businesses is wrong because this type of education aims to improve people as human beings, strengthening and developing skills, attitudes, creativity and generating new knowledge. This allows the individual to develop his or her potential and act appropriately, taking advantage of the opportunities that arise. On the other hand, the tools used to teach entrepreneurship at school are practical, interactive, and constructive activities, that is, the student learns by doing.

It is important to highlight the vision of the European Community (EC), which since 2003 has been emphasizing the importance of entrepreneurship education since it understands

that entrepreneurship is the basis for the social and economic development of countries, especially in times of new technologies where labor is being replaced by machinery.

According to Lopes (2017), "the earlier the education is offered, the better, because it is in primary schools that the entrepreneurial mindset is formed, and at the higher level the main objective of EE would be to develop entrepreneurial skills (EUROPEAN COMMISSION, 2012, p. 44)."

Ibidem Lopes (2017), at least one of the following elements must figure in education for it to be considered entrepreneurial:

1. Foster attitudes and skills such as initiative, creativity, risk-taking, independence, self-confidence, planning to achieve objectives, among others, which are basic to entrepreneurial mindset or behavior.
2. Broaden students' knowledge of the professional possibilities as freelancers (self-employed) and entrepreneurs.
3. Use practical methodologies in which students participate in projects or activities, outside the boundaries of the educational institution, linking them with the local community or the business world.
4. Develop basic entrepreneurial skills, knowledge on how to open and develop commercial or social activities and to enable students to create their own employment or self-manage.

It is important to emphasize that it is necessary to raise a debate on what would be the best teacher profile, what would be the condition that allows the teaching of quality entrepreneurship. Many authors defend the idea that the teacher who has had or has the experience of entrepreneurship is in a better position to talk about the subject. However, this should not be an obstacle since, if they are not or have not been entrepreneurs, they can seek an approach with entrepreneurs, reading biographies of successful entrepreneurs, how they overcame possible obstacles, learning from them, and using such information as resources in their teaching activities.

However, for Christian Henrique, Kindl da Cunha (2008), the didactic pedagogical practice for the subject requires the adequacy of the contents and the appropriate methods to achieve the objectives since the common methods of knowledge transmission of traditional teaching cannot achieve the objectives because the characteristics of entrepreneurial training require that the student learns to understand the world through communication and collaboration in the face of competitive contexts, reasoning creatively to solve problems.

Education and entrepreneurial culture in public elementary schools in the state of Rondônia

According to Oliveira (2001), the first step taken by the Portuguese to conquer the Amazonian territories was the foundation of Forte do Presépio, the nucleus of the future city of Santa Maria de Belém do Grão-Pará, currently Belém do Pará, in 1616. Belém became an obligatory passage for the entire interior of the Amazon, and by the Royal Charter of 1693, the Portuguese Amazon was divided into zones for the catechetical activities of the various Catholic

religious orders and congregations. The Jesuits were responsible for the catechesis of the southern district of the Amazon River, including the Madeira, Mamoré, and Guaporé valleys.

Between 1723 and 1728, Father João Sampayo founded the village of Santo Antônio on the first of the Madeira waterfalls (Cachoeira de Santo Antônio), the first settlement on the right bank of the Madeira River, which would later be known as Porto Velho, capital of the future state of Rondônia.

Rondônia has gone through several cycles, the first of which was the rubber cycle, resulting from the demand for latex due to World War II, with the Washington Treaty of 1942, whose objective was to organize the production of latex in Brazilian lands. With the end of World War II, in 1945, the United States of America, the main buyer of Brazilian latex, drastically reduced the demand, concentrating its demands in the Malaysian rubber plantations.

Later it experienced the cycle of the Madeira Mamoré Railway which, as part of the negotiation with Bolivia, was landlocked, had to drain its production through the railroad, leaving Guajará Mirim, arriving at Porto Velho and going down the Madeira River waterway. With the construction of the BR-364 highway between Porto Velho and Abunã and the BR-425 highway between Abunã and Guajará Mirim, on July 10, 1972, the locomotives stopped blowing their whistles and were never heard again.

There was a new cycle of mining exploitation, initially of cassiterite and later of gold, when cassiterite (the base of tin) had a great decline in the international market due to the substitution of tin cans for aluminum, an easily recyclable and lightweight product. Gold, due to its predatory exploitation, being non-renewable, quickly ended its cycle, leaving a trail of environmental devastation and poverty for the vast majority of the population.

The cities of the interior, after its transformation into a state in 1982, began to concentrate on agriculture, especially coffee production with families coming from the states of Minas Gerais, Espírito Santo, and Rio Grande do Sul.

In the capital, Porto Velho, we have what is called the "contracheque economy," given the large number of federal, state, and municipal public employees.

No great importance was given to issues related to entrepreneurship or business education, since being a state with good agricultural production and favorable land, due to the large amount of rainfall, the mild climate, and the absence of bad weather, it attracted a large number of emigrants who, in the hope of having good and cheap land, were able to plant and live off the income from their production.

It was found that due to its remoteness from large centers, logistical problems, and high transportation costs, the state needed to develop an entrepreneurial spirit. Thus, the entrepreneurial education proposed by Sebrae for elementary school encourages students to seek self-knowledge, new learning, and the spirit of collectivity.

According to Lopes (2017, p. 50),

In institutional terms, SEBRAE has set objectives related to the promotion of education and entrepreneurial culture, and has positioned itself to develop and offer educational solutions for the different levels of basic, secondary, technical, professional, and higher education, both in public and public schools. These

Evaluation of the satisfaction index of teachers participating in the entrepreneurial education course: young entrepreneurs. First steps of Sebrae in public schools of the state of Rondônia

solutions can be offered as extracurricular activities, complementing or integrating the curriculum. To disseminate entrepreneurial education, SEBRAE proposed, since 2013, the National Entrepreneurial Education Program (PNEE), composed of a broad portfolio of solutions for educational institutions at all levels to stimulate the development of entrepreneurial skills.

The idea is for education to act as a transformer of this subject and encourage him/her to break paradigms and develop entrepreneurial skills and behaviors.

The course for this stage of Basic Education is the Young Entrepreneurs - First Steps - JEPP, aimed at promoting education and entrepreneurial culture. The course seeks to present learning practices, considering the student's autonomy to learn, in addition to favoring the development of attributes and attitudes necessary for the management of one's own life.

This vision is in line with the four pillars of education proposed by Unesco:

- Learning to know, i.e., acquiring the tools;
- Learning to do in order to be able to act in the environment;
- Learning to live together in order to participate and cooperate with others in all human activities;
- Learning to be is an essential pathway that integrates the three previous ones.

In this way, the course, together with an environment conducive to learning, encourages the involvement of young learners in the very act of doing, thinking, and learning. These are fundamental characteristics of entrepreneurial behavior in which the student and the group to which he or she belongs recognizes that his or her contributions are important and valued.

With the pedagogical proposal of the PEC¹ for each year of elementary school through playful activities, the learning environment sensitizes students to take calculated risks, to make decisions, and to have an observant eye, so that they can identify opportunities for innovation around them, even in challenging situations.

The course Jóvenes Emprendedores - Primeros Pasos, conceived and directed by SEBRAE, aims to promote the entrepreneurial culture with children and young people from the first period of elementary school. In educational institutions, the development of the entrepreneurial culture in primary schools aims to stimulate in students the behavior of those who do not wait and make it possible, attitudes of those who are able to look for opportunities around them without waiting for them to knock on the door by encouraging child and youth protagonism. Thus, it is intended to develop self-esteem, security, action planning, teamwork, experimentation as an important learning strategy, as well as the understanding that education should be for life.

According to Martins (2010, p. 16):

We do not want to transform every child, every young student into an agent of business creation, but into individuals who can introject into their lives, after

¹ PEC - First steps of the young entrepreneurs

having had contact with the theory, values, attitudes, ways of perceiving the world and themselves, focused on the ability to innovate, persevere, and live in harmony with others.

The Entrepreneurship Education Program aims to lead the student from elementary school to higher education, to the knowledge of the concepts of entrepreneurship, as shown in Figure 1:

ENSINO FUNDAMENTAL	ENSINO MÉDIO	EDUCAÇÃO PROFISSIONAL	EDUCAÇÃO SUPERIOR
Jovens Empreendedores Primeiros Passos	Despertar Formação de Jovens Empreendedores Crescendo e Empreendendo Jovem Empreendedor No Campo	Disciplina de Empreendedorismo Sebrae Aprendiz Empreendedor	Disciplina de Empreendedorismo Disciplina de Empreendedorismo e Inovação Empreendedorismo Social e Negócios de Impacto Social Desafio Universitário Empreendedor Empreendedorismo em Dois Tempos Sebrae <i>Experience</i>

Figure 1. Application of entrepreneurship education at different school levels.

Note: Source: Sebrae (2017)

According to Sebrae (2017, p. 6), the goal is for this student to experience entrepreneurship in the school institution, develop their skills, behaviors, and attitudes and use them for their current and future life (personal and professional).

According to Sebrae (2017, p. 14-15), it is noted that the Jóvenes Empreendedores - Primeros Pasos (JEPP) course is composed of nine (9) independent courses, one for each primary school year. The course has a total of 235 hours and its annual workload is divided into 10 to 15 meetings, varying from 2h to 2h30min each.

The JEPP course is developed on the basis of themes, one for each year of primary school. From stories, students are encouraged to develop entrepreneurial behavior and experience the stages of a business plan. The contents are addressed through workshops that work from the perspective of environmental and social sustainability; encouraging the conscious use of natural resources; highlighting the economic-financial and social viability of recycled material; stimulating creativity in problem solving, self-knowledge and the importance of empathy and perception of the other for a productive, healthy, and happy social coexistence.

Methodology

This is a quali-quantitative research in which the quantification of the data allows a specific approach and the quantitative aspect made it possible to generate results and control the phenomena. The qualitative approach allows interpreting and contextualizing the results in a more complete way from a holistic point of view. The research was carried out for 18 (eighteen) months, covering 7 (seven) public elementary schools, and the whole process was supervised by the Municipal Departments of Education with the advice of SEBRAE.

In the samples 245 elementary school teachers participated in the research, from 7 (seven) public schools in the state of Rondônia, Brazil distributed in the cities; object of the study, interviewed in the Period from 10/01/2019 to 01/154/2020 as can be seen in Figure2.

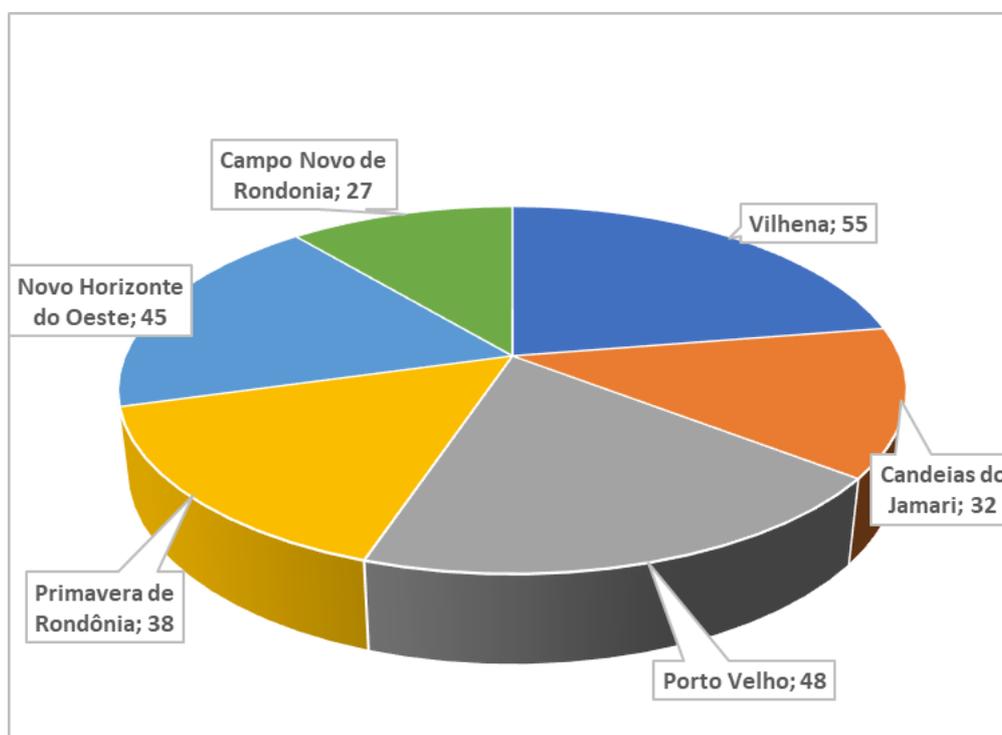


Figure 2. Number of teachers interviewed by municipality.

The course and the interviews involved 245 elementary school teachers from public schools in 6 cities in the state of Rondônia. The municipality with the largest number of teachers was Vilhena (55), followed by Porto Velho with 48 participants.

Evaluation tools

- 1- An evaluation questionnaire distributed to all students participating in the project with a percentage of 45% of questionnaires answered voluntarily.
- 2- Evaluation questionnaire applied to 100 parents of students with closed and open-ended questions to assess their satisfaction with the study, the impact of the methodology, and the results obtained with the students. The percentage of respondents was 67%.

3- A questionnaire was used with the 245 teachers who participated in the project. The questions involved the evaluation of the scope and level of adherence of the students to the project. All questionnaires were answered.

Data analysis

Data analysis was performed by tabulating the surveys in the Excel spreadsheet developed exclusively for this activity. For the closed questions, the LIKERT scale was used in which the respondents expressed their level of satisfaction with the project.

Each school prepares a comprehensive report on the adherence and outcome of the project, and this information is sent to the municipal secretariat of education since the adherence comes from the municipality.

SEBRAE intervenes with the entire pedagogical structure, supplying material and instructors, and the municipality, together with the municipal education secretariat, is responsible for logistics, which involves travel, lodging, and food for teachers who live outside the municipality, as well as the mobilization of directors, supervisors, and teachers to participate in the project through an awareness-raising talk.

Tabulation of the questionnaires for the closed-ended questions assessing the level of satisfaction was performed using an Excel spreadsheet with the simple mean of the responses without weight attribution.

The second question sought to know the percentage of teachers divided into their respective grades within Primary Education as shown in Figure 3.

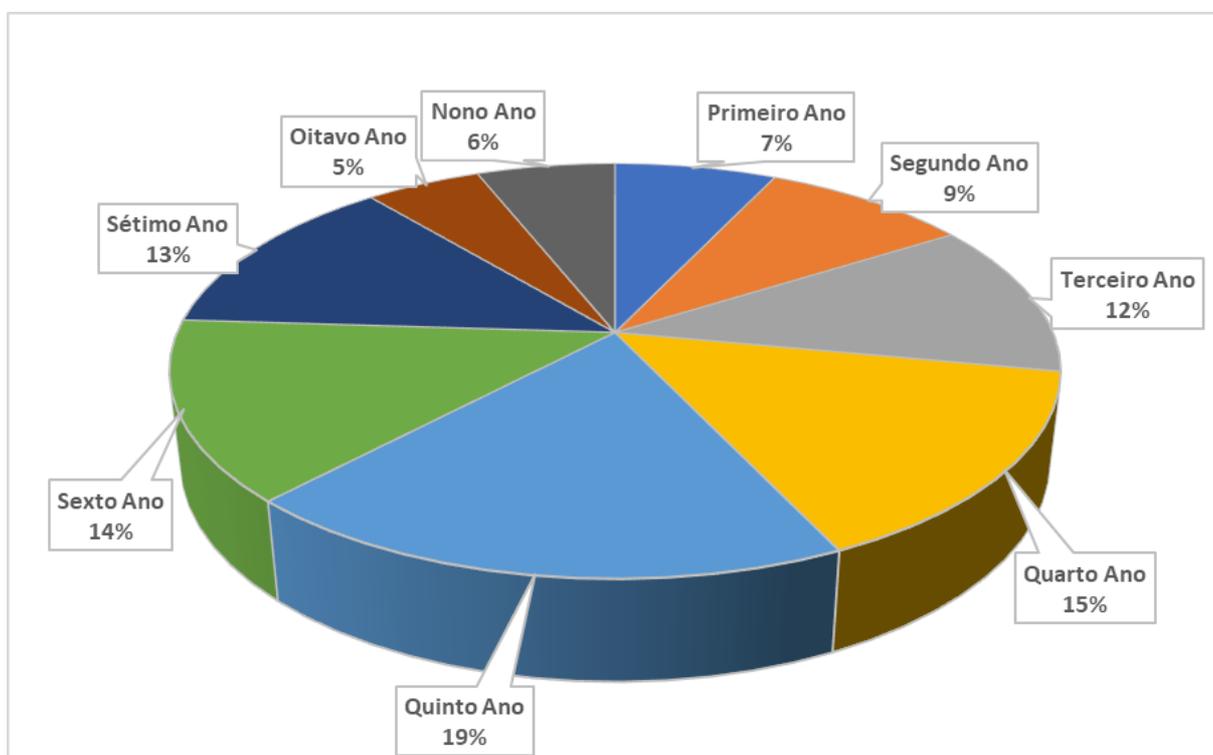


Figure 3. Percentage of teachers by grade level

It was observed that most of the teachers interviewed belong to the fourth, fifth, sixth, and seventh grades. As in Brazil we have a division between the first fundamental years (1st to 5th grade) and the last fundamental years (6th to 9th grade), we have a low participation of teachers from the first years.

Inclusion criteria: In reference to the school's adhesion, the selection criterion was always voluntary on the part of those responsible for the school with the signing of the respective term of commitment. For the students, the criterion was to be a student of the school that joined the project and to be attending the grades included in the membership, which include the primary education grades.

Exclusion criteria: Not being a student of the center that adhered to the project and not having studied the years included in the adhesion.

Results

The third research question sought to test whether the training offered had provided teachers with better conditions for developing entrepreneurial competencies in students, according to Figure 4.

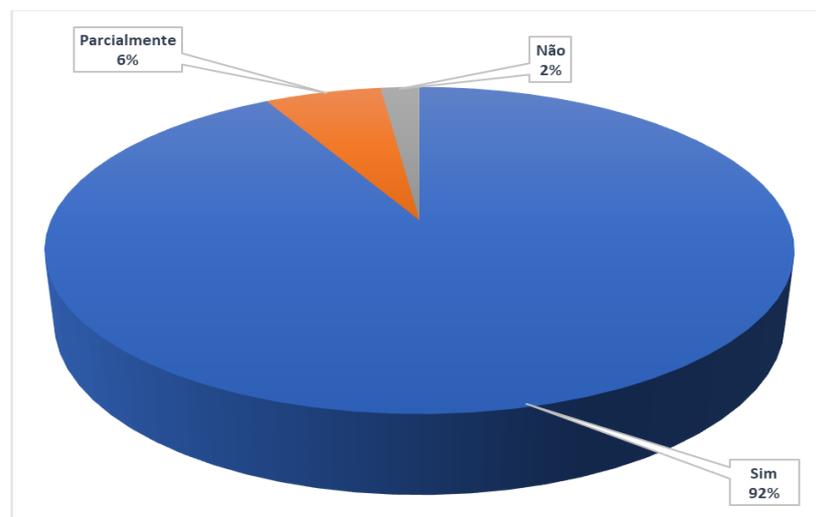


Figure 4. Teachers and the development of entrepreneurial competencies in students.

Regarding the question about the training course for teachers, 92% of the participating teachers considered it important to carry out training courses since they help the development of entrepreneurial skills of students, 6% considered it partially important, and 2% considered that the course does not contribute to the training of teachers who train entrepreneurial students. According to Rocha, Silva, Simões (2012), entrepreneurship can and should be taught and stimulated. Some public institutions, realizing the importance of the subject, have made available to school programs and activities related to the teaching of entrepreneurship where it is important to learn and do, using imagination, creativity, and innovation.

The next question was intended to find out whether, after the students' participation in the course, they still had a predisposition to work collectively with common objectives, as shown in Figure 5.

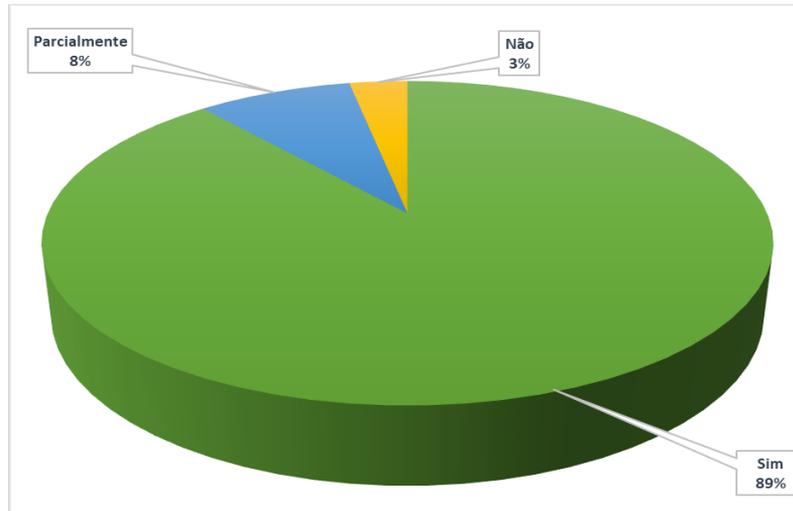


Figure 5. Do the students who have participated in the course continue to show a predisposition to work collectively with common objectives?

In terms of providing better conditions for the development of students' entrepreneurial skills, 89% of the teachers consider that the *Jóvenes Emprendedores Primeros Pasos* course contributed to the development of these skills, having a predisposition to carry out collective work aimed at common objectives for the group. Eight percent of the teachers partially agreed and 3% disagreed.

The next question wanted to know if the teacher felt empowered to develop entrepreneurship projects with students in the school, according to Figure 6.

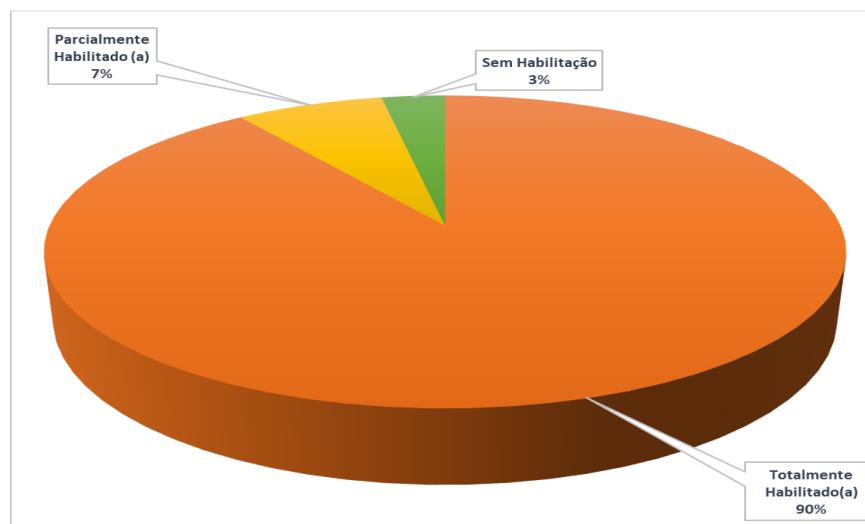


Figure 6. Do you feel able to carry out entrepreneurial projects at school with your students?

The survey shows us that 90% of the teachers participating in the entrepreneurship course feel fully qualified to develop projects focused on entrepreneurship, 7% partially qualified, and 3% do not consider themselves capable of developing a project of this type. For Christian Henrique, Kindl da Cunha (2008), it is already recognized today that teaching entrepreneurship is an important educational innovation that stimulates a process of learning about learning. Thus, teachers need to participate in continuous training and in events that can bring innovative ideas for working with the referred theme.

The other question in the survey sought to find out the teachers' opinion of the students' ability to understand the steps they are taught according to the figure 7.

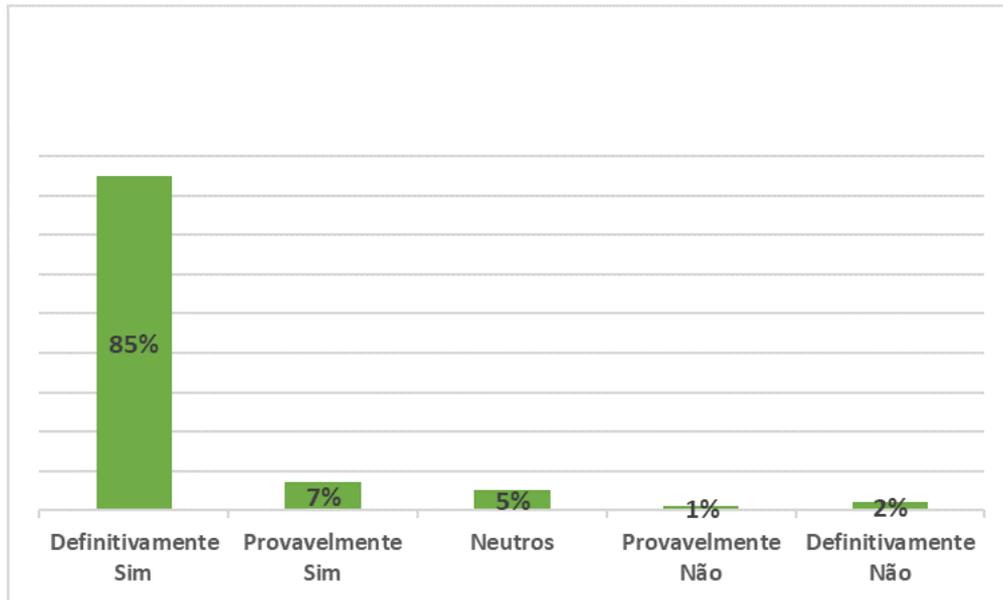


Figure 7. Are students able to understand the steps just as they are taught?

It is observed that, according to teachers, most of the 85% students are able to understand the steps in the process of teaching entrepreneurship, being competent to take ideas to career building levels; however, this does not mean that they do.

Another question in the survey sought to find out whether students express a desire to plan and engage in new ventures after the course according to Figure 8.

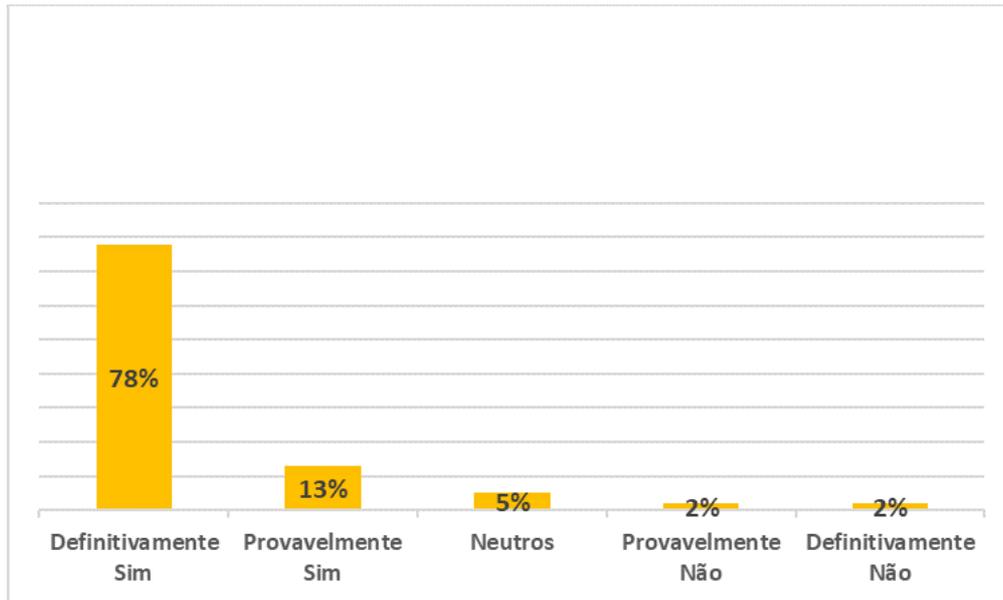


Figure 8. Do students express a desire to plan and engage in new ventures after the course?

The Entrepreneurship subject can be considered at first as a stimulus to motivate students to develop their own projects, thus 78% of these students expressed their desire to plan and carry out new enterprises, 13% probably planned new enterprises, and the remaining 9% will probably never get involved in entrepreneurial projects.

The next question of the survey wanted to know if the students presented entrepreneurial behaviors after the end of the course, as shown below in Figure 9.

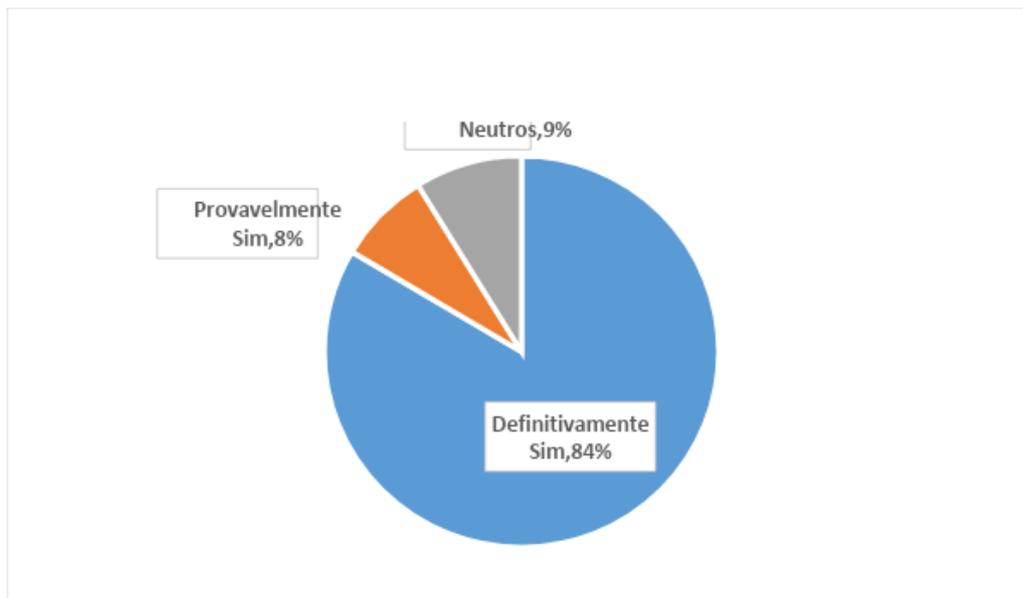


Figure 9. Students show entrepreneurial behavior after the course

The Entrepreneurship course aims to develop specific behaviors in the participants, and at the end of the course it was observed that 84% of the students definitely present these behaviors, 8% probably presented the required behaviors, and 9% are neutral to the course. In SEBRAE's opinion, entrepreneurship goes beyond creating one's own business but means creating, being proactive, and leading. Brazilians are born entrepreneurs; they just need opportunities to create their own alternatives.

The next question wanted to know, according to the teachers' opinion, if the students had expectations of being future entrepreneurs, according to the figure 10.

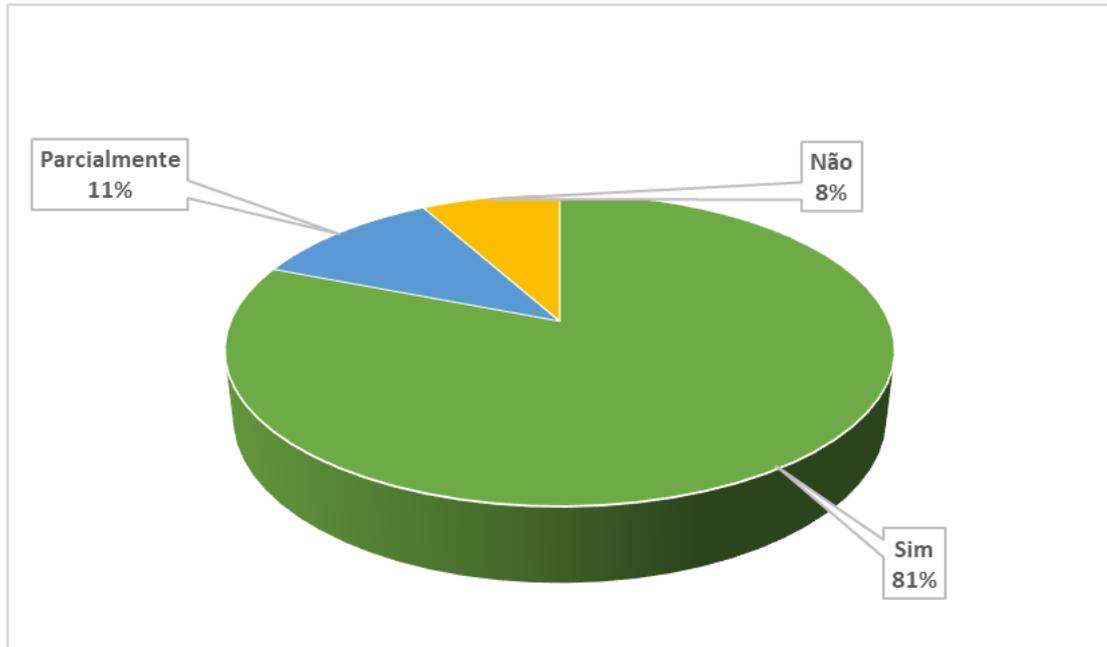


Figure 10. Students have expectations of being future entrepreneurs

Many students, 81%, present expectations of being future entrepreneurs, 11% have partial expectations, and 8% have no expectations; therefore, according to Greatti, Senhorini (2000), it is essential that the individual works, seeking to innovate and create new ways to perform the tasks of everyday life.

Another important question raised was whether students continue to develop the entrepreneurial culture in the school environment, according to Figure 11.

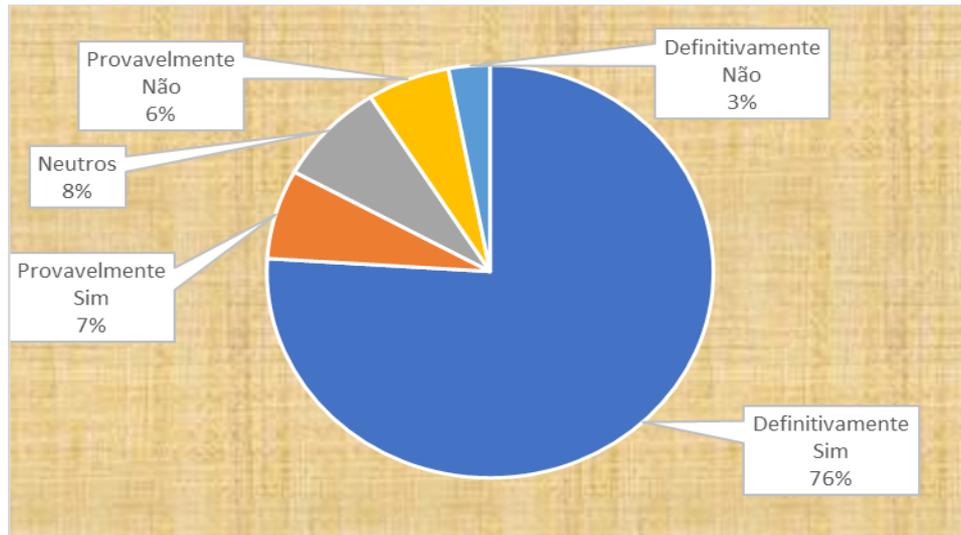


Figure 11. Students continue to develop an entrepreneurial culture in the school environment.

Six months after the implementation of the course, teachers report that 76% of the students are still developing the entrepreneurial culture, confirming the positive impact on the lives of these young people who, in some way, are demonstrating their entrepreneurial spirit.

The last question of the survey sought to find out the level of teachers' satisfaction with the Young Entrepreneurs First Steps course as shown in Figure 12.

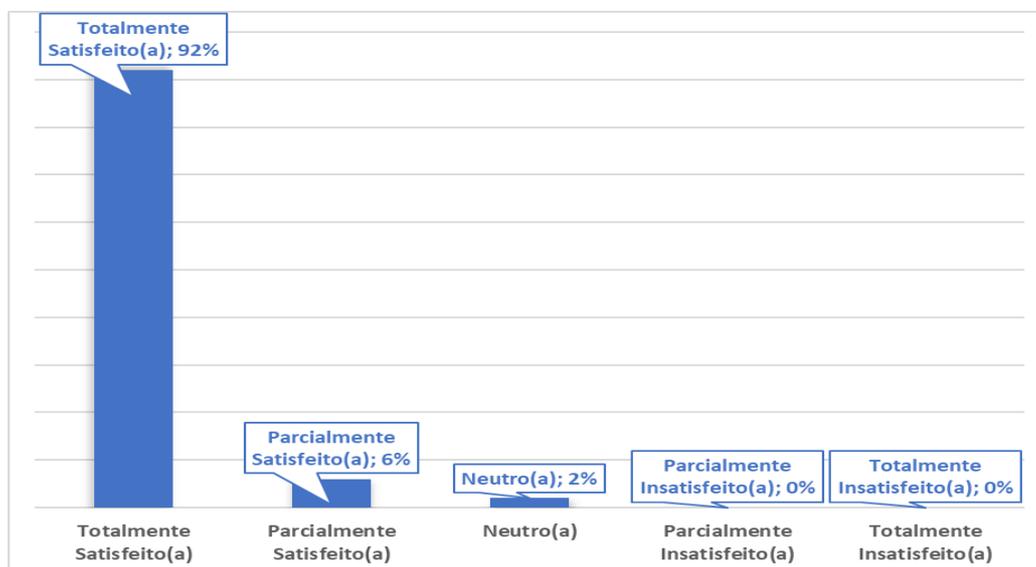


Figure 12. What is your level of satisfaction with the JEPP course?

92% of the participants in the course were satisfied, which allows us to reflect that the skills required for the development of entrepreneurship are being used by these participants for their personal and professional development, improving their learning and quality of life. Many

teachers expressed in informal conversations their full satisfaction with the course and also that it had served to awaken their desire to become entrepreneurs.

Some cities participating in the course are very small, such as Primavera de Rondônia, Novo Horizonte do Oeste, Candeias do Jamari, and Campo Novo de Rondônia. There are not many job opportunities in these cities, and teachers need to have more than one work contract to earn enough to cover their needs. Encouraging entrepreneurship can awaken in some the possibility of earning extra income through informal jobs, such as baking cakes, sweets, and savory snacks, developing their entrepreneurial spirit.

Discussion and final considerations

Through the present study it is possible to affirm that there is progress in the implementation of the entrepreneurial culture in the municipal schools that participated in the Jóvenes Emprendedores Primeros Pasos project.

The graphs show that teachers in the first years (from 1st to 4th grade) still have some resistance to the project. However, in the later years, the students acquire a greater degree of maturity and are aware of the success of the project in other years, and in other centers there is greater involvement on the part of the teachers.

Another interesting aspect is related to the change in behavior of the students participating in the project, with a large majority showing a desire to become entrepreneurs.

A remarkable aspect is the participation of parents in the projects, encouraging their children and having a wide participation in the fairs held at the end of the project. Many parents started to become entrepreneurs (cakes, sweets, handicrafts, etc.) from the initiatives contributed by their children in the JEPP project.

The teachers interviewed, after the completion of the project, affirmed that the project achieves its objectives, and even the most skeptical ones ended up committing themselves to carry out the activities, including the dissemination of the project among the parents of the schools that did not participate in it.

The students who participated in the project demonstrated that they have some entrepreneurial characteristics that they were able to put into practice at the fairs where the products were sold. There is interest on the part of SEBRAE and the Municipalities in the sense that the project is integral in all the schools of the municipality and in all the municipalities of the state.

The project went through an evaluation process and acquired new clothes that will begin to be implemented in the second half of 2020, having a much greater focus on Entrepreneurship Education, no longer focusing on the Business Plan but on the objectives based on the four pillars of Education, which are concepts of fundamentals of education based on the Report to UNESCO of the International Commission on Education for the 21st Century, coordinated by Jacques Delors (1998 p. 89-99), which are:

- Learning to know - It is necessary to make the act of understanding, discovering, constructing, and reconstructing knowledge pleasurable so that it is not ephemeral, so that it is sustained over time, and so that it values curiosity, autonomy, and attention on a permanent basis. It is also necessary to think about the new, to reconstruct the old, and to reinvent thinking.
- Learning to do - It is not enough to prepare oneself carefully to enter the work sector. The rapid evolution of the professions requires the individual to be able to face new work situations and to work in teams, developing a spirit of cooperation and humility in conceptual reworking and exchanges, values necessary for collective work. To have initiative and intuition, to like a certain amount of risk, to know how to communicate and resolve conflicts, and to be flexible. Learning to do implies a series of techniques to be worked on.
- Learning to live together - In today's world this is a very important learning because those who learn to live with others, to understand them, to develop the perception of interdependence, to manage conflicts, to participate in common projects, to take pleasure in common effort are valued.
- Learning to be - It is important to develop sensitivity, ethical and aesthetic sense, personal responsibility, autonomous and critical thinking, imagination, creativity, initiative, and the integral growth of the person in relation to intelligence. Learning must be integral without neglecting any of the potentialities of each individual.

For the development of future works related to Entrepreneurial Education and Teacher Training, it is recommended to deepen in the topics: Active Methodologies in Higher Education, Education 4.0, and Education Maker.

Education 4.0 takes into account the fourth industrial revolution with the use of artificial intelligence, robots, and the internet of things. The work, research, and possible discoveries are made through electronic devices and applications, games, videos, and systems that integrated to the pedagogical project of the institution lead the student to the development of skills, entrepreneurship, leaving aside the transmission of content for the construction of knowledge with effective practical value.

Education Maker, as its name suggests, is based on the concept of "Do It Yourself," allowing students to create and execute their own projects. More than ever, it fits into the concepts of entrepreneurship, as this is evidenced by behavior, by doing and not only by theories acquired through the transmission of knowledge.

With regard to active methodologies, it should be noted that with the introduction of digital information and communication technologies (ICT) there has been a significant change in classroom dynamics. It is no longer conceivable that the teacher teaches in the analog model, while his students are in the digital model. With the integration of digital technologies in pedagogical activities, *blended learning* or hybrid teaching can be used. In this model, activities are divided between face-to-face activities in the classroom and teaching through online resources with distance learning activities.

Some ways to apply the methodology are as follows:

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- Flexible: The student receives the content and information through a digital platform and receives support from the teacher in face-to-face meetings. What is flexible is the type of support given by the teacher, ranging from a little help to tutoring.
- Mixed: The student can choose to take one or several totally virtual subjects, complementing the classroom subjects, and the complementary materials are sent online.
- Enriched virtual: Most of the subjects are virtual and you can participate in some face-to-face activities such as conducting laboratory experiments.
- Rotation: The classroom can be divided into groups of projects, activities carried out in laboratories or other spaces. The student can rotate through the different face-to-face or virtual classrooms.

Another type of active methodology is the flipped classroom, in which content is made available to students through virtual platforms as they prepare for face-to-face meetings. In these meetings the students are the protagonists, participating in case studies, group discussions, laboratory experiments and, principally, problem solving.

Peer instruction is also used within active methodologies, which in a literal translation can be understood as peer instruction. Previously, the teacher provides the students with the study material, and they answer the questions through a digital platform. The teacher analyzes which questions present a higher degree of difficulty, and they are worked on in the classroom, interspersed with what is called Concept Testing, when new difficulties are exposed. This method aims to encourage the student's critical thinking, assessing learning even before the day's activities are completed.

Another form of learning is problem-based learning. The teacher presents a highly complex problem and the students through in-depth research, formulate hypotheses, search for resources, organize the steps until the complete solution of the problem presented.

Another successful strategy is Gamification when apps (applications for mobile devices) are used as tools for the development of educational content. Games can have various levels of difficulty with the accumulation of points, unlocking new content, advancing through stages, and obtaining bonuses.

A more in-depth study of the social effects of the project is recommended, analyzing the tangible and intangible benefits for the families involved. Also recommended is an ongoing study with the teachers involved in the projects both in secondary and higher education, so that based on the concepts of entrepreneurship education they can encourage their students or, perhaps, become entrepreneurs themselves.

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